

The University of Georgia

New Course Application

1. COURSE ID: ELAN 7503

2. TITLES

Course Title: Content-Based Instruction in ESOL
 Course Computer Title: CONTENT-BASED ESOL

3. COURSE DESCRIPTION (must be 50 words or less)

Students will learn instructional strategies in teaching English to speakers of other languages across content areas following TESOL national standards for teacher preparation. Topics include teaching methods and techniques, planning integrated instruction, meeting the appropriate content area and TESOL standards, assessment, and cultural issues in content-based instruction.

4. GRADING SYSTEM

A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

	FIXED	VARIABLE
Credit Hours	3	
Lecture Hours	3	

6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are fewer than credit hours, please justify)

7. REPEAT POLICY

Course cannot be repeated for credit

8. DUPLICATE CREDIT STATEMENT (do not list quarter course IDs)

The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

Permission of department

10. PREREQUISITE OR COREQUISITE COURSES

11. COREQUISITE COURSES

12. PRIMARY DELIVERY MECHANISM (select only one):

Lecture

13. COURSE WILL BE OFFERED

Every Year - Scheduling unknown

14. DESIRED EFFECTIVE SEMESTER AND YEAR

Semester following UCC approval

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

Students will learn to:

- Plan standards-based ESOL and content instruction.
- Establish classroom routines during which students demonstrate appreciation for one another.
- Implement standards-based programs and instructional models appropriate to student needs.
- Be aware that materials should be appropriate for students' age and language proficiency.
- Select and adapt print and visual materials that are appropriate for students' age and language proficiency.
- Use materials that are appropriate for students' learning styles.
- Use students' community and family to locate and develop culturally appropriate materials.
- Build on students' culture in selecting, adapting, and sequencing ESL and content-area materials.
- Be aware of differences between content-area materials for ESOL learners and those for native speakers.
- Select materials from existing content-area texts appropriate for ESOL learners.
- Incorporate a variety of resources, including selections from or adaptations of materials from content area texts.
- Use a variety of levels of content-area materials, either adapted or commercially produced.
- Use materials in students' first language as appropriate.
- Collaborate with non-ESOL classroom teachers to develop materials and resources that integrate ESOL and content areas.
- Be aware of the usefulness of a variety of materials and resources in English and the home language.
- Find and/or create instructional materials in English and the

- home language for student instruction and use.
- Enable students to use a variety of learning tools, including hands-on, visual, and multimedia means of instruction.
 - Use a variety of resources (e.g., community, family, students) to obtain materials that promote language, literacy, and content development in English and, when possible, the students' home languages.
 - Be aware of ways in which computers and other technological resources can improve ESOL students' learning.
 - Use technological resources to enhance instruction to meet ESOL students' language and content learning needs.
 - Use basic technological resources to select, create, and/or adapt instruction for students.
 - Assist students in learning how to use technological resources for their own academic purposes.
 - Be familiar with software for use in the ESOL and content classroom.
 - Be familiar with Internet resources for language teachers and learners.
 - Evaluate, select, and use software and Web resources based on their appropriateness for ESOL students.
 - Teach students to evaluate and use software and Internet sites for their own needs.

TOPICAL OUTLINE

- Planning standards-based ESOL and content instruction.
- Creating supportive classroom and school environments
- Selecting, adapting, and using culturally responsive, age appropriate, and linguistically accessible materials.
- Selecting developmentally appropriate materials, including appropriate use of L1.
- Employing appropriate varieties of materials for language learning, including books, visual aids, props, and regalia.
- Using appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic integrity.

COMMENTS

Comment By	Comment Date	Comment
Greg Jensen	September 21, 2005	Course was returned to Department Course Initiator with the following note: Spell out acronym in course description. Choose an appropriate scheduling period (if able otherwise choose the not yet determined

section) number the objectives and topical outline.

Marianne September 23, Submitting updates/changes as per Linda Harklau's request.
Roberts 2005

ORIGINATOR OF REQUEST

	First Name	Last Name	Email
Faculty Member	Linda	Harklau	lharklau@uga.edu
	Department: Language and Literacy Education	School/College: College of Education	Date: September 07, 2005

ORIGINATING UNIT APPROVALS

Department Head: Joel Taxel

Date: September 07, 2005

College/School Dean: Louis A. Castenell, Jr.

Date: October 14, 2005

Graduate School Curriculum Committee Chair: Jenny Gaver

Date: December 09, 2005

Graduate School Dean: Maureen Grasso

Date: December 12, 2005

UCC (Subcommittee) Chair: Dr. Elizabeth St. Pierre

Subcommittee: Humanities and Fine Arts

Date: January 24, 2006

UCC (Executive) Chair: Dr. William K. Vencill

Date: February 06, 2006