

# SCHOOL OF MINISTRY, MEDIA & THE ARTS

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## Online Degree Programs

- TESOL (MA - Online) (<https://catalog.cornerstone.edu/graduate/ministry-media-arts/tesol-ma/>)

## Interdisciplinary Study (IDS)

### IDS-510 INTRO TO GRADUATE STUDIES (3 Credits)

An introduction to graduate-level coursework with particular emphasis on effective writing & technology skills for academic success. Students will also explore foundational concepts in leadership and management as a basis for the program.

*Prerequisite:* None

## Linguistics (LIN)

### LIN-501 ISSUES IN TESOL (2 Credits)

An exploration of issues that have an impact on the field of TESOL, including social, historical, legal and cultural influences. A broad scope of these issues may include philosophical differences, as well as classroom-specific difficulties.

*Prerequisite:* None

### LIN-525 INTRO TO LINGUISTICS (3 Credits)

An introduction to the nature and structure of human language. Students focus on the goals, techniques and subject matter of modern linguistics.

*Prerequisite:* None

### LIN-535 ADV ENGLISH GRAMMAR (3 Credits)

An exploration of the descriptive and prescriptive grammar of English, which is analyzed according to traditional, structural and transformational methods. Emphasis is also placed on preparing students to teach grammar. Students survey grammar teaching methodology in conjunction with the different areas of grammar studied.

*Prerequisite:* None

### LIN-555 SOCIOLINGUISTICS (3 Credits)

An examination of language in its social and cultural contexts. This course presents the basic socio-cultural variables (such as gender, age and social status) and shows their relation to language use and language learning. Areas covered in the course include bilingualism, dialectology, language variation and style with their relation to multilingual educational situations.

*Prerequisite:* None

### LIN-556 SECOND LANG ACQUISITION (3 Credits)

An examination of the process of learning a second language. This course surveys current SLA theory and learning models. Emphasis is given to the ways these theories and models shape pedagogical practices in ESL classrooms. Linguistic, cognitive, affective, cultural and social factors influencing the acquisition of another language are explored.

*Prerequisite:* None

### LIN-557 ACTION RESEARCH (3 Credits)

An evaluation of claims based on research by reviewing current best practices as indicated by meta-research and discussing implications for TESOL. Action research that can be implemented in a TESOL setting and used for professional reflection and improvement of instruction is emphasized. Among the methods included are local data collection, structured interview, open-ended interview, case study, reflective case study, portfolio assessment and use of technology for self-assessment.

*Prerequisite:* None

### LIN-558 MATERIALS/DEV & INTEGRATION (3 Credits)

An application of second language learning and teaching principles to the analysis, adaptation, development and integration of materials for the ESL/EFL classroom. Among the resources explored are media, realia, computers and the Internet for all language skills including reading, writing, speaking, listening and grammar. Pedagogic rationale for materials and their use with a specific group of learners is emphasized.

*Prerequisite:* None

### LIN-559 TESOL LAB (3 Credits)

In this course participants will apply their theoretical learning within their own classroom environments via a lab course. This course will follow a 3 or 4-member peer-coaching format through which students will choose focus areas of instruction that they would like to grow. They will then work through a teach, record, reflect, share, and peer-coach process with their team. The goal is individual growth through peer-encouragement and accountability.

*Prerequisite:* None

### LIN-565 TESOL METHODOLOGY I (3 Credits)

An examination of various methods and techniques used to teach language components (grammar, vocabulary, and pronunciation) and language skills (reading, writing, listening and speaking). Practice in developing and implementing balanced and effective language lesson plans will be provided along with evaluating and selecting appropriate ESL teaching materials to match various ESL audiences and teaching contexts.

*Prerequisite:* None

### LIN-566 TESOL METHODOLOGY II (3 Credits)

A continuation of methods study with a specific focus on aspects of course development, curriculum design and assessment, such as how to correctly assemble a specific curriculum for a class and implement it. The course also reviews assessments available, how to decide which assessment to use and when to use it. The students explore their own personal focus as well as the methodology and philosophy of teaching to help self-evaluate themselves as teachers and to use the resources provided in class to address issues.

*Prerequisite:* Take LIN-565

### LIN-568 TESOL METHODOLOGY III (3 Credits)

A focus on the methods of teaching speaking (including pronunciation), listening, reading, and writing with particular focus on the micro-skills involved in each. The course will both analyze the four primary linguistic skills individually and in conjunction with each other. Students will practice techniques aimed at strengthening their learner's language abilities by connecting the various combinations of skills such as reading with writing and speaking with listening.

*Prerequisite:* Take LIN-565

**LIN-571 PEDAGOGY L2 WRITING INSTRUC & ASSESMEN (2 Credits)**

This course will provide K-6 and 7-12 grade teachers with a theoretical and pedagogical framework for (1) identifying and addressing the needs of second language writers in their classrooms and (2) establishing assessment strategies that effectively provide feedback to L2 writers and assessment washback for teachers. This course framework will build on recommended evidence-based teaching strategies related to writing fluency and the writing process development, including writing for a variety of purposes, using a Model-Practice-Reflect instructional style, and using student assessment to inform instruction.

*Prerequisite:* None

**LIN-572 GRAMMAR & VOCAB FOR L2 WRITERS (2 Credits)**

This course will provide K-6 and 7-12 grade teachers with the theoretical and pedagogical framework for (1) identifying the structural and lexical needs of their second language writers and (2) developing instructional strategies and assessment that effectively target and assess these needs. This course framework will build on recommended evidence-based teaching strategies [from What Works Clearinghouse] related to word-level and sentence-level issues of second language writers including learners' orthographic, lexical, and grammatical instructional needs.

*Prerequisite:* None

**LIN-573 CULTURALLY RESPONSIVE TEACHING (2 Credits)**

This course prepares educators in all grade levels and content areas with culturally responsive teaching strategies for learners at all levels. The course covers the value of identifying the needs of diverse learners and then adapting instruction in a culturally appropriate way to support groups and individuals. This course is based on current best practices and evidence-based instructional strategies.

*Prerequisite:* None

**LIN-574 LINGUISTICALLY RESPONSIVE TEACHING (2 Credits)**

This course prepares educators in all grade levels and content areas with linguistically responsive teaching strategies for learners at all levels. The course covers the value of identifying the needs of diverse learners and then adapting instruction in a linguistically appropriate way to support groups and individuals. This course is based on current best practices and evidence-based instructional strategies.

*Prerequisite:* None

**LIN-575 LANG & COMM SKILLS FOR HEALTHCARE (2 Credits)**

This course will focus on developing needs analyses, individual development plans, and a curriculum that is designed to meet required English, communication, and testing competencies. The course will focus on graduate level healthcare professionals, but the principles and methods discussed will provide insight and application to other healthcare professions.

*Prerequisite:* None

**LIN-576 INTRO TO ACADEMIC COACHING (1 Credit)**

This course will explore and define academic coaching. Some of the topics will include the benefits of coaching, characteristics of a coach, coaching relationships, guidelines, communication with students, healthy boundaries, protocols for conducting coaching sessions, learning theories and styles, and the academic coaching process.

*Prerequisite:* None

**LIN-577 ISSUES IN HEALTHCARE ESL PROFESSIONALS (2 Credits)**

This course will overview of the scope of medical education and professional development of healthcare professionals. It will address the growing trend of international medical graduates, and other health professionals, in the United States. This trend has created a need for increased awareness, education, and training. Students will have a broad understanding of the practice of medicine and its training, competencies, and licensing. Research and employment opportunities will be discussed.

*Prerequisite:* None

**LIN-578 LANG & COMM SKILLS FOR BUSINESS & ORG (2 Credits)**

Business and Organization communication skills range from basic writing, speaking, reading and listening to planning and negotiation and everything else in between. This course is designed to take knowledge from TESOL methods and apply them to specific teaching settings in providing a needs analysis of an English Language Learner (ELL), including language level and learning goals, and to create a learning plan to match those goals.

*Prerequisite:* None

**LIN-579 BUSINESS & ORG ENG FIELD PRAXIS (1 Credit)**

This course draws learning into authentic application and continues in the TESOL Lab course. In this course students will network and establish contact with the ELL with whom they will work in the TESOL Lab course. After connecting with the ELL, students will create and perform a full needs analysis that will translate into the creation and implementation of a learning plan in the Lab course.

*Prerequisite:* None

**LIN-582 LANG & COMM FOR CROSS-CULTURAL MINISTRY (2 Credits)**

This course is designed to take knowledge from TESOL methods and apply them to specific teaching settings in providing a needs analysis of an English Language Learner (ELL), including language level and learning goals, and to create a learning plan to match those goals.

*Prerequisite:* None

**LIN-583 CROSS CULTURAL MIN ENGLISH FIELD PRAXIS (1 Credit)**

This course draws learning into authentic application and continues in the TESOL Lab course. In this course students will network and establish contact with the ELL with whom they will work in the TESOL Lab course. After connecting with the ELL, students will create and perform a full needs analysis that will translate into the creation and implementation of a learning plan in the Lab course.

*Prerequisite:* None

**LIN-594 TESOL CAPSTONE (3 Credits)**

A capstone course designed to allow students to integrate various principles of the TESOL program. This course includes two possible tracks: Thesis or Non-Thesis. Students seeking a Michigan Department of Education endorsement are required to choose the Non-Thesis option, which includes 60 hours of practicum.

*Prerequisite:* Take LIN-565

**Groothuis, Douglas** (<https://www.cornerstone.edu/faculty/dr-douglas-groothuis/>), Distinguished University Research Professor of Apologetics and Christian Worldview

**Lee, Sodam**, Assistant Professor of Graphic Design

**Marko, Jonathan**, (Dean) Associate Professor of Philosophical and Systematic Theology, Associate Vice President for Academics

**Osborn, Jeremy**, Professor of Communication, Director of Communication and Media

**Pasquale, Michael**, Professor of Linguistics, Director of M.A. TESOL Program

**Roberts, Ryan**, Associate Professor of Old Testament,

**Wallace, Matt**, Assistant Professor of Teacher Education

**Walters, Kent**, Professor of Music

**Wittmer, Michael**, Professor of Systematic and Historical Theology

**Yoder, Darrell** (<https://www.cornerstone.edu/faculty/darrell-yoder/>), Associate Professor of Ministry