

TEACHING ENGL AS SECOND LANG (TESL)

TESL 1--. TESL-UPPER DIVISION. (1-10 Credits)

Upper Level Coursework in Teaching Engl as Second Lang

Level: Undergraduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Transfer

Schedule type(s): Lecture

Area(s) of Inquiry: None

TESL 2--. TESL-GRAD ELECT. (1-10 Credits)

Graduate Level Coursework in Teaching Engl as Second Lang

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Transfer

Schedule type(s): Lecture

Area(s) of Inquiry: None

TESL 101. INTRODUCTION TO TEACHING ENGLISH LEARNERS. (3 Credits)

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an major in Elementary Teacher Educ or Secondary Teacher Education.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 102. INTERCULTURAL COMMUNICATION FOR TEACHERS. (3 Credits)

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): TESL 101

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an major in Elementary Teacher Educ or Secondary Teacher Education.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 103. ISSUES AND ASSESSMENT OF ESL. (3 Credits)

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): TESL 101

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an major in Elementary Teacher Educ or Secondary Teacher Education.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 104. STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS. (3 Credits)

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an major in Elementary Teacher Educ or Secondary Teacher Education.

Enrollment limited to students in a Bachelor of Science in Edu degree.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: Engaged Citizen

TESL 105. TEACHING READING AND WRITING TO ENGLISH LANGUAGE LEARNERS. (3 Credits)

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): TESL 101

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an major in Elementary Teacher Educ or Secondary Teacher Education.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 106. METHODS OF LINGUISTICS DIFF FOR ENGLISH LANGUAGE LEARNERS. (3 Credits)

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): TESL 101

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an major in Elementary Teacher Educ or Secondary Teacher Education.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 121. INTRO TEACHING MULTILINGUAL LEARNERS. (3 Credits)

Introduction to Teaching Multilingual Learners establishes foundational understanding of key aspects of teaching members of this group of students who are still developing their English language skills. Basic content such as field-specific terminology; legal mandates and policies; characteristics of effective language instruction educational programs; student characteristics and their impact on teaching and learning; translanguaging and second language acquisition as applied to lesson planning; and advocacy for multilingual learners.

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: Engaged Citizen

TESL 122. LING LANG STRUC TEACH ML LEARN. (3 Credits)

This course is designed to develop both the linguistic and pedagogical knowledge that are considered essential for teachers of the English language to multilingual students. Students will gain a conscious, in-depth understanding of the workings of developmental sequences of second language acquisition, English phonology, morphology, semantics, syntax, grammar, pragmatics, and discourse in order to assess their students' language development in an additional language, predict and respond to their needs, provide explanations about how English works, and plan for instruction that helps students advance in their English proficiency. Students will also learn about how language is a sociocultural construct and how it changes over time. This course aims to build this knowledge from a content-based learning and systemic functional linguistics (SFL) perspective, and students will apply linguistics and grammar knowledge in the context of content and disciplinary language and skills. Students will also analyze samples of language, identifying linguistic features and model appropriate error correction.

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 123. LANG/CULT/POWER TEACH ML LEARN. (3 Credits)

This course focuses on the intersection of language, culture, and power with the goal of creating equitable learning opportunities for K-12 multilingual learners. Decolonizing classroom practices, legitimizing language varieties, addressing bias in communication, and advocating for multilingual learners are also specifically addressed.

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): TESL 121

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 124. ISS & ASSESS OF ML LEARNERS. (3 Credits)

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): TESL 122

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 125. LIT TEACH MULTILINGUAL LEARN. (3 Credits)

With the expanding population of multilingual students who are classified as English Learners in public schools, there is an urgent need for literacy instruction that meets the diverse needs of multilingual learners. This course, in part, fulfills requirements for Drake University's K-12 ESL endorsement. This course is grounded in second-language literacy and content-based instruction and will focus on a range of best practice and culturally-responsive approaches that foster literacy development in English and promote maintenance in students' home and community languages. Topics that will be explored include: literacy development across first and second (additional) language acquisition, biliteracy development and translanguaging, technology and multiliteracies, vocabulary acquisition, reading comprehension, the needs of special populations, writing instruction, and literacy assessment.

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): TESL 122

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 126. METH PLAN INSTR FOR ML LEARNER. (3 Credits)

This course is designed to develop both pedagogical knowledge for planning and differentiating instruction for multilingual learners. Per state requirements, this course includes a 10-hr practicum with an age group opposite your licensure (i.e., secondary if elementary). This course directly draws on and expands knowledge from previous courses and is based in content-based language instruction. Students will apply strategies that facilitate development of effective listening and oral communication skills, adjust teaching and develop strategies for trauma-informed instruction, and linguistically differentiate instruction and assessment according to data analysis and backward design principles. Additionally, students will expand their knowledge base in being an effective English language teaching colleague and resource by describing effective approaches to working with colleagues who support MLLs (e.g., paraeducators, translators, interpreters, cultural liaisons, describing effective approaches to co-teaching, and refining skills for advocating for multilingual learners (MLLs)).

Level: Non Degree Coursework, Professional Health Care, Undergraduate

Prerequisite(s): TESL 122

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 201. INTRODUCTION TO TEACHING ENGLISH LEARNERS. (3 Credits)

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an concentration in K-12, ESL Teacher.

Enrollment limited to students in a Master of Science in Education degree.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 202. INTERCULTURAL COMMUNICATION FOR TEACHERS. (3 Credits)**Level:** Graduate**Prerequisite(s):** TESL 201**Corequisite(s):** None**Restrictions:** None**Primary grade mode:** Standard Letter**Schedule type(s):** Independent Study, Lecture, Web Instructed**Area(s) of Inquiry:** None**TESL 203. ISSUES AND ASSESSMENT OF ESL. (3 Credits)****Level:** Graduate**Prerequisite(s):** TESL 201**Corequisite(s):** None**Restrictions:** None**Primary grade mode:** Standard Letter**Schedule type(s):** Independent Study, Lecture, Web Instructed**Area(s) of Inquiry:** None**TESL 204. STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS. (3 Credits)****Level:** Graduate**Prerequisite(s):** None**Corequisite(s):** None**Restrictions:**

Enrollment limited to students in a Master of Arts in Teaching or Master of Science in Teaching degrees.

Primary grade mode: Standard Letter**Schedule type(s):** Independent Study, Lecture, Web Instructed**Area(s) of Inquiry:** None**TESL 205. TEACHING READING AND WRITING TO ENGLISH LANGUAGE LEARNERS. (3 Credits)****Level:** Graduate**Prerequisite(s):** TESL 201**Corequisite(s):** None**Restrictions:** None**Primary grade mode:** Standard Letter**Schedule type(s):** Independent Study, Lecture, Web Instructed**Area(s) of Inquiry:** None**TESL 206. METHODS OF LINGUISTICS FOR DIFFERENT ENGLISH LANGUAGE LEARNERS. (3 Credits)****Level:** Graduate**Prerequisite(s):** TESL 201**Corequisite(s):** None**Restrictions:** None**Primary grade mode:** Standard Letter**Schedule type(s):** Independent Study, Lecture, Web Instructed**Area(s) of Inquiry:** None**TESL 211. INTRODUCTION TO TEACHING ENGLISH LEARNERS. (3 Credits)**

In the context of the nations's increasingly diverse K-12 classrooms, all teachers must know how to effectively teach language and content to English Learners (ELs) in order to facilitate equitable access to core curriculum. In this introductory course, specific areas of study include factors that influence second language learning, the impact of and strategies to support second language acquisition in lesson planning (focused on sheltered instruction), legal mandates related to ELs, and characteristics of an effective English as a Second Language program. A variety of materials, activities, and resources will be used to facilitate learning of key concepts in each of these areas.

Level: Graduate**Prerequisite(s):** None**Corequisite(s):** None**Restrictions:**

Enrollment is limited to students with an concentration in K-12, ESL Teacher.

Enrollment limited to students in a Master of Science in Education degree.

Primary grade mode: Standard Letter**Schedule type(s):** Independent Study, Web Instructed**Area(s) of Inquiry:** None**TESL 212. INTERCULTURAL COMMUNICATION FOR TEACHERS. (3 Credits)****Level:** Graduate, Non Degree Coursework**Prerequisite(s):** TESL 211**Corequisite(s):** None**Restrictions:**

Enrollment is limited to students with an concentration in K-12, ESL Teacher.

Enrollment limited to students in a Master of Science in Education degree.

Primary grade mode: Standard Letter**Schedule type(s):** Independent Study, Web Instructed**Area(s) of Inquiry:** None**TESL 213. ISSUES AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS. (3 Credits)****Level:** Graduate**Prerequisite(s):** TESL 201**Corequisite(s):** None**Restrictions:**

Enrollment is limited to students with an concentration in K-12, ESL Teacher.

Enrollment limited to students in a Master of Science in Education degree.

Primary grade mode: Standard Letter**Schedule type(s):** Independent Study, Web Instructed**Area(s) of Inquiry:** None

TESL 214. STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS. (3 Credits)

Level: Graduate

Prerequisite(s): TESL 211

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an concentration in K-12, ESL Teacher.

Enrollment limited to students in a Master of Science in Education degree.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

TESL 215. TEACHING READING AND WRITING TO ENGLISH LANGUAGE LEARNERS. (3 Credits)

Level: Graduate

Prerequisite(s): TESL 201

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an concentration in K-12, ESL Teacher.

Enrollment limited to students in a Master of Science in Education degree.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

TESL 216. METHODS OF LINGUISTICS FOR DIFFERENT ENGLISH LANGUAGE LEARNERS. (3 Credits)

ELS Methods is a required course for the ESL endorsement at Drake University. The course addresses topics essential to the knowledge base of expert ESL teachers. These include the history of language teaching; factors that impact ELs' learning; effective work with paraeducators; standards-based language teaching, assessment, and grading, differentiated according to student English language proficiency level; strategies for teaching students who have experienced trauma; and advocacy on behalf of ELLs. This course includes a practicum in the form of application of strategies. For pre-service teachers, ten practicum hours opposite teacher candidate's certification level (elementary teachers work at the secondary level, secondary teachers work at the elementary level). Practicum experiences will be set up by the Drake School of Education Practicum Coordinator. For in-service teachers, the practicum requires that students work with language learners at the grade level opposite their teacher licensure. The practicum will include opportunities for in-service teachers to engage in such activities as observing high-quality ESL teaching; collaborating with ESOL and content teachers, as well as others in the service of ELs; and trying out differentiation strategies with ELs.

Level: Graduate

Prerequisite(s): TESL 201

Corequisite(s): None

Restrictions:

Enrollment is limited to students with an concentration in K-12, ESL Teacher.

Enrollment limited to students in a Master of Science in Education degree.

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

TESL 221. INTRO TEACH MULTILINGUAL LEARN. (3 Credits)

Introduction to Teaching Multilingual Learners establishes foundational understanding of key aspects of teaching members of this group of students who are still developing their English language skills. Basic content such as field-specific terminology; legal mandates and policies; characteristics of effective language instruction educational programs; student characteristics and their impact on teaching and learning; translanguaging and second language acquisition as applied to lesson planning; and advocacy for multilingual learners.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: Engaged Citizen

TESL 222. LING LANG STRUC TEACH ML LEARN. (3 Credits)

This course is designed to develop both the linguistic and pedagogical knowledge that are considered essential for teachers of the English language to multilingual students. Students will gain a conscious, in-depth understanding of the workings of developmental sequences of second language acquisition, English phonology, morphology, semantics, syntax, grammar, pragmatics, and discourse in order to assess their students' language development in an additional language, predict and respond to their needs, provide explanations about how English works, and plan for instruction that helps students advance in their English proficiency. Students will also learn about how language is a sociocultural construct and how it changes over time. This course aims to build this knowledge from a content-based learning and systemic functional linguistics (SFL) perspective, and students will apply linguistics and grammar knowledge in the context of content and disciplinary language and skills. Students will also analyze samples of language, identifying linguistic features and model appropriate error correction.

Level: Graduate

Prerequisite(s): TESL 221

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 223. LANG/CULT/POWER TEACH ML LEARN. (3 Credits)

This course focuses on the intersection of language, culture, and power with the goal of creating equitable learning opportunities for K-12 multilingual learners. Decolonizing classroom practices, legitimizing language varieties, addressing bias in communication, and advocating for multilingual learners are also specifically addressed.

Level: Graduate

Prerequisite(s): TESL 221

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 224. ISS & ASSESS OF ML LEARNERS. (3 Credits)

Level: Graduate

Prerequisite(s): TESL 222

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 225. LIT TEACH MULTILINGUAL LEARN. (3 Credits)

With the expanding population of multilingual students who are classified as English Learners in public schools, there is an urgent need for literacy instruction that meets the diverse needs of multilingual learners. This course, in part, fulfills requirements for Drake University's K-12 ESL endorsement. This course is grounded in second-language literacy and content-based instruction and will focus on a range of best practice and culturally-responsive approaches that foster literacy development in English and promote maintenance in students' home and community languages. Topics that will be explored include: literacy development across first and second (additional) language acquisition, biliteracy development and translanguaging, technology and multiliteracies, vocabulary acquisition, reading comprehension, the needs of special populations, writing instruction, and literacy assessment.

Level: Graduate

Prerequisite(s): TESL 222

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None

TESL 226. METH PLAN INSTR FOR ML LEARNER. (3 Credits)

This course is designed to develop both pedagogical knowledge for planning and differentiating instruction for multilingual learners. Per state requirements, this course includes a 10-hr practicum with an age group opposite your licensure (i.e., secondary if elementary). This course directly draws on and expands knowledge from previous courses and is based in content-based language instruction. Students will apply strategies that facilitate development of effective listening and oral communication skills, adjust teaching and develop strategies for trauma-informed instruction, and linguistically differentiate instruction and assessment according to data analysis and backward design principles. Additionally, students will expand their knowledge base in being an effective English language teaching colleague and resource by describing effective approaches to working with colleagues who support MLLs (e.g., paraeducators, translators, interpreters, cultural liaisons, describing effective approaches to co-teaching, and refining skills for advocating for multilingual learners (MLLs).

Level: Graduate

Prerequisite(s): TESL 222

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None