

English Second Language (ESL)

ESL 500 - POLICY & PRACTICE IN EDUC LING

Semester Hours: 3

In this course, we investigate the sociocultural and political contexts within which linguistically diverse students encounter language across the U.S. education system. We will interrogate assumptions about language learning and teaching. Key topics include promising practices in supporting language and identity, such as translanguaging, multimodality, and multilingualism in educational and community settings.

ESL 510 - INTRO TO LANGUAGE SYSTEMS

Semester Hours: 3

In this course, we study language systems in context. Phonetics, phonology, morphology, syntax, and semantics are the units of analysis as we consider variables that impact development and usage at individual and group levels. Comprehension and production of meaning across content domains are key elements of course assignments.

ESL 520 - INSTR & ACADEMIC LANG CONT DOM

Semester Hours: 3

In this course, we investigate language usage through analysis of key structures, including the word, group, phrase, sentence and extended discourse. Following the system-functional framework, we will consider the design of instructional and academic language from a social semiotic perspective, highlighting the complex of options available for meaning making across multiple languages.

ESL 640 - INSTR & EVAL OF LANGUAGE USAGE

Semester Hours: 3

This course provides the foundation for effective instruction of linguistically diverse students. We critique the theoretical underpinnings of historical and contemporary ESOL education as well as the selection of instructional materials, course design, and lesson plans. Assignments include the design of pedagogically sound classroom instruction and lesson plans, as well as application of responsive, evidence-based evaluation methods.

ESL 650 - PRACTICUM, TESOL

Semester Hours: 3

This course review the foundations of responsive course, program, and curriculum design. Students engage in supervised instruction of English to linguistically diverse learners in target contexts.