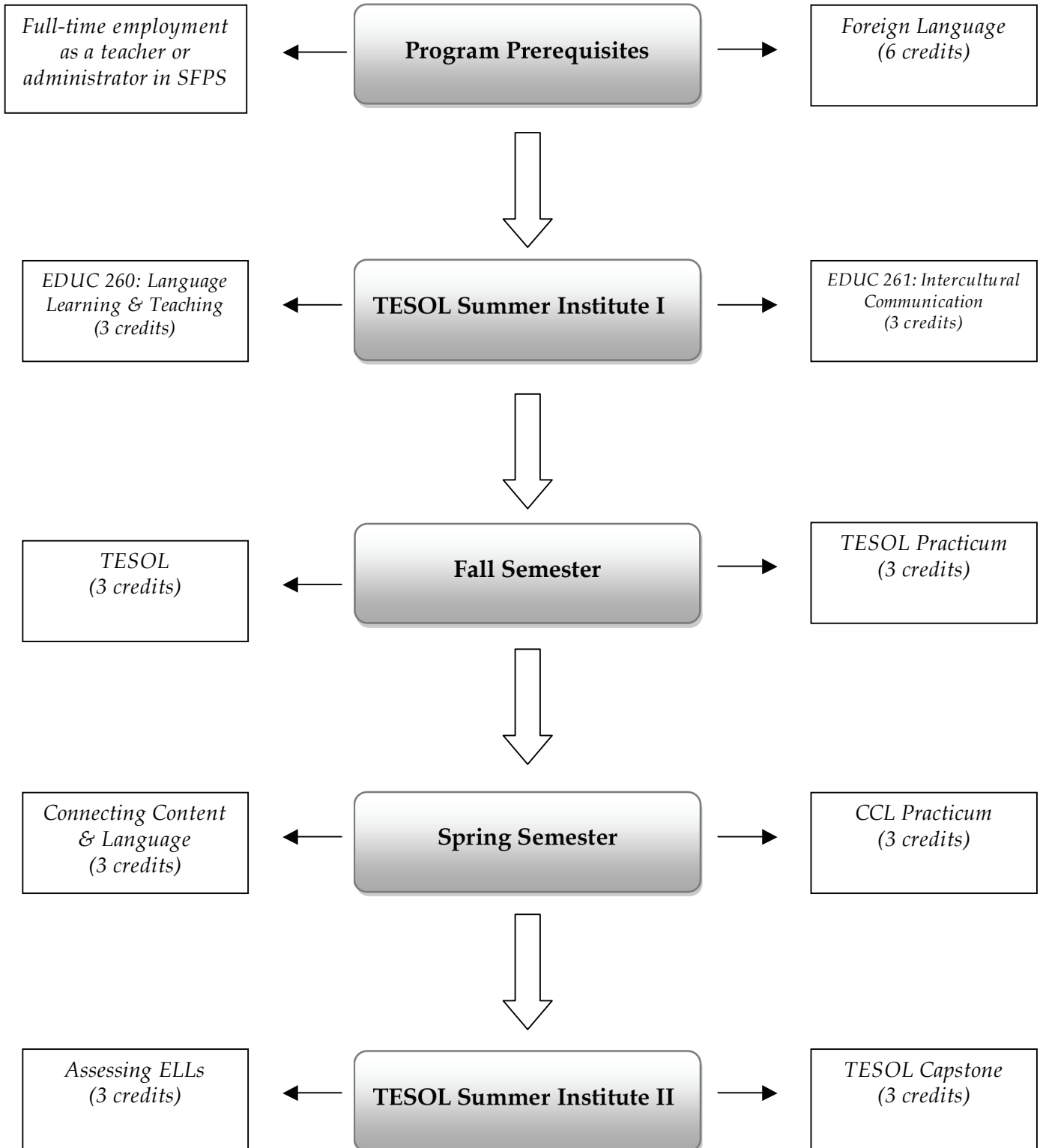




SFCC Teaching English to Speakers of Other Languages (TESOL) Endorsement Program

Graphic Outline





SFCC TESOL Course Descriptions

EDUC 260: Language Learning and Teaching

Credit Hours: 3

Pre-requisites: 6 credits of foreign language coursework (college level)

Co-requisites: EDUC 261: Intercultural Communication

Course Description:

Participants explore how first and second languages are learned and compare first and second language acquisition. In doing so, participants uncover the fundamental principles of language learning, factors that influence language acquisition, and practical classroom applications of this knowledge. Participants study the evolution of language teaching methodologies, identify effective language teaching strategies and techniques, and determine how to use them in context. Additionally, participants direct this knowledge to understand New Mexico students and to create a classroom that supports the success of English Language Learners (ELLs).

EDUC 261: Intercultural Communication

Credit Hours: 3

Prerequisites: 6 foreign language college credits

Co-requisites: EDUC 260 Language Learning and Teaching

Course Description:

Participants explore the role that culture plays in shaping one's world view and how one interacts with others. By examining different cultures, participants develop an understanding of the four facets of culture (Knowledge, Attitude, Skills, and Awareness - K.A.S.A.), and how they may support or disrupt one's learning experience. Participants also identify how diversity and multiculturalism shape the state of New Mexico. Participants learn how to create a classroom environment that supports intercultural communication, celebrates diversity, and teaches cultural sensitivity.



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EDUC 262: Teaching English to Speakers of Other Languages (TESOL)

Credit Hours: 3

Pre-requisites: Language Learning and Teaching and Intercultural Communication

Co-requisites: EDUC 263 TESOL Practicum

Course Description:

Participants focus on practical classroom applications of second language acquisition theories. Participants explore how speaking, listening, reading, and writing are developed by second language learners. In addition to examining how receptive and productive skills should be taught, participants acquire a variety of effective teaching strategies they can use in their classrooms. Emphasis is placed on strategies and techniques teachers can use to support every English Language Learner (ELL) in building fluency and accuracy in each of the four skills. Furthermore, participants study English language syntax and acquire strategies to teach the form, meaning, and use of English language grammar. A common thread throughout the course is an attention to strategies that promote literacy in all of the skills.

EDUC 263: TESOL Practicum

Credit Hours: 3

Pre-requisites: Language Learning & Teaching & Intercultural Communication

Co-requisites: EDUC 262 Teaching English to Speakers of Other Languages

Course Description:

Participants implement TESOL strategies and techniques in their classrooms. Participants design, deliver, and reflect on learner-centered lessons that help students speak, listen, read, and write more effectively in English. In addition to being observed, participants also observe their peers teaching TESOL-related lessons. A major component of this course is the development of strong reflective-teaching practices. Using the Experiential Learning Cycle, participants reflect on their own teaching and that of their peers in an effort to deepen their mastery of TESOL and make purposeful changes in their teaching practices.

EDUC 264: Connecting Content and Language (CCL)

Credit Hours: 3

Pre-requisites: TESOL and TESOL Practicum

Co-requisites: EDUC 265 Connecting Content and Language Practicum



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Course Description:

Participants focus on the theories and practical strategies used to encourage second language development in the inclusive content-area classroom. Special attention is paid to sheltered instruction techniques and differentiating instructional practices. Participants learn how to modify content, context, and procedures to meet the individual needs of non-native English speakers in the English-speaking classroom. Participants explore current vocabulary and acquisition theories, along with their practical classroom applications. Participants acquire a variety of vocabulary teaching strategies and techniques.

EDUC 265: Connecting Content Language Practicum

Credit Hours: 3

Pre-requisites: TESOL and TESOL Practicum

Co-requisites: EDUC 264 Connecting Content Language

Course Description:

Participants put into practice the knowledge and skills acquired in the Connecting Content and Language class. Participants design, deliver, and reflect on modified lessons that use sheltered instructional, differentiated instruction, and academic vocabulary acquisition strategies. In addition to being observed, participants also observe their peers, and reflect on all of these experiences. A major component of this course is the development of strong reflective teaching practices. Using the Experiential Learning Cycle, participants reflect on their own teaching and that of their peers in an effort to deepen their understanding of modifying instruction and to heighten their ability to make purposeful changes in their teaching practices.

EDUC 266: Assessing English Language Learners

Credit Hours: 3

Pre-requisites: EDUC 264 Connecting Content and Language (CCL) and EDUC 265 CCL Practicum

Co-requisites: None

Course Description:

This course addresses current issues in assessing English Language Learners (ELLs). It is designed to help participants understand the principles and theories of second language assessment, as well as assessing second language learners in content areas. Participants develop a solid foundation of assessment theories, practices, and strategies. Particular attention is paid to how to link assessment to instruction and how to embed assessments within instructional activities. Participants gain practical experience in designing, administering, and interpreting assessments. A special focus is placed on assessment instruments used in the state of New Mexico. Participants will develop the ability to recognize bias in assessment instruments and develop skills to create alternative assessments that minimize bias and maximize reliability.



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EDUC 267: TESOL Capstone

Credit Hours: 3

Pre-requisites: Assessing English Language

Co-requisites: None

Course Description:

Participants will consolidate their significant learnings of the TESOL field. Participants have the opportunity to collaborate professionally with their peers. With a heavy focus on reflective teaching practices, participants assess their own growth in skills, knowledge, attitude, and awareness. In a celebration of life-long learning, participants decide on an action plan for future growth, and the steps they need to take to achieve it.