Molloy University
EDU 5900 XX - Asynchronous Online
Multilingual Learners: Modifying Content Area for ENL Students
Dates: June 30, 2025-July 3, 2025

Professor: Dr. Helen Efkarpides
Email: HEfkarpides@molloy.edu

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:** 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 levels. **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.	All module assignments due at 11:59 PM on 6/30.
Day Two: 7/1	**Literacy and MLLs** *Literacy struggles face by MLLs. Review how MLLs learn best by reviewing research driven strategies that help students acquire language.*	

		All module assignments due at 11:59 PM on 7/1.
	Assignment: Apply a literacy practice to two lessons: one in STEM and one in the humanities. **Discussion Post:** Explain the difficulties in applying the literacy practices in STEM vs. the humanities.	
Day Three: 7/2	**Modifications for MLLs** *Analyze various examples of modified materials and understand how content area materials can be modified to meet the needs of MLLs based on their proficiency levels.* **Assignment:** Use one of the strategies and/or examples provided and modify a current lesson plan that you have presented to a class. **Discussion Post:** Choose a sample modified lesson from the module and discuss how it could be utilized within your own classroom **or** share a modified lesson/activity that you created that was success. Respond to two classmates.	All module assignments due at 11:59 PM on 7/2.
Day Four: 7/3	**Application: Unit Rationale with Lessons** *Identify a unit plan idea and then build the rationale of said unit plan. Support this unit with a three-lesson mini unit within a specific content area of your choice (only **one** official lesson plan needs to be written). Be sure to include modifications for various levels.* **Assignment:** Write up a unit plan rationale (1 paragraph) for a specific subject area and grade level. Write one full lesson plan within the same unit in which you provide modifications for your entering/ emerging, transitioning, and expanding/commanding students. Please be specific about the content area and topic and the modifications and/or accommodations being provided for the MLLs of the class. Share a brief	All module assignments due at 11:59 PM on 7/3.

| | outline of a lesson PRIOR to this lesson and FOLLOWING this lesson.

Discussion Post: Post your lesson plan and respond to two of your classmates. | |

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!

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.