



FAST TRAIN Programs

EDCI 516.602: BILINGUAL AND ACQUISITION RESEARCH Summer 2011

Professor: Nancy Foote

Class Day & Time: June 27 - July 7, 8:30-3:30

Class Location: East Building, Room 201

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Office Hours: Before/after school or by appointment

Course Description

This course provides 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 licensure and for FAST TRAIN Elementary masters program 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

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 assisted by PowerPoint 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);
- *Student presentations*;
- *Video presentations*;
- *Blackboard 9.1™* 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, 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 in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion.

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 of 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.

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.

TESOL/NCATE Standards Addressed:

Domain 1. Language - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. Language as a System - Candidates demonstrate understanding of language as a

system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Domain 2. Culture - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 3. Planning, Implementing, and Managing Instruction - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction - Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History - Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

College of Education & Human Development Expectations

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Additional Course Policies

Attendance Policy: FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In-class participation is important not only to the individual student but to the class as a whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the participation grade as stated in the course syllabus (Mason catalog). Any unexcused absences will result in a "0.5" point deduction from your participation grade.

Technology in Class: Students will not be permitted to use cell phones during class. Please

silence cell phones (not vibrate) while class is in session unless the faculty member gives permission. Students may not use laptops unless specifically directed by the instructor to do so during class.

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication with the instructor will be through the Mason e-mail system.

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Texts and Resources

Required Texts:

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Clevedon, UK: Multilingual Matters.

Recommended Books:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

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

Course Requirements

EDCI 516 is comprised of class meetings (see Schedule) 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. Students will also lead warm up discussions on the class readings during the semester. Because this course is interactive in nature, your active participation in class and on Blackboard provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class

participation points. Time should be spent going over lecture notes, answering discussion questions and completing assignments in and out of class. A large portion of your grade is based on class participation, students will be expected to first respond to all discussion questions/activities, **and then** engage in discussing other student's answers during our class sessions.

Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline (0.35/day), 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.

Summer 2011 EDCI 516–001 course requirements will be met as follows

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
<p>In-class Participation and BB Discussion (details pg. 17)</p>	<p>Students are expected to actively participate in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Students will also lead one warm-up discussion based on the readings. Student will need to develop discussion questions based on the reading for that class, and facilitate discussion. Students must inform instructor of the need for an absence from class. Students are expected to fully participate in each BB session.</p> <p align="center"><i>TESOL/NCATE Standards: 1b, 3a, 4a, & 5a</i></p>	15 percent	Each class meeting Online BB Discussions
<p>Philosophy of Teaching <i>(Professionalism, Theory, & Research)</i> (pg. 19)</p>	<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 Teaching statement. This will include reflections on the role of culture, instructional practices, & assessment. It will be reviewed and updated in later coursework and is one of the program's <i>official NCATE Performance Assessments</i>.</p> <p align="center"><i>TESOL/NCATE Standards 2, 4a, 5c</i></p>	15 percent	Class 3 June 29th
<p>Critical Journal Response <i>(Theory & Research)</i> (pg 22)</p>	<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 align="center"><i>TESOL/NCATE Standards 1b, 2a & 2b</i></p>	15 percent	Class 5 July 1st
Comparative	Working in groups, students will provide a	15 percent	Class 6

<p>Language Policy Analysis (pg 25)</p>	<p>comparative analysis of one western and one non-western country's language policies and how they relate to language learning theory. <i>TESOL/NCATE Standards, 5a</i></p>		<p>July 5</p>
<p>Group Case Study and Presentation <i>(Theory, Research, Professional Collaboration & Practice)</i> (pg 27)</p>	<p>Students will work in small groups to collect, record, and analyze oral and written language samples 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 accompany the analysis. Each group will share findings in a formal research presentation at the end of the semester. <i>TESOL/NCATE Standards - 1a, 1b, 2, 3a, 3b, 3c and 5a, 5b</i></p>	<p>10 percent</p>	<p>Presentations and Paper Class 8 July 7</p>
<p>Language Acquisition Case Study and Presentation <i>(Theory, Research, Professional Collaboration & Practice)</i> (pg 28)</p>	<p>This case study of a language learner is an <i>EDCI 516 Performance-based Assessment required for the FASTTRAIN ESOL Portfolio for ESOL Program Students.</i> Students will work individually to collect, record, and analyze oral and written language samples from at least two language learners in their current teaching environment. Like the group project during class, students will provide a written commentary connecting this experience to course readings, SLA research and theory. Students will also be expected to present their findings to a colleague or family member of the child and provide personal reflection the entire experience. References as well as examples of the data collection are required <i>TESOL/NCATE Standards - 1a, 1b, 2, 3a, 3b, 3c, and 5a, 5b</i></p>	<p>30 percent</p>	<p>Paper due to Instructor Nov 15th No late papers will be accepted.</p>

GRADING

<http://jjju.gmu.edu/catalog/apolicies/gradstandards.html>

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

All students will receive an IP or "In Progress" at the conclusion of this course. Students will be required to turn in the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted here: <http://fasttrain.gmu.edu/current-students/field-req/>. The deadline for posting the PBA to TaskStream and for completing the required fieldwork documents in the course is **November 15, 2011**. Failure to submit this work to the instructor and in TaskStream by this deadline will result in an "F" for the course.

Incomplete (IN): This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Register's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

ESL Students & The Professional Development Portfolio

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. As performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is **Language Acquisition Case Study**. This assignment must be posted to TaskStream, where it will be reviewed and graded. Please see the FAST TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf for more information.

Elementary Students & The Performance Based Assessment: Although the Language Acquisition Case Study is the performance based assessment for all students in this course, Elementary students are not required to post this assignment to TaskStream. Only Elementary students should plan to post this assignment to Blackboard to receive a final grade.

Course Schedule for EDCI 516: Summer 2011

Day /Date	Topic/Activities	Preparation and Readings	Assignments Due
<p align="center">Day 1 June 27th Monday</p>	<p>Introduction Overview Opening the Door: Key Issues in Second Language Acquisition (SLA) Research Myths and misconceptions about SLA Discussion on Philosophy of Teaching paper</p>	<p>Baker (2007) text: Chapters 1, 9 McLaughlin, B. (1992). "Myths and misconceptions about second language learning" found at: http://www.ericdigests.org/1992-1/myths.htm Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/esl_resources/digests/myths.html King, K. & Fogle, L. (2006). "Raising bilingual children: Common parental concerns and current research" http://www.cal.org/resources/digest/RaiseBilingChild.html</p>	<p>Begin to formulate your thoughts about teaching and learning in the second language classroom. Use the readings to refine your opinion and support your ideas. When you read or hear something in class that resonates, make a note of it. You will use those references in your Teaching Philosophy. Sign up for a class reading and prepare warm up discussion points.</p>
<p align="center">Day 2 June 28th Tuesday</p>	<p>SLA Research and its implications for classroom practice L1 Research in Children L2 Research: Children and SLA Introduction to Critical Journal Response (CJR)</p>	<p>Baker (2007)- Chapter 5 pp 96-100 & 109-117, Chapter 6 pp 120-124 & 127-140 Crandall, J. (2003). They DO speak English: World Englishes in U.S. Schools. http://www.cal.org/resources/archive/news/2003summer/englishes.html In-class Video: American Tongues (with debrief) [Another excellent site supports PBS documentary <i>Do You Speak American?</i>: http://www.pbs.org/speak/about/guide - vocabulary lists -- it is similar to American Tongues] <i>Recommended reading:</i> Chapter 6 from Nieto's book Video: <i>Fear and Learning at Hoover Elementary</i></p>	<p>Discussion Board #1 Warm Up Discussion #1 Explore: advantages of learning a language. You can use one of these research articles for your CJR. Bring in Nieto's book and article available in Blackboard under Teaching Philosophy folder in Readings.</p>

<p style="text-align: center;">Day 3 June 29th Wednesday</p>	<p>Adolescents/ Adults and SLA</p> <p>Intro to Language Analysis Case Study Project and Reading</p> <p>FL/WL Standards Definitions, Measurement</p> <p>Group work on CJR</p>	<p>Baker (2007) – Chapter 2</p> <p>Thomas, W. P., & Collier, V. P. (2002). Study Summary Report: http://gse.berkeley.edu/research/crede/pdf/rb10.pdf</p> <p>Walqui, A. (2000). Strategies for success: Engaging immigrant students in secondary schools:</p> <p>Short, D & Fitzsimmons, S. (2007) Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary:</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>VA ELP SOLs: http://www.wida.us/standards/elp.aspx</p> <p>Video: <i>Teens in Between</i></p> <p>Small group work on CJR</p>	<p style="text-align: center;">Philosophy of Teaching paper due (also post summary on BB)</p> <p style="text-align: center;">Discussion Board #2</p> <p style="text-align: center;">Warm Up Discussion #2</p> <p style="text-align: center;">Bring in APA style guides (BB) for using during the small group work on the CJR.</p> <p style="text-align: center;">Explore the audio essays on- line (also listed on Blackboard under web links) and post your ideas on one of the essays on Blackboard http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3963</p> <p style="text-align: center;">Sign up for Group Case Study Project groups.</p>
<p>Day 4</p>	<p>Bilingualism and</p>	<p>Baker, C. (2006). Chapters 7 and 8 pp 143-186</p>	

<p>June 30th Thursday</p>	<p>Cognition Cognitive Theories and the curriculum School Issues and Special Needs Learners Discussion of Comparative Language Policy Analysis paper</p>	<p>Chapters 15 and 16 pp 370-379</p> <p>Genesee, F. (2000). Brain research: Implications for second language learning. http://www.eric.ed.gov.mutex.gmu.edu/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/ae/37.pdf</p> <p>Brain research in the FL classroom: http://proquest.umi.com.mutex.gmu.edu/pqdweb?index=3&did=1145080471&SrchMode=2&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1261359294&clientId=31810</p> <p>Brain research in the FL classroom: http://www.flbrain.org/</p> <p>Vollmer, G. (2003). Risky Writing: Self-Disclosure and Self-Transformation in the Classroom. http://vnweb.hwwilsonweb.com.mutex.gmu.edu/hww/results/external_link_maincontentframe.jhtml?DARGS=/hww/results/results_common.jhtml.42</p> <p>August, D. & Shanahan, T. (2006). Executive Summary: Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language-Minority Youth and Children (photocopies)</p> <p>Video: <i>The role of Comprehensible Input: The SIOP and the CALLA models.</i></p>	<p>Critical Journal Response due</p> <p>Discussion Board #3</p> <p>Warm Up Discussion #3</p> <p>Before the end of today's class, decide who your learner is going to be for the Group Case Study Project and procedures and dates for the collection of oral and written samples (by July 5)</p>
<p>Day 5 July 1st</p>	<p>Models Bilingual Education</p>	<p>Baker, C. (2007). Chapters 10, 13 (skim), and 14 (essential ideas discussed in class)</p>	<p>Discussion Board #4</p>

<p>Friday</p>	<p>Bilingualism, Biliteracy, and Language Learners</p> <p>Group Work on Group Case Study</p>	<p>Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. <i>Educational Leadership</i>, 61(2). http://web.ebscohost.com/mutex.gmu.edu/ehost/pdf?vid=4&hid=103&sid=d120ea2b-3cd5-4a13-a8c7-914d046dfbab%40sessionmgr114</p> <p>Rossell, Christine (2004). Teaching English through English. <i>Educational Leadership</i> 62(4): 8-13. http://web.ebscohost.com/mutex.gmu.edu/ehost/pdf?vid=4&hid=103&sid=0345af21-2410-49e9-8c4f-c626c86de29f%40sessionmgr114</p> <p>Recommended reading: Armstrong, T. (2004). Making the Words Roar, <i>Educational Leadership</i> 61(6) 78-81. http://web.ebscohost.com/mutex.gmu.edu/ehost/pdf?vid=4&hid=103&sid=c06c0411-5889-47af-84ff-7fdae9fe2380%40sessionmgr112</p> <p>In class, as we have time, we will watch video and delve into the following websites: Snow, C. (2002). www.whyreadingishard.com and Benefits of Language Learning (Blackboard, web links)</p> <p>Articles on multiple intelligences—see Blackboard</p>	<p>Warm Up Discussion #4</p> <p>Afternoon – you can work in your Group Case Study Groups</p>
<p>Day 6 July 5th Tuesday</p>	<p>Bilingualism and Special Needs</p>	<p>Baker (2007) - Chapter 11</p>	<p>Comparative Language Policy Analysis paper</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>Amstrong, T. Multiple Intelligences http://www.thomasarmstrong.com/multiple_intelligences.htm (Follow the links in the document for additional resources)</p> <p>Gardner, H. (2006). The Science of Multiple Intelligences Theory: http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=3&hid=103&sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110</p> <p>Moran, S.; Kornhaber, M.; Gardner, H. Orchestrating Multiple Intelligences. http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=3&hid=103&sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110</p> <p>Christison, D; Kennedy, D. (1999). Theory and Practice in Adult ESL http://www.eric.ed.gov.mutex.gmu.edu/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/38/5f.pdf</p> <p>Webinar: <i>English Learners with Disabilities</i> http://www.colorincolorado.org/webcasts/disabilities</p> <p>Recommended Book: Gardner, H. “Multiple intelligences theory: Eight ways of knowing” at: http://www.multi-intell.com</p>	<p style="text-align: center;">Due</p> <p>Prior to class, take an MI inventory of your own: http://surfaquarium.com/MI/inventory.htm or http://www.spannj.org/BasicRights/appendix_b.htm</p> <p>Discussion Board #5</p> <p>Warm Up Discussion #5</p> <p>Work in Group Case Study Groups.</p>
<p>Day 7 July 6th Wednesday</p>	<p>Politics of Bilingualism: The Socio-</p>	<p>NCLB & ESEA Reauthorization Crawford, J. Language Policy web site: www.languagepolicy.net</p>	<p>Discussion Board #6</p> <p>Warm Up Discussion #6</p>

	<p>political Debate</p> <p>Classroom Discourse</p> <p>Final 516 Class – Pulling It All Together Review</p>	<p>Contrast this perspective with that of the English First web site at http://www.englishfirst.org</p> <p>Classroom Discourse: The role of authentic communicative situations (photocopies)</p> <p>PM: Language Analysis Projects Team Presentations.</p> <p>Project Debrief discussion, Review, and Course Synthesis.</p>	<p>Work in Group Case Study Groups</p>
<p>Day 8 July 7th Thursday</p>	<p>Group Case Study Group Presentations</p> <p>Final 516 Class – Pulling It All Together Course Synthesis</p>	<p>Group Case Study papers Due and GCS Team Presentations in class</p> <p>Project Debrief discussion and Pulling it All Together Course Synthesis and Evaluations.</p>	<p>Group Presentations (post on Blackboard)</p> <p>Group Case Study Paper due</p> <p>(Course Performance-based Project)</p>
<p>Nov 15th</p>	<p>Language Acquisition Case Study and Presentation</p>	<p>See page 28 for more details</p> <p>NO LATE PAPERS WILL BE ACCEPTED.</p>	<p><u>Language Acquisition Case Study Paper due to instructor by Nov 15th</u></p> <p>(Course Performance-based Project)</p>

Class Participation

Bilingualism and Language Acquisition Research is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental.

Expectations

During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):

- *Listen actively and thoughtfully* – consider perspectives different from your own.
- Speak from your own experience or from the readings – *avoid interpreting for others*.
- Respectfully challenge others' ideas: if you disagree with something, respectfully disagree with the *idea* – *and please do not “attack” the person*.
- *Diverse views are welcome and enrich the discussion*.
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion.
- New policy: Laptops are allowed only *during small group work for research purposes or for presentations*. Laptop use is not allowed during whole class discussions.

Students are expected to complete all required readings prior to class, to attend 100% of all class sessions and to arrive on time and prepared to actively engage in thoughtful and respectful dialogues with their peers and the instructor or guest lecturers. For most issues, there is not one “correct” answer and students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. Students are expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice.

There are three types of participation:

- 1) Classroom Engagement in whole and small group discussion;
- 2) Leading a whole-class warm-up discussion at least once.
- 3) Daily participation in the discussion board forums in Blackboard.

Discussion Leader

Each class, one or two students will lead a warm-up discussion based on the required readings for that class. The questions should elicit critical analysis of the readings' themes. Each discussion leader should write questions and plan to lead and facilitate a 10-15 minute discussion that creatively includes all members of the class and ensures your audience is engaged. You can achieve that through a variety of questions, activities, handouts, etc. An important part of this assignment is to successfully moderate the group discussion – a great teaching opportunity!

Class Participation Rubric

<i>Criteria:</i>	Accomplished: Strongly Meets Expectations	Developing: Adequately meets Expectations	Beginning: Approaches Expectations	Little or No Evidence
ATTENDANCE	Attends every class session on time	Attends every class session, usually on time	One absence	Two or more absences.
PREPARATION OF READINGS	Always prepared for thoughtful contributions to class discussions	Prepared most of the time for thoughtful contribution to class	Prepared some of the time for thoughtful contribution to class.	No evidence of reading or preparation for class discussions.
PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	Takes leadership in engaging peers in participation in discussions, activities, and projects	Always participates in discussion, activities, and projects.	Minimal participation in discussions, activities, and projects.	Little to no participation in discussions, activities, or projects.
HOMEWORK, PROJECTS, EXEMPLARS	Always prepared with assignments and assumes leadership role for class warm ups	Always prepared with assignments and participates in class warm ups	Usually prepared with assignments and usually participates in class warm ups	Rarely or never prepared with assignments or participates in class warm ups
BLACKBOARD	Demonstrated leadership in discussion; Substantially enhanced quality of discussion (e.g., illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion)	Enhanced quality of discussion. Posted daily and usually referenced other research, gave examples, and evoked follow-up responses from other students	Limited contribution to the quality of discussion. Few postings and limited referenced other research, gave examples, and evoked follow-up responses from other students.	No constructive comments to help class discussion. No depth of presentation, no research base. Rarely posts in discussions.

Philosophy of Teaching Statement

Assignment Aligned with: **TESOL/ NCATE Standards 2, 5a, 5b,**

Students will draft and update a philosophy of teaching that reflects their understanding of and commitment to the critical issues related to teaching second language learners. *There is no right or wrong way to write a philosophy statement, which is why it is so challenging for many people to write one.* You may decide to write in prose, use famous quotes, create visuals, use a question/answer format, etc. However, your philosophy of teaching statement should include the following elements:

- Your **OWN** beliefs about and reflections on the purpose of teaching and learning
- Your goals for P-12 students
- Your reflection on the role and characteristics of an effective teacher
- Your goals and expectations about the nature of the student-teacher relationship
- Your beliefs about your own professional development as a teacher

It should be reflective and personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of you as a teacher, as a person who is intentional about teaching practices and committed to students. **It is generally 4 – 5 pages in length.** For some purposes, an extended description is appropriate, but length should suit the context. **It is written in first person, in most cases.** Writing in first person is most common and is the easiest for your audience to read. **“Own” your philosophy.** Write about *your* experiences and *your* beliefs. Explain what you believe and why you believe it, and make this clear to the reader.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

Include teaching strategies and methods to help people “see” you in the classroom. By including very specific examples of teaching strategies, assignments, discussions, etc, you help readers visualize what actually happens (or will happen) in your learning environment.

You will post a summary of your Philosophy of Teaching paper in BB so others may appreciate what you bring as a teacher to the discussion.