COURSE DESCRIPTIONS

ENG-504. SECOND LANGUAGE ACQUISITION
This course is an analysis of current issues in second language acquisition based on readings and research findings. Discussion of theories includes the Acculturation Model, the Nativization Model, Accommodation Theory, Discourse Theory, the Monitor Model, the Variable Competence Model, the Universal Hypothesis, Neuro-functional Theory and other models. Prerequisites: 12 semester hours of a foreign language. 3 credits.

ENGL-508. GRADUATE RESEARCH WRITING
Graduate students will learn to express complex ideas using oral and written research modes, acquiring knowledge of linguistic accuracy and (structural and lexical) complexity to develop disciplinary writing proficiency. Ongoing teacher-student interaction takes place in the selection of research topic, proposal, and plan; formation of outline; review of rough drafts; and critique of the final draft before submission to a disciplinary professor or advisor for graduate school credit. Through this course, students will have the means to connect as professionals with disciplinary professors and advisors for independent study. 3 credits.

ENGL-510. STRUCTURE OF MODERN ENGLISH
Structure of Modern English is an advanced course in the grammar and structure of English. It is designed to give intensive study and practice in analyzing the structure of English sounds, words, phrases, and sentences; doing error analysis; recognizing and correcting errors; taking examinations; writing research papers and engaging in various pedagogically-oriented linguistic analysis projects. 3 credits.

ENGL-511. TEACHING LITERACY FOR ENGLISH LANGUAGE LEARNERS
This course provides instruction on effective practices for literacy instruction of elementary, middle school, secondary, and adult English language learners. Literacy practices and instructional strategies focus on general language development, reading fluency and comprehension, lexical development, and interactive learner engagement. 3 credits.

ENGL-512. SEMINAR ON THEORIES AND PRACTICE OF SECOND LANGUAGE LEARNING AND TESTING
This seminar will focus on and put into practice relevant aspects of applied linguistics, second language acquisition (SLA), pedagogy and testing. Topics include interactive and non-interactive hypermedia technologies, computer-assisted language learning (CALL) and second language (L2) literacy, language testing and technology, distance learning, online chat discussions, software selection, and more. Course formats include readings, discussion, demonstrations, and hands-on sessions with technologies. As part of a teaching portfolio, students will create their own computer-based materials for teaching. 3 credits.

ENGL-514. SECOND LANGUAGE LEARNERS – IDENTITY, COMMUNITY, AND LANGUAGE LEARNING
This course explores the many factors that influence individual learners. The complexities of identity and the interaction of language and thought will be considered in order to develop a more extensive understanding of individual learners and how their backgrounds, cultures, communities, language, and communicative experiences influence and shape them as language learners. 3 credits.

ENGL-516. CLASSROOM – PLANNING, SUPPORTING LEARNERS
This course focuses on developing skills associated with establishing a classroom environment that is conducive and encouraging to learning and development. Topics addressed include current research based practices for classroom management, discipline, motivation, individual and group interaction, and more. This course also specifically focuses on strategies and skills for managing ELL and bilingual education learning environments. 3 credits.

ENG-518. METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE
This course introduces students to basic concepts and methodologies for teaching second language learners. It is designed as a review of theories, programs, approaches, strategies, and techniques for effective second language teaching methods. Additionally, the course addresses theories of acquisition of a second language. 3 credits.

ENGL-520. FOUNDATIONS OF BILINGUAL EDUCATION
This course is designed to equip bilingual and second language teachers with the tools, knowledge and philosophy for working with language minority students in the context of bilingual/ESL programs. The course introduces candidates to the historical, political and legal foundations of bilingual education programs in the United States, in addition to exploring different models of bilingual programs and their psycholinguistic and sociolinguistic foundations upon which they rest. 3 credits.

ENGL-590. PRACTICUM
This course provides students with the opportunity to supplement coursework with practical work experience related to their educational program. Students work under the immediate supervision of experienced personnel in the classroom (at School District or the University) where they are assigned as well as with the direct guidance of their instructor. 3 credits.

ENGL-591. RESEARCH AND THESIS

This course is one of two options for the culminating project in the completion of the MA TESOL / Bilingual Education degree. This course requires students to write and defend a publishable thesis based on independent research. In addition to submitting and defending the thesis, students are required to submit their work to a reputable peer-reviewed journal or scholarly publisher for publication consideration. 6 credits.

ENGL-592. APPLIED RESEARCH

This course is one of two options for the culminating project in the completion of the MA TESOL / Bilingual Education degree. This course requires students to complete an applied research project in a classroom setting suited to their focus area of study. As part of this project they will engage in current, ongoing issues in ELL / Bilingual Education pedagogy, identify key problem areas or areas for improvement, and then recommend and implement evidence-based best practices to address the identified issue. This process will place students directly in the professional atmosphere and setting they will be working in, allow them to develop applied competencies, and contribute to the specific learning environment in which they are working, as well as to the field in general. All details of the project are reported in a comprehensive portfolio. 6 credits.

EDUC-557. EFFECTIVE TEACHING SKILLS AND CLASSROOM MANAGEMENT

This course combines effective teaching skills and classroom management into one comprehensive course. It is designed to provide basic pedagogical tools and conceptual frames necessary for creating effective teaching and learning environments. Students will be introduced to the current research on best practices that inform teachers/practitioners. Students will be required to demonstrate through individual and small group experiential activities, the critical teaching skills that are embodied in the Delaware Teaching Standards, multiple assessment strategies, micro-teaching, mastery teaching, cooperative learning strategies and other instructional models. Additionally the student will have the opportunity to develop reflective teaching skills in the planning, delivery and evaluation of their cohort's teaching performances. In a convivial atmosphere, the instructor and peers will provide feedback on an individual's teaching related to performance-based objectives and learner outcomes. This course incorporates current research on the most effective strategies for improving classroom discipline, motivation, interpersonal relationships and academic performance on all grade levels. Attention is given to aspects of diversity and/or cultural factors that influence perceptions about classroom management and also factor which may assist in facilitating mainstreaming efforts. 3 credits.

EDUC-614. HUMAN GROWTH AND DEVELOPMENT

Educational implications of human development over the life-span are examined. Students will survey research with special attention to the applications to teaching and developmentally appropriate school programs. 3 credits.

EDUC-625. INTRODUCTION TO STATISTICS AND RESEARCH/ACTION RESEARCH.

This course covers application of basic statistical techniques and research methodologies employed in qualitative and quantitative research in education. The focus of the course is primarily on action research and students will develop an action research plan as a course requirement. 3 credits.

EDUC-683. USING TECHNOLOGY TO ENHANCE STUDENTLEARNING AND ORGANIZATIONAL MANAGEMENT

This course addresses current technologies from a practitioner's point of view. The Internet, World Wide Web and production software are sued with the intent to make informed decisions both administratively and instructionally. Advance students will have the opportunity to focus on emerging technologies in their applications from the viewpoint of planning, enhanced communications, managing information, delivery of instruction and the latest technologies used by professionals in their respective fields. 3 credits.