

Master of Arts in Education - English as Second Language Course Descriptions

EDUC 532 Foundations of Graduate Studies in Education (3 credits)

This course is designed to assist the graduate student in understanding the impact of pursuing a master's degree and to assist professional educators with the creation and management of the types of learning experiences needed by students in our rapidly changing world. Understanding how to design and implement effective learning experiences requires comprehending how profoundly teachers impact society. Learning to manage a vision for a learning, promote advocacy and nurturing of students of all ages, collaborating with internal and external partners, and understanding the impact of technological, political, social, and economic factors is critical in today's environment. Overall, acting with integrity and fairness is at the core of developing skills needed by graduate students today.

EDUC 566 Trends and Issues in Education (3 credits)

This course investigates the impact technology has on teaching and learning. Students create a plan to manage, design, and implement technology that supports learning an organization. Research to practice in use of learning technologies will be a significant component of this class experience.

EDUC 574 Equity in School and Society (3 credits)

Focuses on gender, ethnicity, and cross cultural differences from an educational perspective. Examines how different social and psychological characteristics of classroom/school milieus influence individual achievement and personal development.

EDUC 580 Capstone Research (3 credits)

This class requires students to demonstrate the knowledge and skills acquired through the MAE program by leading the design and implementation of an improvement effort in their school district or organization by preparing for the Reflective Study or Thesis. It requires students to demonstrate an intrinsic understanding of the theme of the School of Education at Greenville University: To Prepare teachers to serve in a culturally diverse world. This THESIS allows students to align best practices in action research and will assist the emerging leader to use research as a means to improve their organization. Specific methods for data collection and analysis are discussed. A focus on understanding quantitative and qualitative data will be a significant part of this course. A variety of action research tools will be utilized to prepare for the Capstone Project.

EDUC 583 Capstone Project (3 credits)

The culmination of the Capstone Project requires students to demonstrate the knowledge and skills acquired through the program by leading the design and implementation of an improvement effort in their school district or organization. It requires students to demonstrate an intrinsic understanding of the theme of the School of Education at Greenville University: To prepare teachers to serve in a culturally diverse world. Prerequisite: EDUC580

ENG 514 Theoretical Foundations of Second Language Development and Teaching (3 credits)

This course is an introduction to the linguistic, psychological, and educational theories and models that try to explain the processes involved in acquiring a first and second language. Other aspects that will be studied include the sociological and political variables that may affect an individual's language learning experience. The course will also provide students with an overview and history of the different methods used in foreign/second language teaching since the beginning of the 20th century. This course is designed to provide the ESL teacher with an understanding of the basic concepts and theories related to teaching English language learners. Students will develop specific skills and techniques needed to effectively teach English language

learners. Implications for language acquisition will be connected to classroom strategies.

ENGL 515 Linguistics for Teaching English as a Second Language (3 credits)

This course is designed to provide the ESL teacher with a broad context of linguistics, including understanding the theory of modern linguistics and application of linguistic theory in the ESL classroom. Students will develop an understanding of the basic concepts relating to linguistics in relationship to the ESL classroom.

ENGL 517 Methods and Materials for Teachers of English as a Second Language (3 credits)

The course is designed to give prospective ESL/EFL instructors a foundation in the numerous practices and principles of interactive language learning and teaching. This foundation will allow them to accomplish their teaching objectives confidently and effectively in any TESL/TEFL situation in which they may find themselves. They will also be able to evaluate materials and decide on the material's effectiveness for a particular age group, subject/skill area, or lesson. Theory in ESL teaching and learning with an emphasis in SLA research will be connected to practices in the ESL classroom.

Prerequisite: ENGL514

ENGL 518 Cross-Cultural Studies for Teaching English as a Second Language (3 credits)

The course is designed to provide ESL teachers with an understanding of cultural values systems, norms, and expectations. ESL teachers will demonstrate cross-cultural teaching and learning skills and strategies. The ESL teacher will demonstrate an understanding of teaching content area curriculum for the multi-cultural classroom.

ENGL 519 Assessments and Evaluation for Teaching English as a Second Language (3 credits)

This course is designed to provide the ESL teaching with an understanding of the impact of assessment in the classroom by developing and understanding of current ESL instrument, administration, and interpretation. Additionally, linguistic and cultural aspects of standardized testing will be discussed. The ESL teacher will understand the differences between assessment of learning and assessment for learning as a result of this course. The course also offers suggestions and examples on how to assess, formally and informally, the different language skills in the ESL classroom. Prerequisite: ENGL517

ENGL 520 Clinical Experience for Teaching English as a Second Language (1 credit)

This course will provide a 100-hour clinical experience in an ESL classroom environment. The ESL teacher will demonstrate techniques and strategies through authentic classroom experiences. These planned and supervised experiences must be worked out amount the faculty coordinator, on-site supervisor, and student.

OR

ENGL 522 Teaching Pronunciation (1 credit)

Non-endorsement seeking students may take this class in lieu of Clinical Experience. Teaching Pronunciation presents basic theory that will build upon what you learned in your Linguistics course. Additionally, strategies that will assist in improving your students' pronunciation will be introduced. At the end of the course, students will be able to apply the strategies presented to classroom settings working with English language learners.