




CMI COURSE CURRICULUM COURSE ACTION

Course Title: ESL Language Arts Methods Alpha Number: EDU 285 CIP No. 23.0101

Type of Action:

- New Course (attach narrative justification for course creation)
- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)
- Select all that apply:
- Change in number of credit hours
 - Change in prerequisite
 - Substantive change in course content
 - Change to SLOs
 - Other:
- Non-substantive Revision
- Select all that apply:
- Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
 - Edit to course description that does not alter the substance of the course
 - Change to recommended texts
 - Other
- Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).
- Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature	Date
Department Chair	Dr. Pamela Perkins		7/16/21
Curriculum Committee Chair	Florence Peter		7/16/21
Dean	Vasemaca Savu		7/16/21
VPASA	Dr. Elizabeth Switaj	<i>Dr. Elizabeth Switaj</i>	7/21/2021

CMI COURSE OUTLINE

CIP No. 23.0101

Version No. 3

EDU 285
Alpha Number

ESL Language Arts Methods
Course Title

Course Description: Designed to provide education students with ESL methods for teaching reading and writing and listening and speaking in mid to upper elementary levels. Students will develop effective strategies to engage students in the reading/writing and listening/speaking experience. (Replaces EDU 281 & 282)

Course originally prepared by: Education Department Education Department March/2010

Most recent revision by: Pamela Perkins Education Department July/2021

Course mode(s): Face to Face (including Zoom) Hybrid

Credits calculated by: Credit Hour _____ Clock Hour _____ N/A

Contact Hours:48

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	48	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	48	3	

Purpose(s) of Course:

Degree Requirement	<u>ASEE</u>
Degree Elective	_____
General Education	_____
Credit Certification	_____
Developmental	_____
CTE/TVET	_____
ABE/Adult HS	_____

Distribution Area:

Humanities
 Social Sciences
 Mathematics (Credit)
 Science

Prerequisite:

C or better in ENG 111

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Utilize methods, approaches, and strategies to facilitate ESL students' learning
2. Design plans and deliver a variety of ESL language arts lessons in a local elementary school
3. Develop activities to promote elementary students' learning
4. Utilize reading and writing and listening and speaking processes to motivate critical and higher level thinking

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
1. Demonstrate use of the writing process.	3. Develop activities to promote elementary students' learning	Teachers provide activities that require listening, speaking, reading, and writing, all of which are necessary in the process of producing meaningful writing.
2. Write essays that have appropriate content, organization, and formatting.	2. Design plans and deliver a variety of ESL language arts lessons in a local elementary school	Learning plans require students to develop an understanding of content, organization, and formatting for varied purposes.
3. Use basic library and research skills to find and read a variety of college level sources.	4. Utilize reading and writing and listening and speaking processes to motivate critical and higher level thinking.	Much research is available for our students to learn about how to support learners in their language development. It is imperative to learn to discriminate between effective and ineffective methods.
4. Produce essays that are relatively free of mechanical and technical errors.	1. Utilize methods, approaches, and strategies to facilitate ESL students' learning	An example is to start each day with a "Morning Message" that provides meaningful content and sentence construction in a dependable manner. Students provide the content which is meaningful to all, and targeted

		mini-lessons are provided to teach in context the skills students need to improve their writing.
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Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	1.Display knowledge of curriculum, emphasis on the RMI 3.Practice self-reflection and professionalism in the classroom.	P	The RMI Language Education Policy is based on appropriate research and introduces students to expectations of classroom teachers. Throughout the course students often recognize and are able to reflect on the missing components in their early years of schooling.
2	2.Identify cognitive and affective needs of students in the classroom. 4.Apply appropriate classroom teaching and management methods to promote a positive learning environment.	P	Activating students' prior knowledge is integral in engaging them in the learning process. When students are engaged because the activities are meaningful to them, classroom teaching and management promote a learning environment in which people cooperate and support one another.
3	1.Display knowledge of curriculum, emphasis on the RMI	P	Students learn to develop connected activities which engage students in meaningful learning opportunities.
4	5.Develop and promote elementary students' critical thinking through reading and writing to develop a community of readers and writers	P	Working together through shared experiences and literacy events helps promote critical thinking within listening, speaking, reading, and writing.

Course Content: Students in this course will understand:

1. Strategies for developing reading, writing, listening, and speaking in the elementary classroom
2. Developing resources for use with students in elementary classrooms
3. Translanguaging as necessary to ensure comprehension
4. Constructing and presenting learning plans for the elementary classroom
5. Scaffolding learning plans that build upon earlier student learning outcomes
6. Engaging students in meaningful activities
7. Quality pedagogies that require understanding and critical thinking

Recommended Methods of Instruction

- X Demonstration
- X Lecture

- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Presentations within elementary classrooms

Recommended Assessment Tool Type(s):

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment

Equipment and Materials:

1. Recommended text:

Gibbons, Pauline *Scaffolding Language, Scaffolding Learning*, 2nd ed., Heinemann, 2014. ISBN: 978-0-325-05664-7

2. Equipment/Facilities: projector and laptop
3. Materials and Supplies: poster, butcher, and construction paper

College Mission

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

BOR approved 1st December, 2020

Connection to College Mission:

EDU 285 provides relevant research and resources that support the need for engaging elementary students in meaningful learning activities that connect language and culture.

Department Mission:

The mission of the College of the Marshall Islands Education Department is to prepare knowledgeable, resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for lifelong learning.

Approved by BoR August 22, 2018

Connection to Department Mission:

EDU 285 provides quality pedagogy and content for experienced and pre-service teachers to become resourceful role models in classrooms where elementary students engage in meaningful learning experiences that build a foundation for lifelong learning.

CC Approved 16th July, 2021


Certificate Of Completion

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