English as a Second Language (ESL) Courses

ESL 3003. Language and Schooling. (3-0) 3 Credit Hours.
Survey of linguistic principles, common pedagogical structures of English, and academic language development as they relate to teacher language awareness and effective pedagogy for bilingual and second language learners. Generally offered: Fall.

ESL 3023. Second Language Teaching and Learning in EC–6. (3-0) 3 Credit Hours.
Application of principles of second language acquisition to promote content-area learning and academic-language development for English language learning (ELL) students in Pre-K to sixth-grade classrooms. Particular attention on methods and strategies for planning, implementing and assessing effective instruction for ELL students. Field experience required. Generally offered: Fall, Spring.

ESL 3033. Foundations of English as a Second Language. (3-0) 3 Credit Hours.
Historical, theoretical, and policy foundations of ESL education. Application of research findings to planning and implementing effective programs for ESL students. Use and interpretation of formal and informal assessments to plan and adapt instruction for ESL students. Strategies for creating effective multicultural/multilingual learning environments. Advocating for ESL students and facilitating family and community involvement. Generally offered: Spring.

ESL 3053. Literacy in a Second Language. (3-0) 3 Credit Hours.
Application of theories of second language acquisition to promote ESL students’ literacy development. Methods, strategies, and techniques for designing, implementing, and assessing effective reading and writing lessons for ESL students. Design and evaluation of appropriate materials for literacy instruction. Field experience required. Generally offered: Fall, Spring, Summer.

ESL 3063. Second Language Teaching and Learning for Grades 4–8 and 7–12. (3-0) 3 Credit Hours.
Application of principles of second language acquisition to promote content-area learning and academic-language development for English language learning (ELL) students in grades 4 and higher. Particular attention is placed on methods and strategies for planning, implementing and assessing effective instruction for adolescent ELL students. Field experience required. (Formerly titled “Second Language Acquisition in Early Adolescence.”) Generally offered: Fall, Spring.

ESL 4003. Approaches to Second Language Teaching. (3-0) 3 Credit Hours.
Prerequisite: Completion of all requirements for admission to the Teacher Certification Program. Study of methods, instructional strategies and materials for teaching ESL students with beginning to advanced levels of proficiency. Focus on planning, implementing, and assessing developmentally appropriate ESL instruction in learner-centered classrooms. Particular focus on strategies and techniques for promoting students’ communicative competence in English. Up to 20 hours of directed field experience are required. Generally offered: Fall.

ESL 4023. Teaching and Learning Language Development of Young Emergent Bilinguals. (3-0) 3 Credit Hours.
Instructional developmental approaches and culturally responsive pedagogy for young emergent bilinguals, ages 0-5. Application of theories of early bilingual and biliteracy development and language socialization as well as the creation of learning conditions, methods, and engagement to support language acquisition as part of the linguistic and cognitive development of young emergent bilinguals. Field experience required.

ESL 4953. Special Studies in English as a Second Language. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Studies may be repeated for credit when the topics vary, but not more than 6 semester credit hours, regardless of discipline, will apply to a bachelor’s degree. To apply credit earned in ESL 4953 toward a minor, consent of the academic advisor is required.