

CONCENTRATIONS

Because of a demonstrated need for support in literacy, special education, and Teaching English as a Second Language (TESL) in urban schools, we aim to offer students in the 5-year Master's of Arts in Teaching in Urban Secondary Education a choice in a concentration based on their interests. Additionally, we have received student inquiries in each of these concentration areas and urban school administrators have noted a need for candidates with these skills. Students selecting TESL would graduate with a certificate in ESL and/or Bilingual and students selecting a concentration in Literacy or Special Education would have this designation on their transcripts and could potentially transfer the Masters credits from their concentrations to a future Masters degree in that concentration area. Additionally, students in the special education concentration can apply their special education courses toward a Post-Baccalaureate Certificate. These concentrations will utilize existing courses within the Special Education, Language, and Literacy (SELL) department at TCNJ. In addition to courses required for all students as part of the Secondary Urban Education program sequence, students selecting the Literacy or Special Education option would be required to complete four additional courses in their concentration while students selecting the ESL concentration would take five additional courses to meet ESL/Bilingual certification requirements.

Literacy Concentration (4 courses):

1. **RDLG 579: Content Area Literacy:** This course examines the purposes, specialized reading skills, reading materials, and modes of inquiry specific to the content areas; application of these specialized skills to the specific reading task. (Fall, Spring, Summer)
2. **RDLG 684 – Digital Literacies in a Globally Connected World:** This graduate course is designed to explore how literacy and learning are changing as people participate with digital technologies across intersecting local and global networks. We will collaboratively investigate how young people's digital literacies-their culturally and socially situated meaning making practices mediated by digital tools-emerge in relation to constantly shifting technologies of communication. Further we will look at how these digital literacies are constructed, reconstructed, negotiated, and embodied in multiple semiotic systems across everyday contexts. This course highlights how digital literacies are situated, and how these socio-cultural understandings illuminate issues of power and privilege. (**Summer Only**)
3. **RDLG 673: The Writing Process in Literacy:** The purpose of this course is to provide students with an in depth examination of current research and methods used in reading, writing and language arts instruction. It explores theories of how to teach the writing process and examines the connection between reading and writing performance in literacy development. This course also explores and examines skills that support writing processes and identifies effective strategies for cross-curricular integration of creative and informational writing. (**Spring - Blended Course**)

4. **ESLM 555: The Intersections of Culture, Language and (dis)Abilities**

English Learners (ELs) bring several challenges to the classroom. Those challenges can cause a great deal of confusion for teachers in their attempt to understand whether they are due to the learner's lack of proficiency in English or to a disability. The purpose of this course is to provide participants with essential tools to separate a language difficulty from a learning disability. It aims to engage participants in inquiry and reflection on how culture, language, and (dis)abilities intersect and how those intersections can affect teachers' interactive, instructional and assessment practices of ELs' classroom experiences. The course aims to deconstruct deficit thinking toward ELs and their potential to learn. It provides a framework for participants to align their pedagogical expectations and instructional approaches to ELs' diverse levels of English proficiency to increase these learners' opportunities to learn. The course discusses issues related to the disproportionality of ELs in special education programs and presents recommendations for an effective referral process if a disability needs to be addressed. The course highlights essential components of high quality instruction for ELs, appropriate and reliable assessment strategies to evaluate their academic progress over time, and key components of effective culturally sensitive pedagogy through assignments that capitalize on inquiry, reflection, observation, and professional development. **(Spring)**

[TAKE RDLG 571 AS A FALL COURSE IF YOU WANT A FALL COURSE IN YOUR 4TH YEAR. This would replace ESLM 555. NOTE: THIS IS NOT REQUIRED]

RDLG 571: Language and the Teaching of Reading: This course examines the place of language in culture; linguistics and psycholinguistics as academic disciplines; examination of concepts significant for the reading program; analysis of American English; implications of cultural, linguistic, and psycholinguistic data for instructional practice and for selection of instructional materials. **(Fall)**

Special Education Concentration (4 courses):

* = Counts toward special education certification

+ = Can be used as an elective toward special education certification

1. ***EDUC 513: Collaboration:** This course is based on the premise that successful teachers are those who communicate effectively with other teachers in their schools, related services professionals in their district, parents of their students, and personnel in community agencies. Specific collaboration and team problem-solving skills are taught through the case method, role-playing, and field-based projects. Emphasized are family-centered, culturally sensitive practices and collaborative problem solving. (Fall, Spring, **Summer**)
2. ***EDUC 614: Creating/Sustaining Classroom Communities:** Behavior issues are reported by new teachers to be one of the biggest challenges they encounter. Current literature indicates that for many students, traditional reactive approaches are ineffective and may indeed exacerbate inappropriate behaviors over the long run. The purpose of this course is to help future teachers develop a critical awareness of their classroom as a community and through this awareness develop strategies to proactively address behavioral challenges within this community. The course encourages students to develop a position of inquiry towards behavior that is reflective, proactive, and non-aversive. The course draws extensively on literature and best practices in areas such as constructivist approaches to classroom management, positive behavioral supports, person-centered planning, parent-professional collaboration, and social skills training. (Spring, **Summer**)
3. **ESLM 555: The Intersections of Culture, Language and (dis)Abilities**
English Learners (ELs) bring several challenges to the classroom. Those challenges can cause a great deal of confusion for teachers in their attempt to understand whether they are due to the learner's lack of proficiency in English or to a disability. The purpose of this course is to provide participants with essential tools to separate a language difficulty from a learning disability. It aims to engage participants in inquiry and reflection on how culture, language, and (dis)abilities intersect and how those intersections can affect teachers' interactive, instructional and assessment practices of ELs' classroom experiences. The course aims to deconstruct deficit thinking toward ELs and their potential to learn. It provides a framework for participants to align their pedagogical expectations and instructional approaches to ELs' diverse levels of English proficiency to increase these learners' opportunities to learn.
The course discusses issues related to the disproportionality of ELs in special education programs and presents recommendations for an effective referral process if a disability needs to be addressed. The course highlights essential components of high quality instruction for ELs, appropriate and reliable assessment strategies to evaluate their academic progress over time, and key components of effective culturally sensitive pedagogy through assignments that capitalize on inquiry, reflection, observation, and professional development.
(**Spring**)

4. **(If offered in Spring) +SPED 655: Advanced Topics in the Social and Cultural Construction of Behavior:** This course introduces students to how constructs of good/bad behavior are situated within larger systems of structural inequality, privilege and oppression. Employing critical disability studies perspectives and principles of social justice, the course encourages students to resist deficit-based narratives of such children and families and focus on the possibilities that exist within supportive contexts. This course approaches emotional and behavioral disorders as social, cultural, and historical constructs and in doing so examines the ways in which educational policy, social systems and schooling practices set the stage for the construction of this disability label. Students will use first-person narratives to investigate the intersections of poverty, language, ability, race, gender, sexual orientation, nationality and ethnicity as they relate to behavior. Typical disciplinary practices and their historical roots will be examined as well assessment practices that culminate in the construction of EBD. The course introduces students to alternative constructions of behavior and the principles of democratic citizenship and social responsibility with an emphasis on local issues in Ewing, Trenton and the State of New Jersey. An appreciation of human neurodiversity and a presumption competence are integral values that run through the strand. (Fall)

OR

SPED 626: Teaching Students with Severe Disabilities

An advanced course about teaching students with moderate to severe mental retardation and other severe disabilities, this course focuses on meeting the special needs of this low-incidence population. Emphasis is placed on current philosophies and services such as preparing students to live and work in the community, self-advocacy, family-centered practices, appropriate applications of assistive technology, and designing functional curriculum plans. **(Spring)**

OR

SPED 631: Transition and Community Based Instruction

This course introduces students to the historical, philosophical and legal foundations of transition and vocational education in public schools. Based upon a review of the current literature in this area, this course identifies research-validated practices and issues in the transition of youth with disabilities from high school to adult living. Contemporary issues including the legal responsibilities of schools and educators; person centered planning; functional vocational assessment; and collaboration with families and community agencies are addressed. It is expected that by the end of this course, students will have an understanding of the development of transition services as well as the methods of assessment and instruction for learners with diverse abilities in a variety of community settings. **(Spring)**

TESL Concentration & Certification (See Sequence TABLE Below):

Semester	Non-Math Major		Math Major	
Fall of 4 th Y	ESLM 577			
Spring of 4 th Y	ESLM 587		ESLM 545	ESLM 579
Summer	ESLM 578	ESLM 579	ESLM 577	ESLM 578
Fall- of 5 th Y	Clinical II		Clinical II	
Spring of 5 th Y	ESLM 545	ESLM 525	ESLM 525	ESLM 587

ESLM 525: Second Language Acquisition: An overview of some of the major themes and issues in second language acquisition and how this impacts learning in an academic setting. Consideration will be given to topics such as research methodology, the role of the native language, morpheme acquisition orders, differential success, the linguistic environment, theories of second language acquisition, etc. (Spring, Summer-Thailand or Spain)

ESLM 545: English Structure and Proficiency Assessment: This course is designed to develop students' competency in the applied linguistics with a good understanding of English structure and its application in L2 learning and acquisition. It enables students to compare the structures of phonetics and grammar of English and L2 learners' L1, to discover or identify the pitfalls and potential trouble spots in various areas of phonetics and grammar during L2 learners' learning process, and design appropriate and effective strategies for L2 learning and instruction. This course also provides students with language proficiency assessment standards, instruments, and strategies. (Spring, Summer – Thailand or Spain)

ESLM 577: Sociolinguistics and Cultural Foundations of Second Language Education

This course examines how sociolinguistics emerged as a subfield of linguistics, i.e., taking a functionalist approach to the study of language. We address issues such as what linguistic knowledge is knowledge of; what a native speaker knows about his/her language; and what it takes to be a communicatively competent speaker. Among the topics that are covered are: global Englishes, English as a lingua franca, language variation, speech act theory, and pragmatics. The course also includes an introduction to conversation analysis (CA) given that language is a primordial site of human sociality. In particular, we explore the notion of interactional competence from a CA perspective. And we aim to connect insights and findings drawn from CA with issues and concerns in second language pedagogy. (Fall, Summer – Thailand or Spain)

ESLM 578: Theory and Practice in ESL: Designed to develop competency in the theoretical foundations of second language acquisition, an understanding of the unique aspects of the process of second language teaching, and the necessary practical application of those theories as required in the ESL classroom. (Fall, Summer-Thailand or Spain)

ESLM 579: Language and Literacy for ESL: This course provides an overview of issues in language and literacy as they relate to the teaching of English as a second language. Theories and models of first and second language reading processes are discussed, which provide a basis upon which to consider reading and literacy skills development and acquisition in the second language context. Among the topics that we address are: linguistic processing of text (i.e., phonological, morphological, syntactic, and semantic cueing in L1 and L2), strategies and metacognitive skills, content schema and background knowledge, vocabulary acquisition, reading and writing relationships, and theories and issues in second language reading. (Fall, Spring, Summer – Thailand or Spain)

ESLM 587: Curriculum & Methods/Multilingual Population: This course is designed to develop competence in the application of the theoretical foundations of second language learning and acquisition and bilingual education in teaching multilingual populations. It enables candidates to practice ESL and/or bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select material, and to perform proper evaluation procedures for ESL and bilingual programs respectively. (Spring, Summer – Thailand or Spain)