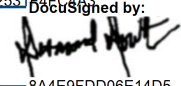# CMI COURSE CURRICULUM
COURSE ACTION

Course Title: **ESL Language Arts Methods**   **Alpha Number:** **EDU 285**   **CIP No.** **23.0101**

Type of Action:

_____ New Course (attach narrative justification for course creation)

__X__ Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:
_____ Change in number of credit hours
_____ Change in prerequisite
__X__ Substantive change in course content
_____ Change to SLOs
_____ Other:

__X__ Non-substantive Revision
Select all that apply:
_____ Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
_____ Edit to course description that does not alter the substance of the course
__X__ Change to recommended texts
__X__ Other:-change in contact hours from 48 to 45 and course description

_____ Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).

_____ Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature	Date
Department Chair	Rosie Koroi	*Rosie Koroi* (DocuSigned by)	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	(DocuSigned by)	7/28/2024
Dean	Vasemaca Savu	(DocuSigned by)	7/31/2024
VPASA	Dr. Elizabeth Switaj		

CMI COURSE OUTLINE

CIP No. **23.0101**   **Version No.** **3**

EDU 285   **ESL Language Arts Methods**
Alpha Number   **Course Title**

**Course
Description:** Designed to provide education students with ESL methods for teaching reading
and writing and listening and speaking in K-6 classrooms. Students will develop
effective strategies to engage students in the reading/writing and
listening/speaking experience.

Course originally prepared by: Education Department   Education Dept.   March/2010
Most recent revision by: Kelly Sinkey   Education Dept.   June/ 2024

Course mode(s): __X__ Face to Face (including Zoom)   _____ Hybrid
                    _____ Distance Education

Credits calculated by: __X__ Credit Hour   _____ Clock Hour   _____

Contact Hours:45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	

Purpose(s) of Course: Degree Requirement   **ASEE**
                            Degree Elective
                            General Education
                            Credit Certification
                            Developmental
                            CTE/TVET
                            ABE/Adult HS

Distribution Area: Humanities
Social Sciences
Mathematics (Credit)
Science

Prerequisite: C or better in ENG 111

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Utilize methods, approaches, and strategies to facilitate ESL students' learning
2. Design plans and deliver a variety of ESL language arts lessons in a local elementary school
3. Develop activities to promote elementary students' learning
4. Utilize reading and writing and listening and speaking processes to motivate critical and higher level thinking

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
1. Demonstrate use of the writing process.	3. Develop activities to promote elementary students' learning	Teachers provide activities that require listening, speaking, reading, and writing, all of which are necessary in the process of producing meaningful writing.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1 Utilize methods, approaches, and strategies to facilitate ESL students' learning	3.Practice self-reflection and professionalism in the classroom.	P	The RMI Language Education Policy is based on appropriate research and introduces students to expectations of classroom teachers. Throughout the course students often recognize and are able to reflect on the missing components in their early years of schooling.
2 Design plans and deliver a variety of ESL language arts lessons in a local elementary school	2.Identify cognitive and affective needs of students in the classroom. 4.Apply appropriate classroom teaching and management methods to promote a positive learning environment.	P	Activating students' prior knowledge is integral in engaging them in the learning process. When students are engaged because the activities are meaningful to them, classroom teaching and management promote a learning environment in which people cooperate and support one another.

3 Develop activities to promote elementary students' learning	1.Display knowledge of curriculum, emphasis on the RMI	P	Students learn to develop connected activities which engage students in meaningful learning opportunities.
4 Utilize reading and writing and listening and speaking processes to motivate critical and higher level thinking	5.Develop and promote elementary students' critical thinking through reading and writing to develop a community of readers and writers	P	Working together through shared experiences and literacy events helps promote critical thinking within listening, speaking, reading, and writing.

Course Content: Students in this course will understand:

1. Strategies for developing reading, writing, listening, and speaking in the elementary classroom
2. Developing resources for use with students in elementary classrooms
3. Translanguaging as necessary to ensure comprehension
4. Constructing and presenting learning plans for the elementary classroom
5. Scaffolding learning plans that build upon earlier student learning outcomes
6. Engaging students in meaningful activities
7. Quality pedagogies that require understanding and critical thinking

Higher Order Thinking Skills: Students in this course will experience

x   Analyzing the basic elements of an idea, experience, or theory

x   Making judgments about the value or soundness of information, arguments, or methods

x   Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

X	Demonstration
X	Lecture
X	Small group discussion
X	Class discussion
X	Audio-Visual Aids
	Laboratory
	Supervised Practice
X	Field Trips
X	Other: Presentations within elementary classrooms
	Assigned Readings
	Field research (Interview with schools' principal or administrator
	Group Project
	Observations
	Presentations
	Small and large group discussions
	Case studies and critique
	Movie Critique

| | Learning Games |
| | Assigned Readings |

Recommended Assessment Tool Type(s):

X	Case Study
	Critique of Performance
X	Exam/Quiz In-Course
	Exam/Quiz Standardized (attach narrative describing development and validation process)
X	Focus Group
X	Group Project
X	Individual Project
X	Observation
X	Portfolio Review
X	Presentation
	Simulation
	Skill Performance
	Supervisor Evaluation
	Survey
X	Written Assignment

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

Direct instruction through:

	Live video lectures
	Live audio-only lectures
	Live text chats
	Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:

	Live video discussions
	Live audio-only discussions
	Live text chats
	Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:

	Live audio-only discussions
	Live text chats
	Asynchronous message boards or text chats
	Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:
   1. Recommended text:
   E-copy

   Cook Moats, L. & Brady, S. (2020). *Speech to Print Language Essentials for Teachers,* 3rd ed. Brookes. ISBN-13 978-1681253305

Frey, N., Fisher, D. & Almarode, J.T., (2023). *How Scaffolding Works a Playbook for supporting and Releasing Responsibility to Students*, 1st ed., Corwin. ISBN-13 978-1071904152

Supplemental Resource

Frey, N., Fisher, D. & Almarode, J.T., (2023). *How Scaffolding Works a Playbook for supporting and Releasing Responsibility to Students*, 1st ed., Corwin.

2. Equipment/Facilities: projector and laptop

3. Materials and Supplies: poster, butcher, and construction paper

College Mission
The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.
BOR approved 1st December, 2020

Connection to College Mission:
EDU 285 provides relevant research and resources that support the need for engaging elementary students in meaningful learning activities that connect language and culture.

Department Mission:
The mission of the College of the Marshall Islands Education Department is to prepare knowledgeable, resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for lifelong learning.
Approved by BoR August 22, 2018

Connection to Department Mission:
EDU 285 provides quality pedagogy and content for experienced and pre-service teachers to become resourceful role models in classrooms where elementary students engage in meaningful learning experiences that build a foundation for lifelong learning.

Change Justifications:

Course Description former: Designed to provide education students with ESL methods for teaching reading and writing and listening and speaking in mid to upper elementary levels. Students will develop effective strategies to engage students in the reading/writing and listening/speaking experience. (Replaces EDU 281 & 282)

Course Description Proposal: Designed to provide education students with ESL methods for teaching reading and writing and listening and speaking from Kindergarten to upper elementary levels. Students will develop effective strategies to engage students in the reading/writing and listening/speaking experience. (Replaces EDU 281 & 282)

Course Description Justification: Basic phonics instruction needs to be included in the associate ELA program due to the placement of CMI student teachers and current practitioners who teach K-2 grades and the ongoing determination to improve the literacy needs of the students in K-6, who have not acquired the necessary phonemic awareness to progress in English, which affects both Reading and Writing skill development.

Course Content:
The Course Content descriptions still apply to grades K-6 due to the generous content topics.

Course Content Justification:
Basic phonics instruction needs to be included in the associate ELA program due to the placement of CMI student teachers and current practitioners who teach K-2 grades and the ongoing determination to improve the literacy needs of the students in K-6, who have not acquired the necessary phonemic awareness to progress in English, which affects both Reading and Writing skill development.

CC approved June 14. 2024