



VALRC

Virginia Adult Learning
Resource Center

Beyond Basics: ESOL Beginning Literacy

Course Description and Overview:

ESOL Beyond Basics: Beginning Literacy is a 6-week, asynchronous online course. It is meant to be an in-depth follow up to the ESOL Basics course. This course is designed for ESOL instructors who teach literacy level courses or multilevel courses that include literacy learners as well as ABE instructors who may have literacy learners in their classroom. ESOL is a term often used synonymously with ESL, or ELA (English language acquisition). For consistency, we use the term ESOL in this course but recognize that some programs may use other terms.

The course is taught through the [Virginia Commonwealth University's Canvas learning management system](#). Completion of the course is designed to require a minimum of **24 hours** of your time - approximately four hours per week. However, you may find that you want to spend longer with some topics. In order to receive a certificate for participating in the *ESOL Beyond Basics: Beginning Literacy* training; you must complete all assignments, respond to each discussion question, and respond at least once to one of your classmates in any of the week's discussion/assignment forums. The course week runs Thursday to Wednesday and all assignments are due by midnight on Wednesday. There are no required textbooks.

Please consult the [Acronyms for Adult Educators](#) for a list of acronyms we use throughout the course. These are common acronyms used throughout adult education in Virginia.

Note: There will be a lot of additional links and resources posted. Explore these to inform your practice as you have time.

Weekly Format:

Lessons are sequential. Each week will follow a similar format. Included in each week are:

- An announcement that introduces the content
- Weekly content
- Discussion board topic
- Assignments

- Optional synchronous meetings (weeks 2 & 4): These sessions will be hosted via Zoom. Participation in these sessions will take the place of the reflection discussion boards for that week. More information on these sessions will be posted in the Canvas course as well as in the weekly reminder emails.

Learning Outcomes:

What you will be learning.	How you will express and demonstrate that learning.
Characteristics and needs of literacy learners	<ul style="list-style-type: none"> • Review learner profiles and reflect on learner needs • Reflect on current teaching context and identify needs of literacy learners based on course content
The role of print awareness and sound/symbol correspondence in the literacy classroom	<ul style="list-style-type: none"> • Reflect on and evaluate use of print awareness and sound/symbol correspondence activities and their place in your literacy classroom • Develop and provide feedback on quality activities for the literacy classroom
The connection between English Language Proficiency and College and Career Readiness standards and teaching literacy	<ul style="list-style-type: none"> • Connect best practices for literacy instruction to ELPs and CCRS via online discussions and interactive activities
Best teaching strategies for meeting the needs of literacy learners	<ul style="list-style-type: none"> • Identify and evaluate common teaching strategies for the literacy classroom • Reflect on best practices in your own literacy classroom via online discussions
Effective strategies for planning for the literacy classroom	<ul style="list-style-type: none"> • Reflect on and evaluate strategies for planning for the literacy classroom • Develop and provide feedback on literacy instruction lesson plans

Effective assessment strategies for the literacy classroom	<ul style="list-style-type: none"> Reflect on and evaluate common assessments for the literacy classroom
Technology resources for the literacy classroom	<ul style="list-style-type: none"> Evaluate common technology used with literacy learners Identify technology tools that best align with your teaching context

Course Schedule:

Course activities include readings, assignments, and discussions. The lessons are developmental and sequential. The schedule below lists the dates that assignments are due. Posts to discussions should be made by the indicated due date in the below schedule. Some posts will be due on Mondays and some on Wednesdays. Please be sure to adhere to the schedule. Lessons are self-paced within the week. Return as often as you wish to the activities and discussions.

	Lessons	Assignments
Week 1:	Understanding literacy learners and the literacy classroom	<ol style="list-style-type: none"> Complete the Online Learner Agreement Review the weekly lesson and presentation video Post in the Introduction discussion board Review at least 2 of the weekly readings and post a reflection on the Introduction to Literacy Instruction discussion board Participate in the collaboration activity to identify literacy learners and needs (Optional) Complete the simulation activity and post your reflection under Week 1 Simulation and Reflection
Week 2:	Print	<ol style="list-style-type: none"> Review the weekly lesson and presentation

	Awareness, Sound/Symbol Correspondence and Emergent Readers	video <ol style="list-style-type: none"> Review at least 2 of the weekly readings and post a reflection on the Literacy Instruction Best Practices discussion board Complete the resource evaluation activity. Optional Synchronous Meeting
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Week 3:	The Relationship between Orality and Literacy and English Language Proficiency Skills	<ol style="list-style-type: none"> 1. Review the weekly lesson and presentation video 2. Review at least 2 of the weekly readings and post a reflection on the The Role of Standards in the Literacy Classroom discussion board 3. Complete the connecting to standards activity
Week 4:	Multilevel and Balanced Instruction	<ol style="list-style-type: none"> 1. Review the weekly lesson and presentation video 2. Review at least 2 of the weekly readings and post a reflection on the Instructional Strategies discussion board 3. Complete the literacy classroom activity reflection activity <p>Optional synchronous meeting</p>
Week 5:	Assessment and Technology	<ol style="list-style-type: none"> 1. Review the weekly lesson and presentation video 2. Review at least 2 of the weekly readings and post a reflection on the Assessment in the literacy classroom discussion board 3. Complete the digital literacy in the literacy classroom activity <p>Prepare to post a literacy class lesson plan at the beginning of week 6.</p>
Week 6:	Planning for the Literacy Classroom	<ol style="list-style-type: none"> 1. Review the weekly lesson and presentation video 2. Post a sample lesson plan for your literacy class 3. Review at least 2 of the weekly readings and post a reflection on the Building Community in the Literacy Classroom discussion board 4. Complete the lesson plan peer review and revision activity

Student Expectations:

In order to receive a certificate of completion, you must submit all assignments on time. Remember that although you will benefit from doing the activities, you will learn most from discussions with your online colleagues and facilitator(s). To keep discussions as productive as possible, please post and respond within the assigned week. You may refer to the *Start Here*, *Syllabus*, or *Calendar* sections for specific dates. In order to stay on track, be sure to check your weekly progress in the *Grades* section.

Discussion Board Posts:

Write a one- to two-paragraph response for each *Discussion Board* question. Participants can also choose to post via video or audio recording. If posting via a video or audio recording, the recording should contain as much detail as a one- to two-paragraph written response. In order to receive full credit for your peer response post, your writing should include some details or depth. (Cursory responses such as "I agree with your answer." or "That is a good point." will not receive full credit.)

Please do not create your own thread when responding to *Discussion Board* questions. All that is needed is to click the *reply* button.

Participants who do not post to the *Discussion Board* within the first week will be removed from the course. This will then place you on "waiting list only" status for future online courses and trainings.

If you do not post for more than one week at any time during the course or if you fall more than one week behind in your assignments, you may be removed from the course and will be placed on "waiting list only" status for future online courses. If you find that you cannot post for more than two weeks, please contact your technical facilitator at valrccourses@vcu.edu or 1-800-237-0178 as soon as possible to discuss the situation and your further participation in the course.