A picture containing text

Description automatically generated

# graduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page (rover over text for more instructions- please delete red instructions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | **Course: TESL 502 Applications of Second Language Acquisition Theory** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| Academic Unit | School of Education | | | | |  |
| A.2. [Proposal type](#type) | Course: creation | | | | |  |
| A.3. [Originator](#Originator) | Rachel Toncelli | | [Home department](#home_dept) | | Educational Studies | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | TESL 501 and TESL 502 correspond to existing courses TESL 401 and TESL 402. Cross-listing the courses (TESL 401 with TESL 501 and TESL 402 with TESL 502) will allow for both undergraduate and graduate students to take the courses, and greater flexibility in scheduling.  TESL 502 examines research and theory in second language acquisition and bilingualism.  The course explores instructional, individual, group, linguistic, and contextual variables affecting emergent bilingual students’ learning of language and academic content.  Individual students who complete TESL 401/ 501 and this second course (TESL 402/ 502) will complete the MLL Endorsement sequence, which is a RIDE-approved endorsement that teachers may apply for. | | | | | |
| A.5. [Student impact](#student_impact) | Positive impact is expected as candidates will gain linguistic and pedagogical knowledge to deepen their understanding and increase their efficacy as teachers of English learners and bilingual youth. Candidates who are themselves bilingual are likely to gain increased insight into their own development. Teacher candidates/in-service teachers who take both TESL 401/ 501 and TESL 402/ 502 may count these courses towards ESOL certification.  They would need five additional courses: TESL 549,  TESL 541, TESL 551, TESL 507, TESL 553, and a passing score on praxis exam (5362). | | | | | |
| A.6. [Impact on other programs](#impact) | We anticipate that students in the Elementary Education MAT will be encouraged to take TESL 501 and TESL 502 so that they can apply for MLL Endorsement from RIDE upon program completion. Elementary Education MAT candidates need the 500-level designation due to the limit on the number of 400-level credits are allowed in a graduate plan of study. TESL 401/501 and TESL 402/502 are currently taken in the 400-level form by undergraduate students across Secondary Education majors, as well as by graduate students in various other programs (Elementary MAT, RITE Program for example) | | | | | |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.): | No additional faculty will be needed. | | | | |
|  | [Library:](#library) | No additional library resources will be needed | | | | |
|  | [Technology](#technology) | No additional technological resources will be needed | | | | |
|  | [Facilities](#facilities): | No additional facilities will be needed. | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2023 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | | |
| A.10 [Changes to the website](#Signature_2) | On page: <https://www.ric.edu/department-directory/feinstein-school-education-and-human-development/tesol-bilingual-education-program-pathways>  Under the heading “TESOL Pathways to MLL Endorsement,” text should be changed to:  We have recently designed a RIDE-approved MLL Endorsement pathway for pre and in-service teachers, and it is available at both the undergraduate and graduate levels. This endorsement includes two courses: TESL 401 and TESL 402 (for undergraduate students) and TESL 501 and TESL 502 for graduate students. These courses were intentionally designed to blend elements of second language acquisition theory from TESL 539 and pedagogical strategies from TESL 548. Candidates who successfully complete the TESL 401 and TESL 402 or TESL 501 and TESL 502 sequence can then shorten the graduate-level pathway to full ESOL certification because they will have met the requirements of TESL 539 and TESL 548. | | | | | |

## B. NEW OR REVISED COURSES

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | TESL 502 |
| B.2. Cross listing number if any |  | TESL 402 |
| B.3. [Course title](#title) |  | Applications of Second Language Acquisition Theory |
| B.4. [Course description](#description) |  | Students examine theories and research relating to second language acquisitions, which are examined from a pedagogical perspective. Emphasis on variables affecting language learning and language teaching. |
| B.5. [Prerequisite(s)](#prereqs) |  | TESL 501 |
| B.6. [Offered](#Offered) |  | Fall | Spring | Summer | |
| B.7. [Contact hours](#contacthours) |  | 3 |
| B.8. [Credit hours](#credits) |  | 3 |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | Letter grade |
| B.11. [Instructional methods](#instr_methods) | | | Fieldwork | Lecture | Seminar | Small group | |
| B.11.a [Delivery Method](#instr_methods) |  | On campus |Hybrid |
| B.12.[Categories](#required) |  | Elective for program |
| B.13. [How will student performance be evaluated?](#performance) |  | Attendance | Class participation | Fieldwork | Presentations | Papers | Class Work |Projects | |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  | |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant | [How will each outcome be measured?](#measured) |
| --- | --- | --- |
| 1.       Describe the processes second language acquisition as well as delineate the major theories of language acquisition and learning. | FSEHD Advanced Competencies  Knowledge: 1. Domain-Specific Knowledge, 2. Information Literacy, 3. Contextual Perspective; RIPTS 2, 3, 4.  TESOL Standards: 1.a. Language as a System | Reading Response Papers  Language Learning Biography  Classroom Observation report |
| 2. Explain the factors that influence language acquisition, including the biological, neurological, cognitive, affective, linguistic, and personality characteristics of learners and those related to the learning conditions (sociocultural and educational factors). | FSEHD Advanced Competencies:  Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; RIPTS 2, 3, 4]  TESOL Standards: 1.b. Language Acquisition and Development | Reading Response Papers  Language Learning Biography  Language Memoirs Project |
| 3. Define key terms, concepts and issues related to second language acquisition  (e.g. social language, academic language, communicative competence, cross-linguistic transfer,translanguaging, language variety, speech community, etc.) | FSEHD Advanced Competencies:  Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; RIPTS 2, 3, 4  TESOL Standards: 1.b. Language Acquisition and Development, 2. Culture as it affects student learning | Reading Response Papers  Language Memoirs Project  Language Learning Biography |
| 4. Analyze the research literature on second language learning through the production of a second language learning biography  for a case study student.  In the biography, candidates will reflect upon and explain the particular student’s second language learning experience using the various theories of second language acquisition and major concepts studied in the course. | FSEHD Advanced Competencies:  Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice:  1. Evidence-based Decision Making, 2. Technology Use, 3. Diversity of Practice; RIPTS 2, 3, 4  TESOL Standards: 1.b. Language Acquisition and Development, | Timeline of SLA  Memoir Project |
| 5. Identify learning principles for developing effective instruction that supports second language development. | FSEHD Advanced Competencies  Knowledge: 1. Domain-Specific Knowledge; 3. Contextual Perspective; Practice:  1. Evidence-based Decision Making, 3. Diversity of Practice; RIPTS 2, 4  TESOL Standards: 1.b. Language Acquisition and Development, | Reading Response Papers  Classroom Observation |
| 6. Refute widely held myths and erroneous beliefs about second language learning and second language learners. | FSEHD Advanced Competencies:  :  Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; RIPTS 2, 3, 4  TESOL Standards | Reading Response Papers  Positionality Statement |
| 7. Understand the components of the language system (phonology, morphology, syntax, semantics, pragmatics) as well as discourse varieties, aspects of social and academic language, and apply this knowledge in analyzing the instructional needs of ESL students. | FSEHD Advanced Competencies  Knowledge: 1. Domain-Specific Knowledge; 2. Information Literacy; 3. Contextual Perspective; Practice:  1. Evidence-based Decision Making, 3. Diversity of Practice; RIPTS 2, 3, 4  TESOL Standards1.a. Language as a System 1.b Language Acquisition and Development, | Language Learning Biography  Classroom Observation  Memoir Project  Reading Response |

| B.17. [Topical outline](#outline): Please do not include a full syllabus |
| --- |
| Topic 1 Advantages of bilingualism   1. Cognitive flexibility 2. Metalinguistic awareness 3. Global citizenship 4. Professional, educational, and social opportunities   Topic 2 Component Systems of Language   1. Phonology 2. Morphology 3. Lexicon & Semantics 4. Syntax 5. Pragmatics      Topic 3 Language Variation   1. Speech communities 2. Dialects 3. Language registers 4. Language change 5. Creoles and pidgin languages 6. Description of home languages of emergent bilinguals in RI 7. Contrastive analysis and Language “distance”     Topic 4 Communicative Competence   1. Language functions and speech acts 2. Translanguaging 3. Instructional implications     Topic 5 Theories of first and second language acquisition and bilingualism   1. Innatist theories 2. Behaviorist theories 3. Social-Interactionist theories 4. Cognitive theories 5. Bilingual first language acquisition (Concurrent bilingual acquisition) 6. Sequential acquisition 7. Dynamic bilingualism 8. Instructional methods influenced by L-1 and L-2 acquisition theories   Topic 6 Factors that influence language acquisition   1. Cognitive factors 2. Neurological factors 3. Sociocultural factors 4. Linguistic factors (Cross linguistic transfer, Cross linguistic interference & fossilization) 5. Learning conditions:  Opportunity to learn 6. Instructional implications   Topic 7 Individual differences in sequential 2nd  language acquisition   1. Age of exposure 2. Motivation and affective elements 3. Personality variables 4. Identity construction 5. Instructional implications     Topic 8 Acquisition of Discourse Varieties   1. Definitions of discourse and discourse competence 2. The Influences and expressions of culture on discourse 3. Discourse and Identity 4. Social and academic discourses 5. Instructional implications   Topic 9 Cross linguistic and cross-cultural issues   1. Cross-linguistic Transfer and Interference 2. Using all of one’s resources: Translanguaging 3. Instructional implications   Topic 10 Developing Literacy in a second language   1. Challenges of reading for emergent bilinguals 2. Transfer of skills from L-1 to L-2 reading 3. Challenges of Writing for emergent bilinguals 4. Transfer of skills from L-1 to L-2 writing 5. Translanguaging and writing 6. Instructional implications |

## 

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](file:///C:\\Users\\rache\\Dropbox\\TESL%20Admin%20credits\\GCC%202022\\2122_08%20CGS%20in%20TESOL%20Revision%20to%20Admissions%203.8.22.docx" \l "_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Sarah Hesson | Program Director of |  | 3/4/22 |
| Lesley Bogad | Chair of Educational Studies | Lesley Bogad  (signature approval via email) | 3/23/22 |
| Jeannine Dingus-Eason | Dean of FSEHD | Jeannine Dingus-Eason (signature approval via email) | 3/23/22 |