

NYS Online Teachers Academy

Course Syllabus

Instructor: Eileen Kennedy

Creating Supportive Literacy Environments for English Language Learners

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Dates of Course: TBD

Course Description:

The student population of English Language Learners continues to grow daily in our schools. The purpose of this course is to explore a range of literacy strategies for teaching English Language Learners and Limited English Proficient students. Drawing on the presenters own research and years of practical experience in the field as well as recent trends, the course will examine recent legislation, implications, assessment strategies and linguistic diversity. Language proficiency will be studied in all modalities – listening, speaking, reading, writing, viewing and visual representation. The course will go in-depth into important strategies for teaching English Language Learners, including response to intervention, differentiated instruction, flow of instruction, integrated content-based instruction and whole language instruction. Finally the role of parent/cultural outreach, as well as the community, will be covered.

Outcome/Goal 1: Participants will be introduced to concepts and principles of teaching the English Language Learner in the monolingual English Classroom.

Learning Objective 1: Participants will examine development of literacies in English Language Learners through on-line lecture and discussion with other teachers.

Outcome/Goal 2: Participants will examine the legislation and research studies that drive the teaching of English Language Learners.

Learning Objective 2: Participants will become familiar with legislation and research that informs the teaching of English Language Learners.

Outcome/Goal 3: Participants will explore different forms of assessment and learn to measure accurately the progress of the English Language Learner.

Learning Objective 3: Participants will examine different forms of assessment and learn to authentically assess English Language Learners.

Outcome/Goal 4: Participants will offer ways to give support to their English Language Learners in listening, speaking, reading, writing, viewing and visual representation.
Learning Objective 4: Participants will learn ways of developing literacy in all modalities for English Language Learners.

Outcome/Goal 5: Participants will explore a variety of strategies, methodologies and techniques to teach literacy to English Language Learners.
Learning Objective 5: Participants will develop new strategies to teach literacy to English Language Learners.

Outcome/Goal 6: Participants will provide outreach to the families and cultural communities where their English Language Learners live.
Learning Objective 6: Participants will develop techniques to reach out to relatives and the cultural communities of their English Language Learners.

Outcome Goal 7: Participants will provide evidence of techniques and strategies learned through forum discussions.
Learning Objective 7: Participants will learn strategies and techniques to teach English Language Learners.

About the Instructor:

Eileen Kennedy teaches on the faculty of the Early Childhood Education Department of Kingsborough Community College/CUNY. This is the third on-line course she has developed. She has many years experience as a teacher of English to speakers of other languages in the New York City Public Schools.

She has conducted, and published, extensive research in teaching writing to speakers of other home languages and dialects of mainstream English. She has her doctorate from Fordham University in Language, Literacy and Learning and an undergraduate degree in journalism from the University of Missouri at Columbia. More information about your instructor can be found at: <http://www.eileenkennedy.wordpress.com>

Standards Addressed:

NYSED VLS ELA Standard 3: Students will read, write, listen and speak for critical analysis and evaluation

NYS VLS ELA Standard 4: Students will listen, speak, read and write for social interaction.

NYS VLS ELA Standard 2: Students will read and listen to oral, written and electronically produced texts.

NYS VLS CDOS Standard 3: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Prerequisite Skills/Requirements/Software Requirements

- 1) Students should know how to use Microsoft Word (Mac or Windows)- creating, attaching, and downloading documents and Moodle.
- 2) Students should be able to access the Internet and use e-mail.

How In-service Credit Recommendation will be Determined:

Recommendations will be made for 15-hours (1 In-Service Credit) for the course upon the successful completion of all assignments in the course.