English Second Language (ESL)

ESL 400 - POLICY AND PRACTICE IN EDUCATIONAL LINGUISTICS
Semester Hours: 3

In this course, we will 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 410 - INTRODUCTION 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 420 - INSTRUCTIONAL AND ACADEMIC LANGUAGE ACROSS CONTENT DOMAINS
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 systemic-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 430 - DESIGNING INSTRUCTIONAL AND ACADEMIC LANGUAGE
Semester Hours: 3

This course students to current issues and trends within educational practice, policy, research, and theory as they relate to the broader context of English as a Second Language (ESOL). Students investigate issues of teaching and learning within the broader sociocultural context, including basic exploration of current research and debate within education. Topics may vary with each offering.

ESL 440 - INSTRUCTIONAL AND EVALUATION 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.