

## **INED 4431: Foundations for Teaching Multilingual English Learners**

### **3 Credit Hours**

*Concurrent: EDUC 4610 or EDMG 3350*

This course introduces middle and/or secondary teacher candidates to today's diverse English learner population, education policies that impact these students and how cultural resources can be leveraged to meet their academic needs. This course focuses on developing effective instruction, assessment, and literacy development for English learners and other linguistically diverse learners in middle grade classrooms. Specifically, candidates will a) examine the academic, linguistic and social needs of linguistically diverse learners, b) explore the differences between teaching reading and writing to English learners and native English speakers; and c) develop skills necessary for the differentiation, scaffolding language and content for English learners at a variety of language proficiency levels.

## **INED 4435: Foundations of Teaching Adolescent English Learners**

### **1 Credit Hours**

*Corequisite: Yearlong Clinical Experience I or department approval*

In this course, middle and/or secondary preservice content teachers are introduced to today's student immigrant population, education policies that impact urban youth, first and second language acquisition, linguistic elements, and linguistically responsive pedagogy. In addition, candidates will begin to develop an understanding of these concepts as they relate to meeting the academic needs of English learners and recognizing the cultural resources that they bring to the content classroom in relation to the larger sociopolitical context.

## **INED 4436: Foundations of Teaching Adolescent English Learners II**

### **2 Credit Hours**

*Prerequisite: INED 4435*

This course focuses on developing effective instruction, assessment, and literacy development for English learners and other linguistically diverse learners in middle GRADE classrooms. Specifically, candidates will a) examine the academic, linguistic and social needs of linguistically diverse learners, b) explore the differences between teaching reading and writing to English learners and native English speakers; and c) develop skills necessary for the differentiation, scaffolding language and content for English learners at a variety of language proficiency levels.