



Combined New Pathways to Teaching and Teacher of ESL Certification

Pre-requisite: 50-Hour Introduction to Teaching Course

Semester 1		Credits
MCC 627	Historical & Cultural Background of Limited English Proficient Students	3
MCC 611	Theories of Language Teaching	2
MCC 612	Observations of ESL	1
Semester 2		
MCC 655	Methods of Teaching ESL	3
MCC 600	General Linguistics	3
LTED 635 or LTED 605 or LTED 607	Effective Literacy Strategies for English Language Learners or Literacy in the Elementary Curriculum* or Reading in the Secondary School* or	3
Semester 3		
MCC 604	Phonology & Structure of American English	3
MCC 603	Applied Linguistics with Emphasis on Second Language Experience	3
Semester 4		
EDU 693	Educational Assessment*	3
EDU 672	Internship Seminar and State Performance Assessment – edTPA*	2
Total Credits		26

Courses are offered in-person only. *These courses can be taken for credit or non-credit.

Teacher of English as a Second Language Course Descriptions

MCC 627 Historical & Cultural Background of Limited English Proficient Students. This course provides ESL and bilingual teachers or teacher candidates with the knowledge, experience, and skills that they need to assess student writing; develop appropriate writing assignments and teaching techniques; and use technology (e-mail, the Web, etc.) to teach writing. The course will also explore research on writing and attitudes toward writing.

MCC 611 Theories of Language Teaching. This course presents second language teaching in historical perspective. The major language teaching theories of the twentieth century are studied and their impact on current pedagogical practices examined.

MCC 612 Observations of ESL. Students observe ESL classrooms and share their observations with classmates. A formal observation system is used.

MCC 655 Methods of Teaching ESL. Students observe, practice, and develop practical techniques for teaching listening, speaking, reading, and writing skills to learners of English as a second language. Students conduct peer teaching and demonstrate various methodologies. Emphasis is on classroom management, testing, and developing creative materials that foster communication.

MCC 600 General Linguistics. This course analyzes scientifically the nature of language and its component parts. The application of linguistic analysis to language learning and teaching is emphasized. The major contemporary theories of language are examined, including structural linguistics and transformational generative grammar. Language families, writing systems, language change, and the sociology and psychology of language are also studied.

LTED 635 Effective Literacy Teaching for English Language Learners. This course will give careful examination to the research, skills, methods, and materials that teachers of second-language students will need to be familiar with in today's classroom. Strategies that have been proven successful with second-language students and their families will be analyzed in depth.

MCC 604 Phonology and Structure of American English This course will analyze the sound system and grammatical structure of American English as it applies to the teaching of English as a second language.

MCC 603 Applied Linguistics with an Emphasis on Second Language Experience. This course examines the latest research on second language acquisition, similarities between first and second language, the interaction between first and second language and their respective environments, levels of communicative competence in second language learners, and the implications of language attitudes, socio-cognitive variables, and ethno-linguistic identity for curriculum planning and classroom procedures.

EDU 693 Educational Assessment (3 credits): This course provides an overview of the multidimensional nature of measurement and evaluation in education. It focuses on the construction and implementation of various tools for formal and informal assessment. Students develop their questioning techniques, tests, and other forms of content assessment. The

consequences of poor assessment are identified along with strategies for obtaining valid and reliable assessment for sound classroom decision making. Included are standardized tests used in K-12 settings, research on testing, the use of test results in decision making/teaching goals, and communication of results to stakeholders.

EDU 672 Internship Seminar and State Performance Assessment – edTPA (2 credits): This seminar will help candidates reflect on and improve three dimensions of their teaching: Planning, Instruction, and Assessment. Teacher candidates will develop a portfolio that includes a lesson unit of three to five lesson plans, authentic artifacts from their teaching experience, supporting audio-visual examples of their instruction, and comprehensive well-written commentaries throughout that provide support and rationale based on the learning strengths and needs of their students. This portfolio will be submitted for their edTPA State Performance Assessment.