

# **MOLLOY UNIVERSITY**

## **School of Education and Human Services**

### **Department of Teacher Education**

**EDU 5900 23 Supporting ELLs in Content-Area Classrooms (Grades 5-12)**

**(3 credits)**

**Semester Year: Summer 2026**

**Instructor: Laurie Bocca**

**Email: LBocca1@molloy.edu**

**Office hours: Weekdays by appointment (online)**

### **Course Description:**

This asynchronous, online course for teachers of grades 5-12 of all content areas will practice creating and implementing modifications and classroom supports for English Language Learners (ELLs). With the growth of ELL populations across New York, supporting students' whose Home Languages are not English is imperative. This course will guide participants through the levels of language acquisition, the skills and abilities students have at each level, and the modifications teachers can make to their instruction and materials to best serve all students. Participants will have the opportunity to create new materials and modify their current classroom resources to support their English Language Learners, and they will share ideas and insight with their classmates to grow and strengthen their abilities to support ELLs in their classrooms. This course will support educators of all content areas, late elementary, and secondary grade levels; the course content is applicable to all disciplines.

**\*This course may be used as the first of three courses towards a certificate in XXX**

### **Shared Vision**

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree

candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

Belief that all children can learn

Learner-centered and value-centered curriculum and pedagogy

Ethics and spirituality

Intellectual curiosity

Independence and risk-taking, while promoting collective identity and responsibility

Diversity, multiculturalism, and pluralism, including divergent thinking

Passion for teaching

Commitment to students and their communities

Civic responsibility through the promotion of social justice and interdependence

Commitment to democracy

## **Course Objectives:**

- To understand the ELL population and diverse needs
- To define and employ the language acquisition levels to content-area instruction
- To discover and implement best practices for content, process, and product modification
- To plan learning activities that best support the needs of ELLs in content-area classrooms and beyond

## **Course Format:**

*Example:*

This course will be offered online through Canvas, Molloy's learning management system. The course will open two days before the start date and close one week after the last day of class.

This section is offered \_\_\_\_\_. There will be daily activities and discussions that must be completed at the end of each day. Responses to the discussions will be due at the end of the day

(11:59 PM). An extra week will be allotted for the completion of the final project (due by XXXX).

## **Required Readings, Videos, and Other Materials:**

*Example:* All materials will be provided throughout the course.

## **Course Requirements and Evaluation:**

*All graded assignments will be worth 100 points and will include:*

*Discussion board posts (x3) – 100 pts*

*Language acquisition cheat sheet – 100 pts*

*Modified assessment creation – 100 pts*

*Lesson plan composition (x3) – 100 pts*

## **Molloy University and School of Education and Human Services Policies and Supports:**

### **Expectations of Academic Integrity for All Students**

[Honor Pledge and Academic Honesty Policy](#)

### **Course Withdrawals**

View [Withdrawal Policy](#) for potential financial implications

View [the Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

### **Incompletes**

[Incompletes Policy](#)

## **Health and Wellness**

[Student Health Services](#)

[Student Counseling Center \(SCC\)](#)

## **Center for Access and Disability (Access)**

[Center for Access and Disability](#)

## **Technical Support**

[Student Account, Technology and Canvas](#)

## **Ally for Canvas**

[Supportive Tools and Resources/ Ally](#)

## **Use of Proctorio for Exams/Quizzes (if applicable)**

[Proctorio Resources for Students](#)

## **Email Accounts**

Students are to communicate via their Molloy e-mail account or via Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication relating to this course in a timely fashion. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

## **APA Manuscript Style**

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7<sup>th</sup> ed.). (2010). American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.