Course No. TL650
Title of Course: Approaches to Second Language Literacy Instruction

I. Catalog Description and Credit Hours of Course:

The course introduces current approaches and research-supported practice in teaching reading, writing and academic literacy to nonnative English learners with an emphasis on the development of an informed personal approach to teaching second language literacy to targeted second language learners. Offered via the traditional classroom, ITV and web enhanced. 3 credit hours.

II. Prerequisite(s): Graduate standing or permission of instructor.

III. Purposes or Objective of the Course:

- Students will be able to demonstrate knowledge of the critical issues related to second language literacy and current research-supported approaches to L2 literacy instruction.

- Students will apply informed knowledge to curricular design for teaching L2 literacy to targeted ESL population.

- Students will gain first-hand experience through tutoring an ESL learner in the area of L2 literacy.

- Students will increase their repertoire of resources and techniques for L2 literacy instruction.

IV. Expectations of Students:

- Students are expected to attend and fully participate in all classes and online activities. Computer literacy and email access required.

- Students are expected to complete all the course assignments on time and adhere to the university policies for academic honesty.

More specifically, students are expected to:

- complete weekly readings and actively participate in class or online discussions.
• tutor an individual ESL learner for a minimum of 10 hours in the area of English reading, writing or academic content reading and writing, and write a brief reflective report at the end of the tutoring session.

• design two thematic units for teaching L2 literacy to a specified ESL population.

• write a literature review-based synthesis paper on a topic on L2 literacy of his/her own choice.

V. Course Content or Outline (Indicate number of class hours per unit or section):

• A Historical and Current View of L2 Literacy: An Overview (3)

• L2 Learners and L2 Literacy Programs (6)

• L2 Acquisition: Oral and Written Language Development (6)

• Emergent Literacy--L2 Literacy for Young Learners (3)

• Teaching L2 Reading: Research and Approaches (6)

• Teaching L2 Writing: Research and Approaches (6)

• Academic Literacy: Content Reading and Writing (6)

• Basic Adult L2 Literacy and Family Literacy (3)

• Teaching Materials and Other Resources (3)

• L2 Reading and Writing Assessments (3)

VI. Textbook(s) and/or Other Required Materials or Equipment:


VII. Basis for Student Evaluation:
The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

- Classroom/Online discussions and other reading and topic-related activities (20%)
- Tutoring of an ESL learner (A minimum of 10 hours is required) (20%)
- A final reflective report on the tutoring experience (4-5 pages) (10%)
- 2 thematic teaching units (30%)
- A synthesis paper (8-10 pages) (20%)