

experiential course, it is structured around discussion, hands-on activities, and small group projects. 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 class and on the class Blackboard site in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion. To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, students will also be expected to post emergent thoughts and responses regularly on the class *Blackboard* site and should thus have regular access to a computer with internet access.

C. College of Education and Human Development Statement of Expectations

George Mason University Statement of Professional Behavior and Dispositions, Honor Code, and Policy on Disabilities:

The Graduate School of Education (GSE) in the College of Education and Human Development expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

D. Course Outcomes

At the conclusion of EDCI 516, 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.

E. Relationship to Program Goals and Professional Organizations

Language is the most human form of behavior. 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 (language acquisition research) 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/world 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 CEHD/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.

F. 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 aligned specifically with the national standards of two governing professional organizations: the American Council on the Teaching of Foreign Languages and the Teachers of English for Speakers of Others Languages. Courses also follow the INTASC guidelines (Interstate New Teacher Assessment and Support Consortium) that identify those principles that should be present in in all teaching environments, regardless of the subject or grade level. The **ACTFL NCATE Standards for the Preparation of P-12 Foreign Language Teachers** articulate what beginning foreign language teachers need to know in order to be successful teachers of foreign languages. They were approved in 2002. The **NCATE TESOL Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education** 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. These three sets of national professional standards serve as a framework for systematic teacher preparation and professional development programs. Evidence of the degree to which the 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 and presented to faculty at the conclusion of the licensure internship. Information about these standards may be found at:

http://www.tesol.org/s_tesol/seccss.asp?CID=86&DID=1556

<http://www.actfl.org>

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

The ACTFL NCATE Standards cover the following six domains:

ACTFL NCATE STANDARDS FOR P-12 FOREIGN LANGUAGE TEACHER EDUCATION PROGRAMS			
Domains		Standards	Standards specifically met by EDCI 516
One	Language, Linguistics, Comparisons	1a. Proficiency in the TL	
		1b. Linguistic elements of TL	
		1c. Comparisons	
Two	Cultures, Literatures, Cross-disciplinary texts	2a. Cultural understanding	2a
		2b. Nature and role of literary and cultural texts	
		2c. Integration	
Three	Language Acquisition Theories & Instructional Practices	3a. Understands and uses LA theory to inform instruction and create meaningful TL interaction	3a
		3b Develops instructional practices that meet needs of diverse learners	3b
Four	Integrate Standards into Curriculum & Instruction	4a. Understands Standards	4a
		4b. Integrates Standards	
		4c. Uses Standards to design & evaluate learning	
Five	Assessment of Language & Culture	5a. Demonstrates understanding of multiple ways of assessment	5a
		5b. Reflects on results	5b
		5c. Reports results	5c
Six	Professionalism	6a. Professional development	6a
		6b. FL advocates	6b

The TESOL NCATE Standards cover the following six domains:

TESOL NCATE 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.

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 and External Links on our *Blackboard 6* class site.

B. Recommended Books:

- Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: L. Erlbaum.
- Tokuhama-Espinosa, T. (2003). *The multilingual mind: Issues discussed by, for, and about people living with many languages*. Westport, CT: Praeger.
- 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).]

I. Course Requirements

EDCI 516 is comprised of class meetings (see Schedule), electronic discussion at <http://blackboard.gmu.edu>, and a series of course products and assessments aimed toward providing evidence of meeting the course objectives. It will include a hands-on learning project where you will spend time working and interacting with a language learner analyzing his/her language acquisition and presenting an exploratory action plan to ensure growth, development, and academic success. Attached to this syllabus are 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, as assigned. Because this course is interactive in nature, your active participation in class provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points.

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. If you believe you will have difficulty meeting course requirements in a timely manner, please discuss your situation with the instructor as soon as possible.

An extension to class discussion, *Blackboard 6* serves as an electronic symposium or discussion group. Entries should be topical and discussion points should include information connected to the course and program readings.

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	<p>Students are expected to actively participate in every class session, both in class and by electronic posting, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class.</p> <p>Students must inform instructor of the need for an absence from class.</p> <p style="text-align: center;"><i>NCATE TESOL Standards: 1b, 3a, 4a, & 5a</i> <i>ACTFL NCATE Standards: 3a, 4a, 6a</i></p>	25 percent	Each class meeting
Critical Journal Response <i>(Theory & Research)</i>	<p>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 its connection to their own personal/ professional classroom experiences.</p> <p style="text-align: center;"><i>NCATE TESOL Standards 1b, 2a & 2b</i> <i>ACTFL NCATE Standards 3a, 5a, 6a</i></p>	15 percent	Class 7 Oct. 13, 2005
Philosophy of Education <i>(Professionalism, Theory, & Research)</i>	<p>Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning, and learners, candidates will write an opening Philosophy of Education statement. This will include reflections on the role of culture, instructional practices, & assessment. It will be reviewed and updated in later coursework.</p> <p style="text-align: center;"><i>NCATE TESOL Standards 2a, 2b, 4a, 5c</i> <i>ACTFL NCATE Standards 2a, 2b, 6b</i></p>	15 percent	Class 10 Nov. 3, 2005
Language Analysis Project and Presentation <i>(Theory, Research,</i>	<p>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, SLA research and theory, a personal reflection, and a list of references will</p>	45 percent	Written project to be handed in on Class 13 Group

<i>Professional Collaboration & Practice)</i>	accompany the analysis. Each group will share their findings in a formal research presentation at the end of the semester. <i>NCATE TESOL Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b</i> <i>ACTFL NCATE Standards 2a, 3a, 3b, 5a, 5b, 5c, 6b</i>		Presentation Day Class 13 Dec. 8, 2005
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**** **"Netiquette" reminder for all:** Whether you are composing an e-mail message or posting a message in *Blackboard 6*, it is wise to assume that everyone in the world will read your words. Practice your professionalism, sensitivity, kindness, respect for others beliefs and opinions, and your growing knowledge in SLA as you share your insights and thoughts.

Course Schedule: Fall 2005

Class	Theme/Topic	Preparation and Readings (To be read prior to class – Some supplemental readings TBA)	Assignments for This Date's Class
Class One Sept. 1	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements Intro to Blackboard & GMU Email accounts	Part One: <i>Introduction to EDCI 516, Syllabus and Overview</i> BREAK Part Two: <i>Blackboard Briefing & GMU Email accounts:</i> CLASS WILL MEET for the second half of class in Computer classroom IN 330 (Innovation Hall) across campus behind the Johnson Center for our electronic orientation Looking ahead: Please read for Class 3: Tse, L. (2001). <i>"Why Don't They Learn English?"</i>	After this 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/enews/subscribe.htm
Two Sept. 8	Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research Myths and misconceptions about second language learning	Baker text: Chapters 1 and 2 Continue reading the posted readings for the first three classes, and as time permits, the following are <u>highly</u> recommended: McLaughlin, B. (1992). "Myths and misconceptions about second language learning" found at: http://www.ncela.gwu.edu/pubs/symposia/reading/article6/mclaughlin93.html Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/digests/Myths.htm Philosophy of Teaching – Introduction & Group Discussion	Beginning this week, begin to participate in our EDCI 516 site on <i>Blackboard 6</i> electronic discussion forum. Weekly "strands" will be posted. http://blackboard.gmu.edu Begin to formulate your thoughts about teaching and learning in the second language classroom. During this week, please post your current thoughts and beliefs about teaching (your emergent teaching philosophy) in GMU's <i>Blackboard 6</i> electronic discussion forum in the space provided.
Three Sept. 15	Continuing: SLA Research and its implications for classroom practice\	Group debrief of the Tse book (should be completed by this class) If time permits, read: Crandall, J. (2003). <i>They DO speak English: World Englishes in U.S. Schools.</i> And	Be sure you have completed Tse by this evening's class and posted your reflection of Bb that captures the segments of the Tse you personally found to be the most meaningful, striking, or thought-provoking.

Class	Theme/Topic	Preparation and Readings (To be read prior to class – Some supplemental readings TBA)	Assignments for This Date's Class
	Definitions, & Measurement	Introduction to the Critical Journal Response – format and article selection	
<p>Four Sept. 22</p>	<p>Standards for Teachers and P-12 Students: TESOL, ACTFL, NCATE</p> <p>Guest Speaker (Keith Buchanan from FCPS)</p>	<p>The ESL Standards for Pre-K-12 Students -- http://www.tesol.org/s_tesol/seccss.asp?CID=95&DID=1565</p> <p>The Foreign/World Language Standards for PK-12 Students http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary)</p> <p>In-class Video: American Tongues (with debrief) Consult the following in preparation for the video: http://www.cofc.edu/~jacobs/AmericanTongues.htm</p> <p>Another excellent site supports the <i>Do You Speak American?</i>: http://www.pbs.org/speak/about/guide - vocabulary lists</p>	<p>Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum, as indicated in class.</p>
<p>Five Sept. 29</p>	<p>L1 Research in Children</p> <p>L2 Research: Children and Second Language Acquisition</p>	<p>Part I: L1 & L2 Research and Children</p> <p>Readings: Baker, C. (2001). Chapter 5, pp. 85-106; Chapter 6, pp. 110-117.</p> <p>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>Lightbown, P. (1999). How languages are learned. Oxford: Oxford University Press, 1-27. Begin the Collier Monograph</p>	<p>Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum.</p>

Class	Theme/Topic	Preparation and Readings (To be read prior to class – Some supplemental readings TBA)	Assignments for This Date's Class
<p align="center">Six</p> <p align="center">October 6</p>	<p>Language Analysis Project</p> <p>Adolescents/ Adults and Second Language Acquisition</p>	<p>Introduction of the Language Analysis Project [Sign up this evening for LA Project groups]</p> <p>Baker, C. (2001). Chapter 6, Pp. 117 - 132.</p> <p>Thomas, W. P., & Collier, V. P. (2002). Study Summary Report: http://www.crede.ucsc.edu/research/llaa/1.1_conclusions.html</p> <p>Walqui, A. (2000). Strategies for success: Engaging immigrant students in secondary schools: http://www.ericdigests.org/2001-1/success.html</p>	<p>Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum.</p>
<p align="center">Seven</p> <p align="center">October 13</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/MI/inventory.htm</p> <p>Mid Course Evaluations – in class</p>	<p>In preparation for this week's work on multiple intelligences, you are requested to download the referenced MI Inventory. Please take the MI inventory, and score it yourself.</p> <p>Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum.</p> <p align="center">CRITICAL JOURNAL RESPONSE DUE (15%)</p>
<p align="center">Eight</p> <p align="center">October 20</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>Genesee, F. (2000). Brain research: Implications for second language learning.</p> <p>Other Readings TBA</p>	<p>Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum.</p>
<p align="center">Nine</p> <p align="center">October 27</p>	<p>Affective, Social, and Cultural Processes in SLA</p>	<p>Collier, V.P. (1995). – Complete reading of monograph</p> <p>Vollmer, G. (2002). Sociocultural perspectives on second language writing.</p>	<p>Bring draft of Philosophy Paper to class – small group support.</p> <p>Ongoing: Participate in <i>Blackboard</i> electronic discussion forum.</p>

Class	Theme/Topic	Preparation and Readings (To be read prior to class – Some supplemental readings TBA)	Assignments for This Date's Class
Ten November 3	Bilingualism, Biliteracy, and Language Learners	<p>Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. <i>Educational Leadership</i>, 61(2). Available on e-reserves.</p> <p>Garcia, G. (1999). Bilingual children's reading: An overview of recent research.</p> <p>Armstrong: Making the Words Roar</p> <p>Baker, C. (2001). Chapters 10, 15, and 16</p>	<p>Philosophy of Education Thought Paper due (15%).</p> <p>Ongoing: Participate in <i>Blackboard</i> electronic discussion forum.</p>
Eleven November 17	School Issues And Special Needs Learners	Baker, C. (2001). Chapter 14	Work in Language Analysis Groups – continue posting discussion and progress in Bb LAP groups
Nov. 24		NO CLASS this week – Thanksgiving holiday	Continue work on your LAP
Twelve December 1	Politics of Bilingualism: The Socio-political Debate	<p>NCLB & ESEA Reauthorization</p> <p>Crawford, J. Language Policy web site: http://ourworld.compuserve.com/homepages/JWCRAWFORD/</p> <p>Contrast this perspective with that of the English First web site at http://www.englishfirst.org</p> <p>Baker, C. (2001). Chapters 12 and 18.</p>	Work in Language Analysis Groups – continue posting discussion and progress in BB groups
Thirteen Dec. 8	Final 516 Class – Pulling It All Together Course Synthesis	<p>Language Analysis Projects Due and LAP Team Presentations -</p> <p>Project Debrief discussion and Pulling it All Together</p> <p>Course Synthesis and Evaluations.</p>	<p>Presentations</p> <p>Language Analysis Project (Course Performance-based Project)</p> <p>Group written reports with individual personal reflections due (45%).</p>

EDCI 516
Critical Journal Response – Assignment Guidelines

Due date: October 13 (Class 7)

**Assignment Aligned with the NCATE TESOL Standards 1b, 2a, & 2b,
And with ACTFL NCATE Standards 3a, 5a, 6a.**

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 reading of current research is important for professional growth and development.

The Critical Journal Response (CJR) 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. It allows provides students an opportunity to use APA Style, a GSE requirement. CJRs will require that you formulate thoughts 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/article abstract,**
- 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 and application to your classroom.

Details to guide you in your analysis process:

Level One – Description/Abstract: A short paragraph. This 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, 5th edition. 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 or for another

class.

Level Three - Reflection: This is a section where you will reflect on what the article means to you and how you connect to it. For example: 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 (or portions of 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.

***Please* provide the appropriate reference of your article, and also a copy to your professor, if the article is not on our class site's Library E-Reserves. Thank you.

Language Analysis Project and Presentation

EDCI 516-001 & 002

Fall 2005

Project Guidelines

Due Date for Submission of Written Report: December 8, 2005

Group Presentations: December 8, 2005 (Last Class Session)

Assignment aligns with TESOL NCATE Standards 1b, 2a, 2b, 4a, 4b, 5a, 5b. and

ACTFL NCATE Standards 2a, 3a, 3b,5a, 5b, 5c, 6b

Objectives of Language Analysis Field Project & Presentation:

The *Language Analysis Field Project and Presentation* of EDCI 516-001 & 002 in the CEHD 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. As a final course assessment, the LAP requires students to apply all aspects of the EDCI 516 course materials. 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 and to engage in the assessment of a language learner, analysis of language acquisition, and suggest an exploratory action plan for ongoing language acquisition. To promote collaborative research and a professional community of learners, program participants will work in cooperative groups and present their findings and recommendations to colleagues. This project helps students 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.

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 (professional development),

2) To provide students the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students.

EDCI 516 Language Analysis Project

***Procedures and Suggested Format
for Conducting the Project and for the Final Written Report***

PROCEDURE:

First: Collecting the Oral and Writing Language Samples for Analysis

Each group will collect an authentic language sample from a second language learner. The sample should include both written and oral language. The individual selected may be an early childhood, 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 need to audio- or video-tape the sample for transcription.

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 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 for interview provided below.**

Second: Writing the Report

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

We suggest that you submit the report with the sections in the following order.

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.*** Use one of our oral proficiency scales to 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 may not yet have taken a formal linguistics course), the purpose of this project is to analyze the tape for overall language acquisition and error patterns.
2. *Study* this transcription. What *more* do you see that may not have been evident while only listening to the language? Hesitations, L1 to L2 transfer errors. In what stage of language acquisition would you estimate this learner might be?

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). Is there a difference you see in these two areas?

Also, consider the following factors that play an overall role in your analysis:

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 English/FL/WL words and sounds out English/FL/WL letters. Relationship with his/her L1.	BICS & CALP - perceived and/or know skills that 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., Rod Ellis, 1994; Collier, 1995).	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 a 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. (For example, a group of 4 students would submit one language analysis and report with 4 individual personal reflections.) In the personal reflection, you should include the following information:

- Reflection on personal and professional knowledge/growth,
- Connections you have found important to course content and its application to the classroom setting,
- Thoughts on how you might use this process, or portions of this process, in the future,
- How this knowledge might contribute to your role as classroom teacher and facilitator?
- What you perceive to be the professional and personal strengths you were able to contribute to the group's work. Will this self knowledge serve you in the future?

Please see the Rubric for additional guidelines.

Part V - References – Include a list of references at the end of your analysis project. Please use APA Style (5th edition).

Part VI - 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 or other presentation software, and although an excellent idea, it is not required.
2. Play a *short* excerpt of the language sample tape and examples of the written language sample.
3. Provide a short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted.
4. Be sure to include time for audience interaction/questions.

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

**EDCI 516: Bilingualism and SLA Research
Evaluation 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 Bb discussion (<5), or postings indicate a lack of having read course assignments * Misses class often, or arrives late/leaves early without prior explanation or arrangement 	<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 or does not engage in group discussion * Participates minimally on BB discussions, does not post weekly * Only sporadic responses to classmates' postings on Bb * Misses more than 3 classes, often late/ leaves early 	<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 * Responds to classmates' postings on Bb, but not each week * Misses 2 or 3 classes without prior arrangement with instructor 	<p align="center">21 - 25 points</p> <ul style="list-style-type: none"> * Regularly asks questions in class or makes observations in small group discussion that indicate reflection, knowledge of readings prepared 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 * Responds to classmates' postings on Bb – minimum of 2 per week * Attends class regularly (no missed classes or missed with pre-approval)
Critical Journal Response	15 points	<p align="center">< 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 align="center">8 - 9 points</p> <ul style="list-style-type: none"> * Article meets requirements * Critique organization a bit hard to follow, but contains only a few written errors * Referencing lacks some compliance with APA style * Contains only an abbreviated reflective statement, does not make personal connections to the article or apply it to the classroom setting 	<p align="center">10-12 points</p> <ul style="list-style-type: none"> * Article 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 align="center">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

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

<p align="center">Total Project Points</p> <p align="center">45 Points</p>	<p align="center">Unsatisfactory (None to Limited Evidence)</p> <p align="center">F</p> <p align="center">Total < 25 points</p>	<p align="center">Beginning: Does Not Adequately Meet Expectations (Limited Evidence)</p> <p align="center">C</p> <p align="center">Total 26 - 30 points</p>	<p align="center">Developing: Meets Expectations Adequately Developing/Clear Evidence</p> <p align="center">B</p> <p align="center">Total 31 - 37 points</p>	<p align="center">Accomplished/Excellent: Strongly Meets Expectations - Clear, Convincing, Consistent Evidence</p> <p align="center">A</p> <p align="center">Total 38 - 45 points</p>
<p align="center">By Section of the LAP</p> <p align="center">Introduction and Description of Learner</p> <p align="center">5 Points/Section</p>	<p align="center">0 – 1 points</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 align="center">1 – 2 points</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 align="center">3 – 4 points</p> <p>*Description/Introduction includes Three or four of the five descriptive elements listed under Excellent</p>	<p align="center">5 points</p> <p>*Description/Introduction includes: - Rationale for selection of this language learner -Physical description of learner - Socio-economic context or setting, if known, and cultural background of family/learner - Background of family and previous schooling (learner <i>and</i> family) -Other significant information relevant to the language analysis</p>
<p align="center">Analytic Discussion</p> <p align="center">15 Points/Section</p>	<p align="center">< 7 points</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 minimally to requirements *Analysis brief or inadequate; does not include</p>	<p align="center">7 – 9 points</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 some areas of the project format or content *Analysis brief, or does not include application of SLA theories connected to this learner</p>	<p align="center">10 – 12 points</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 *Analysis includes only brief evidence of SLA theories applicable to the</p>	<p align="center">13 – 15 points</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 *Analysis includes thoughtful, thorough, and reflective discussion of SLA theories</p>

	<p>application of SLA theories studied in EDCI 516</p> <p>*No, or minimal, evidence of theoretical perspectives about learner's language acquisition, as studied in EDCI 516</p>	<p>*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</p> <p>*Analysis only minimally addresses areas covered in course content or do not provide adequate evidence of understanding of course content</p> <p>*Findings not adequately linked to SLA theory and readings</p>	<p>language learner</p> <p>*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</p> <p>*Analysis presents evidence of understanding of course content;</p> <p>*Findings/observations somewhat linked to theory and readings</p> <p>*Citations support analysis, but could be more thorough or provide more extensive evidence of mastery of course material</p>	<p>studied in EDCI 516</p> <p>*Analysis of learner provides evidence of understanding of SLA theory and research by providing at least 8 applications of course readings/content;</p> <p>*Findings/observations clearly linked to theory and readings</p> <p>*Citations well chosen to support analysis</p>
<p>Exploratory Action Plan</p> <p>5 Points /Section</p>	<p>0 points</p> <p>*Does not include an Exploratory Action Plan</p>	<p>1 – 2 points</p> <p>*Presents cursory action plan for language learner</p> <p>*Action plan may lack realistic consideration of the</p> <p>learner's background, environment, or circumstances</p> <p>*Action plan does not connect with SLA theories studied in EDCI 516</p>	<p>3 – 4 points</p> <p>*Presents exploratory action plan for language learner</p> <p>*Action plan is realistic</p> <p>and individualized, but may lack one or two of the items listed to the right (Plan may not be complete in some areas.)</p> <p>*Action plan connects well to the SLA theories studied in EDCI 516</p>	<p>5 points</p> <p>*Presents exploratory plan for language learner</p> <p>*Action plan is realistic and individualized:</p> <ul style="list-style-type: none"> - 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	0 – 1 points *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	1 – 2 points *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	3 – 4 points *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 contain APA errors in text or list of References	5 points *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 in list of References)
Appendixes and Overall Style and Organization of Project 5 Points/Section	0 points *No Appendix included *Paper does not follow APA Style Guidelines in form or format *Paper contains many grammatical errors or error patterns	1– 2 points * Appendix included, but it does not provide adequate data (or transcripts) to support the project’s analysis and action plan. *Paper contains considerable APA Style Guidelines compliance errors in form or format *Paper acks in grammatical or stylistic form OR contains several errors or error patterns	3-4 points * Appendix included, but may lack some key elements *Paper generally follows APA Style Guidelines in form and format, but may exhibit an error in either domain *Grammatically and stylistically well written, but may contain some minor errors or error patterns	5 points * Appendix included that relates strongly to the descriptive, analytic, and reflective discussion of the language samples. Includes transcripts of oral and copies of written samples *Paper follows APA Style Guidelines in form and format *Grammatically and stylistically well written with few to no errors, and no error patterns * Clearly organized and conveys information succinctly to the reader
Group Presentation 5 Points /Section	0 points *No Group Presentation, or does not include all members	1 – 2 points *Group Presentation does not adequately comply with guidelines, or all members do not	3 – 4 points *Group Presentation generally complies with guidelines in syllabus;	5 points *Group Presentation well planned and presented, complies with all guidelines;

	<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>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>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>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>
<p>Reflective Self-Evaluation</p> <p>5 Points/Section</p>	<p>0 – 1 points</p> <p>*Self reflection is cursory,</p> <p>* Lacks focus or clarity of thought</p>	<p>1 – 2 points</p> <p>*Very limited discussion and self-reflection</p> <p>OR</p> <p>Two of the five elements listed to the right are missing</p> <p>*May lack clarity or focus in some areas, or may lack substance of thought or connection</p>	<p>3 – 4 points</p> <p>*Cursory discussion of:</p> <ul style="list-style-type: none"> - 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 - Insights about yourself or your newly gained knowledge not shared 	<p>5 points</p> <p>*Includes a rich, thorough individual reflection that addresses:</p> <ul style="list-style-type: none"> - 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 (insights about yourself and your new knowledge base.

Fox & Osterling/ GMU/ Updated Fall 2005

Philosophy of Teaching Rubric
NCATE Unit Standard #1, Assessment 6
[Required by SPAs for ACTFL and TESOL NCATE accreditation]

EDCI 516/Fox & Osterling/ Updated Fall 2005

No Evidence Little or No Evidence	Beginning: Does not adequately meeting Expectations Limited Evidence	Developing: Meets Expectations Adequately. Clear Evidence	Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence
<7 points D	7-9 points C	10-12 points B	13-15 points A
Statement of Beliefs & Views of the Teacher			
*Terms absent or confusing	*Limited presentation of the terms <i>teaching</i> and <i>learning</i> and their relationship *Examples and reflection about beliefs, attitudes are inappropriate or missing *Does not adequately articulate his/her view of the role of the teacher within the classroom or teaching setting *Statement provides limited expression of the characteristics of an effective teacher and their influence on students	*Defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship *Includes appropriate examples and reflection about beliefs, attitudes *Adequately articulates his/her view of the role of the teacher within the classroom or teaching setting *States the characteristics of an effective teacher and their influence on students, but the statement may lack some clarity	*Clearly and personally defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship *Convincing and consistent examples and reflection about beliefs, attitudes *Clearly articulates his/her view of the role of the teacher within the classroom or teaching setting *States clearly and convincingly the characteristics of an effective teacher and their influence on students
Goals for Students			
*Is not included or not an obvious section of the philosophy statement	*Articulates limited understanding of his/her view of the learner within the classroom or other learning setting *Demonstrates little understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting	*Articulates his/her view of the learner within the classroom or other learning setting *Demonstrates some understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting	*Clearly articulates his/her view of the learner within the classroom or other learning setting *Demonstrates superior understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting
Plans for Professional Development as a Teacher			

*Not an obvious section of the document	*Demonstrates a limited understanding of his/her own development, or does not identify the need for continued professional development.	*Demonstrates a general understanding of his/her own development by identifying the need for <i>one</i> of the following: Continuing professional education and/or life-long learning experiences, ongoing reflection of teaching practices, or the application of “scientific teaching” methods (i.e., teacher action research, assessment of teaching practice, etc.)	*Demonstrates a clear understanding of his/her own development by identifying the need of <i>at least two</i> of the following: Continuing professional education and/or life-long learning experiences, ongoing reflection of teaching practices, or the application of “scientific teaching” methods (i.e., teacher action research, assessment of teaching practice, etc.)
Literature and References and APA Format			
*Connections to broader literature are not appropriate, or are missing *Statement does not meet philosophy guidelines, and provides little or no evidence, citing two or fewer sources * Does not follow APA format, or contains multiple errors in form, format, or referencing	*Includes appropriate connections to broader literature, but may need further explanation about connections * Statement meets philosophy guidelines, but provides limited evidence, citing fewer than 3 sources *Generally follows APA format for headings, citations, and references, but contains several errors	*Includes thoughtful connections to broader literature *Statement adequately meets philosophy guidelines, but cites fewer than 5 sources *Some incomplete APA referencing, or may contain APA errors in text or list of References	*Includes thoughtful and thorough connections to broader literature *Clear, consistent, and convincing citations of more than 5 sources , including salient class/course materials & readings *Paper follows APA Style Guidelines in form and format, referencing
Overall Style			
*Poorly organized and/or inconsistent voice used *Has grammatical or stylistic needs; contains errors and error patterns that prevent the reader from understanding the message	*Generally well organized but has some problems or the voice is not consistently presented *Generally well written, but may have some problems with clarity of expression, or may have errors/error patterns	*Well organized across all or most sections of the statement with consistent or clear voice used *Grammatically and stylistically well written, may contain a few errors *Clearly written overall and conveys information well to the reader	*Well organized with clear and consistent voice used *Grammatically and stylistically well written with few to no errors, and no error patterns * Clearly organized and conveys information succinctly to the reader

EDCI 516 Faculty Team [Osterling, Fox, Buchanan, Koenig – adapted from National Board Scoring Rubric Formatting and from: Schonwetter, D.J., Sokal, L., Friesen, M. & Taylor, K.L. (2002). Teaching philosophies reconsidered: A Conceptual model for the development and evaluation of teaching philosophy statements. *The International Journal for Academic Development*. 7(1) p. 83-97.