

*George Mason University
Graduate School of Education*

**EDCI 516
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
*Spring 2004***

Instructor EDUC 516-001:	Rebecca K. Fox, Ph.D.
Instructor EDUC 516-002:	Jorge P. Osterling, Ph.D.
Class Day & Time:	Thursdays, 4:30 – 7:10 p.m.
Class Location:	West Hall, Room 258
Contact Information & Office Hours	
Office:	Fox: Robinson A, Room 339 Osterling: Robinson A, Room 451-C
E-Mail:	rfox@gmu.edu josterli@gmu.edu
Office Hours:	Fox & Osterling Thursdays 3:00 - 4:00, And by appointment
Profiles:	Fox: http://mason.gmu.edu/~rfox Osterling: http://gmue.edu/~josterli
Telephone:	703-993-4123 (Fox) 703-993-8136 (Osterling)
Fax:	703-993-3336 or 2013 (Fox) 703-993-3336 (Osterling)

COURSE OUTLINE

A. Course Description:

This course will provide students with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom. This is a required course for Virginia State PK - 12 ESL/FL licensure and for foreign language immersion teachers.

Students will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing.

B. Course Delivery:

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Course delivery is accomplished through a variety of in-class, on-line, and individualized instructional strategies. Instruction includes:

- Presentations (i.e., lectures, lecturettes assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Guest lectures*;
- *Student presentations*;
- *Video presentations*;
- *Blackboard 5* web-based course management system.

The seminar format of EDCI 516 requires the active participation of all students. As an experiential course, it is structured around discussion and small group activities. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings. Students should be prepared to discuss the content readings in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion. Students will also post emergent thoughts and responses weekly on the class *Blackboard* site and should thus have regular access to a computer with internet access.

C. Students With Special Needs

Students who require special accommodations or those with disabilities that may affect their ability to participate fully in the course are asked to advise the instructor so that their needs might be met and thus facilitate their successful participation in this course.

D. Honor Code

As stated on the GMU web site: "Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions." For a complete overview of the Honor Code, please consult the following GMU web address:

<http://mason.gmu.edu/~montecin/plagiarism.htm>

E. Course Outcomes:

At the conclusion of EDCI 516 - 001 and - 002, students will be able to demonstrate:

1. Understanding of first language (L1) and second language (L2) acquisition processes, research, and developmental stages as well as their applicability to classroom instruction.
2. Knowledge of various definitions and theories on bilingualism, language proficiency, and language acquisition.

3. Understanding of the developmental stages of L2 acquisition.
4. Ability to identify and discuss the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.
5. Familiarity with the concepts of code-switching, language borrowing, and the role of L1 and L2 acquisition and foreign/world language acquisition.
6. Familiarity with the relationship of standard languages and dialects and the implications for teaching.
7. Understanding the relationships among teaching practice and second language acquisition (SLA) research, methods of teaching foreign/world/second languages and language assessment practices.
8. Use of technology to assist in their understanding of SLA and an understanding of its use to support learning in the WL/SL classroom.

F. Relationship to Program Goals and Professional Organizations

Language is the most human form of behavior, and the investigation of what research shows us about how language is acquired and the study of how language interacts with culture are essential areas of information that individuals seeking to teach world languages must know and understand. Exploring how languages are acquired and the link between culture and communication will help develop a knowledge base appropriate for individuals teaching in today's multicultural world. Emphasis will be on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.

EDCI 516: Bilingualism and Language Acquisition Research is a 3 credit course designed to meet the needs of graduate students who are seeking a Master's degree in Curriculum and Instruction, with tracks in bilingual/multicultural education, foreign language education, and teaching English as a second language. It is one of the first courses of the master's degree and licensure programs and is required of all program participants.

The *EDCI 516* relationship to the GSE program goals includes:

1. *Knowledge base for teaching in the second language classroom.* Learn the fundamental concepts of the knowledge base pertaining to ESL, English for Speakers of Other Languages, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.
2. *Utilization of research.* EDCI 516 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others' teaching practices.
3. *Classroom teaching.* EDCI 516 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. *Curriculum.* Students will develop the skills needed to design, implement and evaluate a second language-teaching program. They will be able to conduct an analysis of culturally and linguistically diverse students' needs; set course goals and objectives; design and revise tests; select, adapt and create appropriate teaching materials; and evaluate the program overall or at the classroom level.

EDCI 516 follows the guidelines and recommendations made by:

The American Council on the Teaching of Foreign Languages	ACTFL
Teachers of English for Speakers of Other Languages	TESOL
The National Association for Bilingual Education	NABE
The National Association for Multicultural Education	NAME

TESOL, ACTFL, NABE, and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations and foreign/second language learning and acquisition. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches society and rejects the view that diversity threatens the fabric of society. ACTFL and TESOL have the more specialized mission of developing the expertise of their members and other educators involved in teaching second/world languages. This mission encourages the fostering of an effective learning environment, accomplishing the goal of effective communication in diverse settings, and respecting an individual's rights and needs.

G. Academic Standards:

The following standards aim to provide consistency in teacher education programs across the United States in terms of what EFL/ ESL/ FL (WL) teachers need to know and be able to do – that is, the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

Licensure courses are also aligned with the **NCATE TESOL *Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education***, as well as with **INTASC (Interstate New Teacher Assessment and Support Consortium) Standards**, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Evidence of the degree to which the ten standards have been met is compiled in a program participant's **Professional Development Portfolio** (refer to the program's PDP Guidelines) throughout the licensure component of the program.

The **ESL Performance-Based Standards for P-12 Teacher Education Programs** serve as a bridge to the general education standards expected of all students in the United States and were approved by the TESOL Board of Directors October, 2002. They may be found at:

<http://www.tesol.org/assoc/p12standards/index.html>

<http://www.ncate.org/standard/programstds.htm>

These standards cover the following five domains:

NCATE TESOL STANDARDS FOR P-12 TEACHER EDUCATION PROGRAMS			
Domains		Standards	Standards specifically met by EDCI 516
One	Language	1a. Describing Language	1a5, 6, 8, 9, & 10
		1b. Language acquisition and development	1b1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13
Two	Culture	2a. Nature and role of culture	2a1, 3, & 4
		2b. Cultural groups and identity	2a1, 3, & 4
Three	Planning, Implementing, and Managing Instruction	3a. Planning for Standards Based ESL & content instruction	3a3
		3b. Managing and implementing Standards Based ESL and content instruction	3b2
		3c. Using resources effectively in ESL instruction	3c1, 3, 4, & 5
Four	Assessment	4a. Issues of Assessment for ESL	4a1 & 3
		4b. Language proficiency assessment	4b2 & 3
		4c. Classroom-based assessment for ESL	-
Five	Professionalism	5a. ESL research and history	5a1 & 2
		5b. Partnerships and advocacy	5b2 & 3
		5c. Professional development and collaboration	5c1 & 4

H. Texts and Resources:

A. Required Texts:

Baker, C. (2002). *Foundations of bilingual education and bilingualism* (3rd ed.). Clevedon, UK: Multilingual Matters.

Collier, V.P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Woodside, NY: Bastos Educational Books.

Tse, L. (2001). *"Why don't they learn English?" Separating fact from fallacy in the U.S. language debate*. New York: Teacher College Press.

EDCI 516 uses handouts, videos, and several journals, including among them: *NABE News*, *Studies in Second Language Acquisition*, *CALICO* (Computer Assisted Language Instruction Consortium).

Additional resources will be available from the Fenwick Library E-Reserves. An up-to-date Helpful Resources and References List will be made available under Course Documents on the class Blackboard site.

B. Recommended Books:

American Psychological Association (2002). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

[Note: All papers and professional writing in the GMU Graduate School of Education follow the APA Style Manual (Fifth Edition).]

Ellis, R. (1997). *The study of second language acquisition*. New York: Oxford University Press.

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: L. Erlbaum.

I. Course Requirements:

EDCI 516 is comprised of class meetings (see Schedule), electronic discussion at <http://blackboard.gmu.edu>, and a series of assessments aimed toward providing evidence of meeting the course objectives. It will include a field experience component where students spend time working and interacting with P-12 students in the schools located in school divisions in the Northern Virginia area.

Attached to this syllabus is a packet containing the specific descriptions and evaluation criteria for each of the course requirements.

Students are expected to attend all class sessions, to participate actively during large and small group discussion and activities, and to log on weekly to <http://blackboard.gmu.edu> for between-class discussion topics, questions, and postings.

Students should complete all assignments on time and be aware that points will be taken off

assignments that are submitted past the deadline, unless special arrangements have been made with the professor in advance.

An extension to class discussion, *Blackboard 5* serves as an electronic symposium or study group. Entries should be topical and include information from the readings and texts for discussion points.

"Netiquette" reminder for all: Whether you are composing an e-mail message or posting a message in Blackboard 5, it is wise to assume that everyone in the world will read your words. Practice your professionalism, your sensitivity, and your growing knowledge in SLA as you share your insights and thoughts.

EDCI 516–001 and -002 course requirements will be met as follows:

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
In-class and On-line Participation and Readings	Students are expected to actively participate in every session, as well as electronically, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Students must inform instructor of the need for an absence from class. <i>NCATE TESOL Standards: 1b, 3a, 4a, & 5c</i>	25 percent	Each class meeting
Critical Journal Response <i>(Theory & Research)</i>	Using traditional and on-line sources, students will demonstrate an understanding of the course objectives by reviewing connections between selected readings (juried articles or short book/monograph), class activities, and their own personal/ professional experiences. <i>NCATE TESOL Standards 1b, 2a & 2b</i>	15 percent	Class 8 (3/18)
Field Experience <i>(Theory, Research, join Practice)</i>	In addition to the GMU class work, students are expected to spend 10 hours observing and interacting in the schools of Northern Virginia. Written report and in-class debriefing. <i>NCATE TESOL Standards 1b, 2a, & 2b</i>	15 percent	Class Eleven (4/8)
Language Analysis and Presentation <i>(Theory, Research, Professional Collaboration & Practice)</i>	Students will work in small groups to collect, record, and analyze an oral and written language sample from a language learner. A written commentary connecting this hands-on experience to course readings and materials, a personal reflection, and a list of references will accompany the analysis. Each group will share their findings in a formal presentation near the end of the semester. <i>NCATE TESOL Standards - 1a, 1b, 2a, 2b, 4a, and 4b.</i>	45 percent	Written project to be handed in on Class 14 (4/29) Group Presentation Days Sessions 13 & 14 (4/22 & 4/29)

Course Schedule: Fall 2003

Class	Theme/Topic	Required Readings (To be read prior to class)	Assignments for This Date's Class
<p style="text-align: center;">One</p> <p>January 22</p>	<p>Course Introduction Review Syllabus & Requirements</p> <p>Intro to Blackboard & GMU Email accounts</p>	<p><i>Part I: Course Introduction, Syllabus, Field Experience</i> BREAK <i>Part II: Blackboard Briefing & GMU Email accounts:</i> <i>Computer classroom : IN 328 (Innovation Hall)</i> <i>6:00PM - 7:10PM</i></p> <p>Readings for the <i>first four classes</i>:</p> <p>Tse, L. (2001). <i>"Why Don't They Learn English?"</i></p> <p>Collier, V. (1995). <i>Promoting Academic Success for ESL Students.</i></p> <p>Baker, C. (2001). Chapters 1 and 2, Pp. 1 – 41</p>	<p>After class, please subscribe to The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) newsletter by going to: http://www.ncela.gwu.edu/newsline/subscribe.htm</p>
<p style="text-align: center;">Two</p> <p>January 29</p>	<p>Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research</p> <p>Myths and misconceptions about second language learning</p>	<p>Continue reading the above posted readings, and as time permits, the following are <u>highly</u> recommended:</p> <p>McLaughlin, B. (1992). "Myths and misconceptions about second language learning" at: http://www.ncela.gwu.edu/miscpubs/ncrcdsl/epr5.htm</p> <p>Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States" at: http://www.cal.org/NCLE/Digests/Myths.htm</p>	<p>Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p> <p>Begin to formulate your thoughts about teaching and learning in the second language classroom. Please begin to post your thoughts and beliefs about teaching (your emergent teaching philosophy) in GMU's <i>Blackboard 5</i> electronic discussion forum in the space provided.</p> <p style="text-align: center;">http://blackboard.gmu.edu</p>

<p>Three February 5</p>	<p>Bilingualism: Terminology, Definitions, & Measurement</p> <p>Continuing: SLA Research and its implications for classroom practice</p>	<p>Debrief of the Tse book (should be completed by this class) using the Critical Journal Response format</p>	<p>Be sure you have completed the Tse by this evening's class.</p> <p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>
<p>Four February 12</p>	<p>The TESOL Standards</p>	<p>Part I: Guest Speaker (Keith Buchanan of FCPS) The ESL Standards for Pre-K-12 Students http://www.tesol.org/assoc/k12standards/it/01.html</p> <p>The Foreign/World Language Standards for PK-12 Students http://www.actfl.org (in "Search" window, list Standards and it will take you to the page)</p> <p>In-class Video: American Tongues (with debrief)</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>
<p>Five February 19</p>	<p>L1 Research in Children</p> <p>L2 Research: Children and Second Language Acquisition</p> <p>Language Analysis Project</p>	<p>Part I: L1 & L2 Research and Children Debrief of the Collier Monograph</p> <p>Part II: Introduction of the Language Analysis Project</p> <p>Readings: Baker, C. (2001). Chapter 5, pp. 85-106; Chapter 6, pp. 110-117. Be sure the Collier is completed.</p> <p>Optional reading: Wong-Fillmore, L. (1991). Second-language learning in children: A model of language learning in social context. In Bialystok, E. (Ed.), <i>Language Processing in Bilingual Children</i> (pp. 49-69). New York: Cambridge University Press.</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>

<p>Six February 26</p>	<p>Adolescents/ Adults and Second Language Acquisition</p>	<p>Thomas, W., & Collier, V. P. (2002). http://www.crede.ucsc.edu/research/llaa/1.1_conclusions.html</p> <p>Baker, C. (2001). Chapter 6, Pp. 117 - 132.</p> <p>Walqui, A. (2000). Strategies for success: Engaging immigrant students in secondary schools: http://www.cal.org/ericclldigest/0003strategies.html</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>
<p>Seven March 4</p>	<p>Implications of Learner Similarities/ Differences for the Classroom</p> <p>Input and Interaction in SLA: A Brief Look at the Multiple Intelligences</p>	<p>Gardner, H. "Multiple intelligences theory: Eight ways of knowing" at: http://www.multi-intell.com</p> <p>http://surfaquarium.com/MIinvent.htm</p> <p>Suggested: Wong-Fillmore, L. & Snow, C.E. (2000). "What teachers need to know about language" [August 23, 2000] at: http://www.cal.org/ericcll/teachers/</p> <p>Mid Course Evaluations – in class</p>	<p>In preparation for tomorrow's presentation on multiple intelligences, we would like to invite you to download the attached document, take the MI inventory, and score it yourself.</p> <p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>
<p>No Class This Week– GMU Spring Break (March 8 – 12)</p>			
<p>Eight March 18</p>	<p>Bilingualism & Cognition</p> <p>Cognitive Theories and the Curriculum</p>	<p>Baker, C. (2001). Chapters 7 and 8, Pp. 134 – 180.</p>	<p>Critical Journal Response due (15%)</p> <p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>

Nine March 25	Affective, Social, and Cultural Processes	Collier, V.P. (1995). Review pp. 21 – 29 in particular. (You may want to begin the readings for class ten.)	Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.
Ten April 1	Bilingual Education for Bilingualism and Biliteracy	Baker, C. (2001). Chapters 10, 15, and 16 Snow, C. (2002). www.whyreadingishard.com	Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.
Eleven April 8	Politics of Bilingualism: The Socio-political Debate	Field Experience Debrief NCLB & ESEA ReAuthorization Baker, C. (2001). Chapters 12 and 18.	Field Experience Hours and Report due (15%). Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.
Twelve April 15	School Issues And Special Needs Learners	Guest Speakers (Professors attending the AERA Conference in San Diego) Baker, C. (2001). Chapter 14	Work in Language Analysis Groups – continue posting discussion and progress in BB groups
Thirteen April 22	Group Presentations	Language Analysis Projects/Team Presentations - Students present language analysis project and discuss lessons learned.	
Fourteen April 29	Final Class – Pulling It All Together Course Synthesis	Language Analysis Projects Due /Team Presentations - Students complete presentations of language analysis projects and discuss lessons learned. Course Synthesis and Evaluations.	Language Analysis Project (Course Performance-based Project) Group written reports with Individual personal reflections due (45%).

EDCI 516
Critical Journal Response

Connection to the NCATE TESOL Standards 1b, 2a, & 2b.

Objective: To engage learners thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to apply their emergent analyses and reflections to classroom practices and application.

The Critical Journal Response engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. CJRs will require that you formulate thoughts on paper and connect those thoughts to current literature and research in the field. Your CJR should be between 2-5 pages in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the author*, and how and why you *can or cannot apply* these ideas into your current or future practice. The response should be comprised of three parts (or levels):

- 1) **Level One: description,**
- 2) **Level Two: analysis, application, and interpretation, and**
- 3) **Level Three: reflection** on the content and its meaning to you in your current/future professional role.

Details to guide you in your analysis process:

Level One - Description: A short paragraph **Describes** the article and captures its salient points. This tells briefly **what** the article is about, captures the central idea of the article, and provides an overview, or abstract, for your reader.

Level Two - Analysis, Application, and Interpretation of the material is the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article. It concerns your interpretation of the material based on the readings we have done in class to date. In this section, utilize at least three supporting sources (references) from your readings, using APA style. Cite references at the end of your journal critique on a page entitled References. These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own.

Level Three - Reflection: This is a section where you will connect the article you are analyzing to yourself and the classroom. For example: what does this article mean to you? Why did this article appeal to you, or why did you select this particular article? You should include a section that states what this research, or information in the article, means to you as an educator and how you might use it in your (future) classroom. You might tell what you would/do **similarly** or **differently**, and **why**, to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular environment. This section personalizes the description, analysis, and interpretation to your individual situation.

Language Analysis and Presentation

EDCI 516-001 & 002

Spring 2004

Project Guidelines

Due Date for Submission of Written Report: April 29, 2004

Group Presentations: Last Two Class Sessions

Connection to the NCATE TESOL Standards: This project provides connection to the following NCATE TESOL Standards-1b, 2a, 2b, 4a, & 4b.

Objectives of Language Analysis Field Project & Presentation:

The *Language Analysis Field Project and Presentation* of EDCI 516-001 & 002 in the GMU FL/ESL teacher licensure program is designed to engage students in a performance-based assessment task in which they will analyze second language acquisition patterns in EFL/ESOL/FL/WL learners. This project requires students to think critically about teaching and learning in the context of the world/second language classroom. It enables them to connect theory, research, and practice with language learners. To promote collaborative research, program participants work in cooperative groups and present their findings and recommendations with colleagues. This project helps them develop a perspective that will contribute to their professional knowledge base and identity.

The Language Analysis Project is appropriate for all EDCI 516-001 and 002 students, whether currently teaching or not. It requires no prior knowledge of linguistics.

Project Objective: This performance-based assessment designed to engage course participants in a course synthesizing, teaching-related language analysis field project that provides them a hands-on opportunity to analyze an authentic language sample from a second language learner, present these findings to fellow program participants, and reflect on/connect to language acquisition research and literature with respect to the objectives and content of EDCI 516-001 & 002.

Presentation Component Objective: The purpose of the group presentation component of this project is two-fold:

- 1) To provide students the opportunity to collaborate with colleagues in a learning/professional community on a relevant topic of professional use (language assessment) in the second language classroom and to share the findings with colleagues,
- 2) To provide students the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students.

Procedures and Suggested Format for Final Written Report of the EDCI 516 Language Analysis Project

First: Collecting the Language Samples for Analysis

Each group will collect a language sample from a second language learner. The sample should include both written and oral language. The individual selected may be an elementary, middle, high school student or an adult learner (i.e., from an ESL/EFL/FL/WL learner from any age or grade level).

Oral Sample: You may use an interview or conversation format, or any other activity that elicits language production in as natural and relaxed a setting as possible. You may audio- or video-tape the sample.

Written Sample: You may request a sample of the individual's school work or request other written material written by the individual, as appropriate. This may be a letter, an essay, a short report, or anything that will help you gain access to the written domain of their language acquisition.

Additional details:

1. You will need to gain appropriate permission from the individual.
2. If applicable, this language sample may be collected during field observations in the natural classroom setting, or it may be collected outside the school setting.
3. Find out as much as you can about the language, educational, cultural background of the person whose language sample you will be analyzing. See guidelines provided below.

The Write Up

Each group will submit one written Language Analysis Project with individually written Reflections at the end, one from each group member.

Part I

Introduction – please include a description of who the language learner is (a pseudonym is suggested to protect the anonymity of the individual), criteria for selecting the participant, setting in which the sample was conducted.

Description/Identification, brief personal history and education of the sample participant and, if possible, of the participant's family. This may include:

- Age, place of birth, countries and cities where s/he has lived, if born overseas, and age when immigrated. State why this individual was chosen for the language sample. Previous schooling and accompanying details – participant and family, if possible.
- Social, educational, and personal background
- Academic history in the U.S. or overseas (e.g., grade level, type of educational background)
- Linguistic, cognitive, and sociocultural variables
- Various learner variables that may have (or have had) an effect on L2 acquisition

Part II - Analysis of the Oral and Written Language Samples

After you have obtained your language sample, we suggest that you analyze the **oral language sample** in two distinct steps:

One:

1. **Listen to, or watch the video, of the language sample several times.**
2. Make notes about what you hear/see about the language sample participant.
3. **Record/jot down your preliminary impressions.** How would you assess the language of this learner? What observations can you make about the learner based only on this oral sample? Does this sample tell you all you need to know about this language learner? Why, or why not?

Two:

1. You should *now* transcribe some of the major parts of the language sample upon which your analysis will focus. A full transcription is not required, but you will want to transcribe enough of the sample so that it will provide you data for analysis. Rather than conducting a detailed linguistic transcription (most of you will not yet have taken a formal linguistics course), the purpose of this project is to analyze the tape for overall language acquisition and potential error patterns.
2. *Study* this transcription. What *more* do you see that may not have been evident while only listening to the language?

Consider: In conducting your analysis, you may want to review: 1) *Fairfax County Public Schools' Oral Proficiency Scoring Rubric*, 2) GMU's Oral Proficiency Rubric, or 3) Ask *NCELA No. 25*

[<http://www.ncela.gwu.edu/askncela/25tests.htm>].

If you wish, you may rate the language sample according to other rating scales. You and your group should discuss your findings from BOTH the oral and written samples. The idea is to take the language sample, interpret both the oral and written language domains, and link/relate them concretely to SLA theory and research (e.g., Baker, Bialystok, Collier, Ellis, Hakuta, Krashen, McLaughlin, Peregoy and Boyle, Peale and Lambert, Snow, Wong Fillmore, Walqui & West, etc.) When citing these course (and other) readings, please follow the guidelines of APA style (5th edition).

To guide you in your analysis, you might want to discuss the similarities or differences between both languages. Brief reference to the five domains (e.g., listening, speaking, reading, writing, and thinking) and the participant's fluency level (social and academic). Also, consider:

L1 educational foundation: amount, level, and quality.	Environment (L1, L2) and expectations for learning and success.
Communicative competency and functional proficiency.	Individual learner differences: linguistic, cognitive, and sociocultural development.
Phonemic acquisition: how L2 learner pronounces	BICS & CALP - perceived and/or know skills that

English/FL/WL words and sounds out English/FL/WL letters. Relationship with his/her L1.	relate to the Basic Interpersonal Communicative skills & Cognitive Academic Language Proficiency (Cummins, 1979).
L2: situational? Sociocultural? Academic?	Code-switching
General language proficiency rating using ESL/TESOL (or other language scale)	Body language (e.g., hand movements, proximity, eye contact).
Grammatical errors or error patterns. Are these predictable? Stage of L2 acquisition (e.g., Ron Ellis, 1994).	Filling gaps between words learner does not know or remember. How is this accomplished? What does it reveal?
Relationship between L1 & L2: potential role of phonology, morphology, syntax. Are there difficulties with syntax, grammar, and tenses? Is there transfer of cognitive strategies learned in L1? Applying L1 grammar rules to L2. Is informant Thinking/ processing occurring in L1 or L2; is there "translating" from L1 to L2? What transference of skills is there from L1 to L2?	Examples of some common errors: Trouble with /th/ sound while speaking Rolling the /r/ Dropping the endings of words (especially those ending in /s/ Confusing prepositions, such as from for to and of Confusion among articles: a, an, the Confusion: me, my and I
Consider: Potential social settings and opportunities to interact with fellow L2 and TL speakers	Level of self-awareness: L2 strengths and weaknesses, self-correction in the L2

Part III Exploratory Action Plan

Students will prescribe an **exploratory action plan** to help the individual attain higher levels of language competence. These may focus on some ideas to correct, or overcome, possible language difficulties, or provide steps to help your learner reach a language level supporting academic success in school. This should include **recommendations and/or conclusion(s)** you can make, and should include tasks for school (teacher and/or student) and home/community (learner/family) integration. What steps might the learner take to improve his/her language skills? What should the learner do next? What steps might the teacher take to facilitate progress?

Part IV – Individual Reflections – one from each group member

In a final section, **each student** will write his/her own thoughts and assessment of the experience, a reflection on the process, and its implications for teaching. Tell about what **you** learned through this project. Each group participant will write his/her individual reflection about what was learned by engaging in this language analysis project. This is a personal reflection, so you should include your personal knowledge gained, and/or connections you have made to course content. How might you use this process in the future? How does this knowledge contribute to your role as classroom teacher and facilitator? Please see the Rubric for additional guidelines.
(For example, a group of 4 students would submit one language analysis and report with 4 personal reflections.)

References – Include a list of references at the end of your analysis project.

Please use APA Style (5th edition).

Appendixes – Please include your transcription, other data collected for the sample, as applicable

Group Presentation Guidelines

1. Groups of four (or five) make an optimal working group. *ALL GROUP MEMBERS SHOULD PARTICIPATE IN THE PRESENTATION.* Some groups find it helpful to guide their presentation using Power Point Presentation, and although an excellent idea, it is not required.

1. Play a *short* excerpt of the language sample tape and examples of the written language sample.
2. Provide a short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted.
3. Be sure to include time for audience interaction/questions.

Total Presentation Time: 20 - 25 minutes per group
(You will need to plan your presentation time carefully.)

GUIDELINES for FIELD EXPERIENCE

Spring 2004

Course No: EDCI 516- 001 & 002
Course Title: Bilingualism and Language Acquisition Research
Professors Fox and Osterling
Clock Hours Required: 10

Course Description: An examination of research in first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom.

Field Experience Objectives: As a result of this course component, students will be able to:

1. Engage in teaching-related fieldwork and observations, and to reflect on those experiences with respect to second language acquisition (SLA) theory and the objectives and content of EDCI 516.
2. Observe the application of second language teaching strategies and methods embodied in the classroom procedures of the cooperating teachers.
3. Observe and gain valuable insight into (a) classroom practices currently in use in surrounding school divisions, (b) the use of technology, (c) the use of curricula and texts, (d) implementation of national standards, and (e) the areas of strength and weakness and general learning pace of students at a given age and grade level.

Connection to NCATE TESOL Standards 1b, 2a, & 2b.

Method: As a requirement of the GMU Graduate School of Education, participants will engage in 10 hours of school-based field experiences. Students will engage in observations, interactions with students and in teacher interviews in the school setting, as available. A written report, **due April 8, 2004** should consist of **three principal sections plus a page of References** and be a **total of 4 - 5 pages in length**. Some guidelines and a suggested report format are described, as follows.

Suggested Field Experience Report Content & Format

Following is the *suggested format* for accomplishing the written report that will accompany your Field Observations. The overall length of the Field Report should be **4 - 5 pages, and please hold the report to this length.**

Part I: Introduction and (General) Description of Field Experience and Observations

A. Introduction (to include a brief description of the setting and/or description of observation site)-

Begin your report with a short introduction about the school in which you observed/ participated (i.e., demographics, population, short description, etc.) This information should be available on-line on the school's or school division's web site

or in the front office.

B. Observations and Lessons

As you are writing and describing your observation experiences, you should connect them to our course readings and other SLA research that you have been reading. These should be referenced in APA Style; a list of References should be included at the end of your Field Report.

The observation visit(s) are intended for the participant to get his/her "feet wet" in a world/second language classroom. The following guiding areas of inquiry may serve to target your observation notes. Your written report should *synthesize* information gleaned. You need not cover all the topics listed; these questions are guides for your observational notes. You will not need to turn in your notes with the final report.

Some of the areas that may be covered in your field experience include: classroom routines established; teaching techniques and strategies (MI, visuals, gestures, lesson stations, hands-on activities, etc.; classroom interactions, wait time, repetition, paraphrases, use of L1 and L2, comprehension, checks and student feedback; group/pair work; assessment strategies used in the classroom; class/school atmosphere.

It is hoped that some of your time in the classroom might be spent engaging in classroom interaction with the teacher and students. This is hopefully an **interactive** experience for you, not passive. Suggestions follow for some possible interactive experiences.

Lesson Observations and potential Teacher Interviews (if time permits)

1. Describe briefly what you observed or did during the observation hours, OR may choose one of the visits to describe – You may use the following *guiding questions to focus your notes, but you do not have to answer all of the questions* – Consider:

1. Description of the class - size, grade, subject, school, etc. How many world language, English language learners and/or bilingual students were in the class?
2. What were the lesson's objectives? Were they posted for the students?
3. How was the lesson introduced? Presented?
4. What instructional activities were used? How cognitively demanding were they? Were the activities context embedded, or context reduced? (Can you provide an example?)
5. What other instructional methods were used? (e.g., grouping)
6. What type of student/teacher interactions took place? (e.g., formal, informal, personal, direct, etc)
7. Were there student/student interactions?
8. How did the teacher assess the students' second language acquisition?
9. What recognition, if any, was made for the following student characteristics and abilities?
 - a) prior knowledge, cultural and educational experience;
 - b) learning styles and strategies;
 - c) expectations/attitudes, confidence and initiative;
 - d) familiarity with the type of task.
10. What resources were used to develop second language abilities? Technology? Manipulatives? Authentic realia?
11. What are the teacher's views regarding Language acquisition/learning in her classroom? Her philosophy about language teaching and learning?

Part II: Reflections/Conclusions

This section provides the opportunity for you to draw together theory and practice by reflecting on the observations, activities and/or interviews. You should comment on how the information you've gleaned applies to the second language acquisition research literature and research we have examined and discussed in EDCI 516. It is suggested that you select three or four issues and target your commentary in order to avoid redundancy. As you think and write about these school-based activities, you should refer to the course readings and discussions. (For example, were they reflected in the lesson, or the teacher's belief system? How? How did this experience affect your own beliefs and future practices?)

One paragraph should state how this knowledge might be applied to your future teaching situation.

This Reflection section will probably be one to one and one-half pages.

Part III: Field Observation Form with Hours and Location Reported *PLEASE ATTACH THE FORM INCLUDED WITH THIS SYLLABUS*

Part IV: References (in APA Style)

BE SURE TO THANK THE TEACHER FOR HIS/HER TIME.

Please Remember: You are a guest at your field experience school. Appropriate attire and conduct are important, and professional courtesy is always essential

***Field Experience Hours and Report due in class on
April 8, 2004.***

GEORGE MASON UNIVERSITY
Graduate School of Education

FIELD EXPERIENCE REPORTING FORM

Name: **Semester/Yr:** Spring 2004

School:

Course: EDCI 516-001 & 002

Title: Bilingualism & Language Acquisition Research

Professors: Rebecca K. Fox, Ph.D. **Minimum Clock hours:** 10
Jorge P. Osterling, Ph.D.

Observation site/class/grade **Teacher** **Date** **Hours on site**

Use this form as a way of keeping track of your required 10 hours of field observations.

Please attach this form to your written report.

Report and Hours Due April 8, 2004

**EDCI 516: Bilingualism and SLA Research
RUBRICS**

	Points	Unsatisfactory (No to Limited Evidence) F	Beginning: Does Not Adequately Meet Expectations (Limited Evidence) C	Developing: Meets Expectations Adequately Developing/Clear Evidence B	Accomplished/Excellent: Strongly Meets Expectations - Clear, Convincing, Consistent Evidence A
Class Participation & Readings	25	<p align="center">< 12 points</p> <ul style="list-style-type: none"> *Does not ask questions or make comments that indicate familiarity with topics for class. *Does not participate actively in small groups *Sporadic postings on email discussion (<5), or postings indicate a lack of course readings * Misses class often, or arrives late/leaves early without prior explanation -* Does not write a beliefs statement on the discussion strand, or makes only cursory comments on blackboard about his or her beliefs about teaching 	<p align="center">13 - 16 points</p> <ul style="list-style-type: none"> *Rarely asks questions in class or makes comments that indicate lack of familiarity with the topics prepared for class * Does not actively participate in small groups during class * Sporadic email postings (<7) * Misses more than 3 classes, is often late or leaves early w/out due reason * Writes only an abbreviated statement about teaching beliefs 	<p align="center">17 - 20 points</p> <ul style="list-style-type: none"> * Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class * Participates in small groups, only logs on regularly; posting are somewhat irregular, missing more than one prompt * Misses 2 or 3 classes without prior arrangement with instructor * Writes a statement about teaching beliefs, but does not elaborate on those thoughts 	<p align="center">21 - 25 points</p> <ul style="list-style-type: none"> * Regularly asks questions in class or makes observations that indicate reflection, knowledge of readings for class * Participates actively in small groups in class, logs onto class on-line discussion and posts a minimum of 1 substantive posting per week when prompts are provided * Attends class regularly (no missed classes or only 1 with pre-approval) *Writes a thoughtful and thorough beliefs statement about teaching and working with second language learners (Discussion strand).

<p>Critical Journal Response</p>	<p>15 points</p>	<p>< 8 points</p> <ul style="list-style-type: none"> * Does not choose an article from a refereed journal, * Critique is not organized, or does not follow guidelines, -Referencing not in APA style * Contains many stylistic errors or error patterns * Does not contain a reflections/connections section 	<p>8 - 9 points</p> <ul style="list-style-type: none"> * Article chosen meets requirements * Critique organization a bit hard to follow, but contains only a few written errors * Referencing lacks some compliance with correct APA style * Contains only an abbreviated reflective statement, or does not make personal connections to the article or apply it to the classroom setting 	<p>10 - 12 points</p> <ul style="list-style-type: none"> * Article well selected, meets requirements & guidelines from syllabus * Critique generally well organized, but may need more work on one of the sections. * Well written with few spelling or stylistic errors * Referencing in APA Style, but may contain some minor errors * Includes reflective statement with connections to classroom practice, but needs to delve more deeply into the application to the classroom 	<p>13 - 15 points</p> <ul style="list-style-type: none"> * Article well chosen, follows all guidelines and requirements * Critique well organized with a clear description, a section for analysis, interpretation, & connection to readings, and a personal reflection. * Well written with few or no errors or error patterns * Referencing done in APA Style * Includes a strong reflective statement that connects journal article to classroom practice
<p>Field Experience and Report</p>	<p>15</p>	<p><8</p> <ul style="list-style-type: none"> * Missing more than 8 observation hours, as required by GSE * Does not comply with project guidelines * Unorganized paper format * Paper written unclearly or with extensive grammatical or stylistic errors * No reflections evident * No analysis or does not support analysis with appropriate citations * Does not apply knowledge to future teaching 	<p>8 or 9 points</p> <ul style="list-style-type: none"> * Missing 5 - 8 observation hours, as required by GSE * Does not respond to all areas and/or incompletely to some areas * Writes with some lack of clarity and/or many stylistic or grammatical errors * Organizes paper in fashion that is difficult to follow * Does not provide requested reflection for all areas * Does not support analysis by citing assigned readings * Does not apply knowledge to future teaching 	<p>10 - 12 points</p> <ul style="list-style-type: none"> * Missing observation hours (one - 4 missing) * Responds incompletely to some areas or lacks compliance with requirements * May write with some lack of clarity and/or contains consistent stylistic/grammatical errors * May organize report in way difficult to follow * May not reflect for all areas or does not reflect with depth * Only uses a few citations to support analysis; APA not used * Knowledge applied minimally to future teaching 	<p>13 - 15 points</p> <ul style="list-style-type: none"> * Observation hours completed as required by GSE * Responses to all areas thorough & in compliance with guidelines * Writes clearly with few stylistic or grammatical errors * Organizes paper in deliberate manner * Thoughtful reflections & * Supports analysis by citing assigned class readings * Applies knowledge to future teaching situations * APA Style employed

EDCI 516: Bilingualism and Language Acquisition Research
Language Analysis Project and Presentation Rubric
Course Performance-based Assessment

<p style="text-align: center;">Total Project Points</p> <p style="text-align: center;">45 Points</p>	<p style="text-align: center;">Unsatisfactory (No to Limited Evidence)</p> <p style="text-align: center;">F</p> <p style="text-align: center;">< 25 points</p>	<p style="text-align: center;">Beginning: Does Not Adequately Meet Expectations (Limited Evidence)</p> <p style="text-align: center;">C</p> <p style="text-align: center;">26 - 30 points</p>	<p style="text-align: center;">Developing: Meets Expectations Adequately Developing/Clear Evidence</p> <p style="text-align: center;">B</p> <p style="text-align: center;">31 - 37 points</p>	<p style="text-align: center;">Accomplished/Excellent: Strongly Meets Expectations - Clear, Convincing, Consistent Evidence</p> <p style="text-align: center;">A</p> <p style="text-align: center;">38 - 45 points</p>
<p style="text-align: center;">Introduction and Description of Learner</p> <p style="text-align: center;">5 Points/Section</p>	<p>*Introduction is cursory or includes two or fewer descriptive elements listed under the Excellent category (see right) in this project component</p>	<p>*Description/Introduction includes only three of the five descriptive elements listed under the Excellent category (see right) in this project component</p>	<p>*Description/Introduction includes Three or four of the five descriptive elements listed under Excellent</p>	<p>*Description/Introduction includes: -Physical description of learner -Socio-economic and cultural background of family/learner -Rationale for selection of this language learner -SES (if known), background of family and previous schooling (learner <i>and</i> family) -Other significant information relevant to the language analysis</p>
<p style="text-align: center;">Analytic Discussion</p> <p style="text-align: center;">15 Points/Section</p>	<p>*Does not conduct language sample, as described in syllabus *Sample does not include both written and oral language samples for analysis *Project conforms</p>	<p>*Conducted the language sample, but did not adequately follow the guidelines set forth in syllabus, or includes only oral or only written sample components *Project lacks compliance in</p>	<p>*Conducted the language sample as described *Sample includes both written and oral sample components for analysis *Project conforms to most requirements in topic, project format</p>	<p>*Conducted or collected the written and oral language samples, as described in the project guidelines in the syllabus *Project conforms to all requirements in topic, project format, framework</p>

<p style="text-align: center;">Appendix (place at end of project)</p>	<p>minimally to requirements *Analysis brief or inadequate; does not include application of SLA theories studied in EDCI 516 *No, or minimal, evidence of theoretical perspectives about learner's language acquisition, as studied in EDCI 516</p> <p style="text-align: center;">No Appendix included</p>	<p>some areas of the project format or content *Analysis brief, or does not include application of SLA theories connected to this learner *Lack of evidence of theoretical perspectives about learner's language acquisition as studied in EDCI 516, or does not provide evidence of application of theory to practice *Analysis only minimally addresses areas covered in course content or do not provide adequate evidence of understanding of course content *Findings not adequately linked to SLA theory and readings</p> <p style="text-align: center;">Appendix included, but it does not provide adequate data (or transcripts) to support the project's analysis and action plan.</p>	<p>*Analysis includes only brief evidence of SLA theories applicable to the language learner *Theoretical perspectives about learner's language acquisition studied in EDCI 516 are only partially applied, or do not provide evidence of application of theory to practice *Analysis presents evidence of understanding of course content; *Findings/observations somewhat linked to theory and readings *Citations support analysis, but could be more thorough or provide more extensive evidence of mastery of course material Appendix included, but may lack some key elements</p>	<p>*Analysis includes thoughtful, thorough, and reflective discussion of SLA theories studied in EDCI 516 *Analysis thoughtfully addresses areas covered in course to provide evidence of understanding of course content; *Findings/observations clearly linked to theory and readings *Citations well chosen to support analysis</p> <p style="text-align: center;">Appendix relates strongly to the descriptive, analytic, and reflective discussion of the language samples. Includes transcripts of oral and copies of written samples</p>
<p style="text-align: center;">Exploratory Action Plan 5 Points /Section</p>	<p>*Does not include an Exploratory Action Plan</p>	<p>*Presents cursory action plan for language learner *Action plan may lack realistic consideration of the learner's background, environment, or circumstances</p>	<p>*Presents exploratory action plan for language learner *Action plan is realistic and individualized, but may lack one or two of the items listed to the</p>	<p>*Presents exploratory plan for language learner *Action plan is realistic and individualized: – takes into consideration the age, background, and working/school/living</p>

		<p>*Action plan does not connect with SLA theories studied in EDCI 516</p>	<p>right (Plan may not be complete in some areas.) *Action plan connects well to the SLA theories studied in EDCI 516</p>	<p>environment of learner - makes recommendations based on a realistic set of goals with a time table in focus - discusses/anticipates means to achieve higher proficiency levels in both written and oral domains - includes both in-school and out-of-school (family and community) activities and resources *Action plan connects solidly to the SLA theories studied in EDCI 516</p>
<p>Reflective Self-Evaluation 5 Points/Section</p>	<p>*Self reflection is cursory, * Lacks focus or clarity of thought</p>	<p>*Very limited discussion and self-reflection OR Two of the five elements listed to the right are missing *May lack clarity or focus in some areas, or may lack substance of thought or connection</p>	<p>*Cursory discussion of: - what you learned from this project, from working as a team, or may not include the personal dimension added by the individual (see column to right); - Lessons you learned about learning and language learners - Your ideas and feelings about the applicability of this project to your own classroom setting may not be clearly discussed - Changes in the way you teach, think about or relate to students as learners as a result of this LAP may not be evident</p>	<p>*Includes a rich, thorough individual reflection that addresses: - what you learned from this project, from working as a cooperative team, and what you added to the group project and analysis (Consider: how different might this project have been had you done it alone?); - lessons you learned about learning and language learners, or any epiphanies experienced; - Ways that this information will now be applied to your future teaching; - Any changes in the way you teach, think about or relate to students as learners</p>

			- Insights about yourself or your newly gained knowledge not shared	(insights about yourself and your new knowledge base.
Exploratory Action Plan 5 Points/Section	*Does not include an Exploratory Action Plan	*Presents cursory action plan for language learner *Action plan may lack realistic consideration of the learner's background, environment, or circumstances *Action plan does not connect with SLA theories studied in EDCI 516	*Presents exploratory action plan for language learner *Action plan is realistic and individualized, but may lack one or two of the items listed to the right (Plan may not be complete in some areas.) *Action plan connects well to the SLA theories studied in EDCI 516	*Presents exploratory plan for language learner *Action plan is realistic and individualized: – takes into consideration the age, background, and working/school/living environment of learner - makes recommendations based on a realistic set of goals with a time table in focus - discusses/anticipates means to achieve higher proficiency levels in both written and oral domains - includes both in-school and out-of-school (family and community) activities and resources *Action plan connects solidly to the SLA theories studied in EDCI 516
Citations and References 5 Points/Section	*Contains includes only minimal references or citations (less than 3) Bibliography does not reflect application of course content, or does not reflect accurate application of theories to the language analysis *APA Style not used	*Contains 3 – 4 citations and references *Bibliography included, but, does not reflect thoughtful application of course content to the language analysis Incomplete APA referencing, contains significant APA style errors In text and/or list of References	*Contains 5 – 7 citations and references, or citations/references may be limited in scope *Bibliography included, but evidences may not be applied accurately or adequately to the language analysis *Incomplete APA referencing, or may	*Contains a minimum of 8 citations and references of SLA theories/theorists covered in EDCI 516 *Bibliography included provides evidence of application of SLA theories/course readings to language analysis *Correct APA Style employed (within text and

			contain APA errors in text or list of References	in list of References)
<p>Overall Style and Organization of Project</p> <p>5 Points/Section</p>	<p>*Does not follow APA Style Guidelines in form or format</p> <p>*Contains many grammatical errors or error patterns</p>	<p>*Contains considerable APA Style Guidelines compliance errors in form or format</p> <p>*Lacks in grammatical or stylistic form OR contains several errors or error patterns</p>	<p>*Generally follows APA Style Guidelines in form and format, but may exhibit an error in either domain</p> <p>*Grammatically and stylistically well written, but may contain some minor errors or error patterns</p>	<p>*Follows APA Style Guidelines in form and format</p> <p>*Grammatically and stylistically well written with few to no errors, and no error patterns</p>
<p>Group Presentation</p> <p>5 Points /Section</p>	<p>*No Group Presentation, or does not include all members</p> <p>*An individual does not participate in the Group Presentation</p> <p>*No handout included, or group does not follow presentation guidelines in syllabus</p> <p>*No audience involvement in presentation</p>	<p>Group Presentation does not adequately comply with guidelines, or all members do not participate equally;</p> <p>*Cursory handout provided</p> <p>*Presentation does not include extracts of language samples</p> <p>*Minimal audience involvement in presentation/discussion</p>	<p>*Group Presentation generally complies with guidelines in syllabus; members participate equally</p> <p>*Handout included, but it may not adequately represent project content</p> <p>*Presentation may not include extracts of language samples</p> <p>*Audience not involved with discussion/presentation</p>	<p>*Group Presentation well planned and presented, complies with all guidelines; members participate equally</p> <p>*Well prepared handout that contains salient points of project</p> <p>*Includes short extracts of oral and written language samples</p> <p>*Involves audience in discussion/presentation</p>

Fox and Osterling/ GMU/ Spring 2004

EDCI 516/Fox and Osterling/Spring 2004