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Course Description

This asynchronous, online course for teachers all content areas will practice modifying their curriculum to meet the needs of Multilingual Learners (MLLs). Participants of the course will examine the framework for planning instruction to support MLLs' academic development within their content areas. MLL teachers are exposed to various content areas and the modification of daily lessons to meet the needs of MLLs will be vital for the success of students. Participants will explore the four modalities of reading, writing, listening, and speaking to further expand on content areas. Participants will be provided with the necessary tools to modify content area course materials to meet the proficiency levels of MLLs in all grades.

Day	Modules	Assignment Due Dates
Day One: 6/30	**MLLs and the English Proficiency Levels** *The purpose of this module will be to understand what makes a student a MLL, the process to determine MLL eligibility, and what the proficiency level reveals about capabilities. How do we set up our MLLs for success?* **Assignment #1:** Refer to a lesson already implemented or use the lesson in the module. How can you further modify it based on the different levels and recommended activities? Provide scaffolded and differentiated activities based on at least **two** levels (not including Commanding). **Discussion Post**: Introduce yourself to the class, explain what experience, if any, that you have with MLLs, and what you hope to gain from the class. Respond to two classmates. 250 words	All module assignments due at 11:59 PM on 6/30.
Day Two: 7/1	**Literacy and MLLs Strategies in STEM vs. Humanities**	

	Literacy struggles face by MLLs. Review how MLLs learn best by reviewing research driven strategies that help students acquire language. **Assignment #2:** Refer back to your lesson/activity from Day 1. Apply one of the literacy strategies (either from Humanities or STEM) to the lesson to make it more accessible to MLLs. **Discussion Post:** Would the strategy that you implemented into your plan work well in the other field (Humanities vs STEM)? Explain the difficulties in applying the literacy practices in STEM vs. the humanities. Respond to two classmates. 250 words	All module assignments due at 11:59 PM on 7/1.
Day Three: 7/2	**Using Objectives to Guide Modifications** *Analyze your lesson and apply content and language objectives to meet the needs MLLs based on their proficiency levels.* **Assignment #3:** Refer back to your lesson from Day 1 and Day 2. Apply content **and** language objectives to your lesson. You may need to modify your activity to match the objectives (this is normal) ****Reminder:** Your language objectives are meant to guide your students to meet the content objectives. Different proficiency levels will likely need different language objectives****** **Discussion Post:** How does applying objectives to your lesson change the approach you take to planning/executing activities? Respond to two classmates. 250 words	All module assignments due at 11:59 PM on 7/2.
Day Four: 7/3	**Application: Lessons** *We will be applying what we have learned about writing lessons.* **Assignment:** Refine the lesson you have been working on all week **and** create a second lesson plan following the same unit. In both lessons, you	

	should provide modifications for your entering/ emerging, transitioning, and expanding/commanding students. **You will be submitting two plans today!**	All module assignments due at 11:59 PM on 7/3.
	Discussion Post: Post one lesson plan and: share a challenge you faced and something that went well. Respond to two of your classmates. Respond to two classmates. 250 words	

Grading Policy:

All assignments are due by the end of the course on July 3rd, 2025 (unless otherwise noted on Canvas), but each late assignment will incur point deductions if submitted after the original due date. Every day late equals a one-point deduction. While you may submit work up until the last day of class, be mindful of each assignment's listed due date BEFORE the end of the course.

Feel free to use this course wisely and build upon lessons you have already conducted! We are not reinventing the wheel but applying what we have learned through this course. This is a learning process for ALL of us! We can all learn from one another regarding effective practices! Do not be afraid to ask questions to further clarify areas of confusion. If you ever have any questions or concerns, don't hesitate to reach out!

1. Course Grading:
Participation and Sharing	20% (Discussion Post of 250 words each and Comments)	
Assignment #1	10%	
Assignment #2	10%	
Assignment #3	10%	
Unit Rationale with Lessons	50%	

Online Courtesy:

Please maintain profession courtesy with your peer. Use formal language for all assignment and discussion posts. Most importantly, be respectful to your peer as we all have various starting points and are here to learn and build upon our knowledge.

Academic Integrity Statement

The college maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty neither to cheat nor to condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Graduate Education Student Handbook and the Molloy College Graduate Handbook and Calendar. Plagiarism is claiming the words, ideas, concepts, outlines, handouts,

and drafts of works-in-progress of another as your own without giving credit where it is due. As a component of academic integrity, plagiarism is prohibited at Molloy College. To prevent even the suggestion of plagiarism, quotation marks must be used to indicate the exact words of another author. Additionally, each time you paraphrase another author [i.e., summarize a passage or rearrange the order of a sentence and change some of the words], you will need to credit the source in your text. Adapted from Principle 6.22 of the Publication Manual of the American Psychological Association (7th ed.).

Disability Statement
Molloy University has a continuing commitment to providing reasonable accommodation for any student with a documented disability or chronic illness. Like so many things this semester, the need for accommodation and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students who may need accommodations in order to fully participate in this class are urged to contact Disability Support Services (DSS/STEEP) at dss@molloy.edu, as soon as possible.