



**EDCI 516 6L3 [CRN: 20948]  
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH  
SPRING 2013**

**January 22<sup>th</sup> – May 6<sup>th</sup>**

Credit Hours: 3.0	Class Meetings: Mason Loudoun Campus- L1 236 –Tuesday 5-8 pm
Professor: Dr. Eirini Gouleta	Blackboard: <a href="http://courses.gmu.edu">http://courses.gmu.edu</a>
Office: Thompson Hall, Room 2604	Office Hours: Tuesdays and Wednesdays 1-3:30 pm and by appointment
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**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 Master’s 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. Methods of instruction include teacher led class discussion, small group activities, student led discussions of selected research topics, database search of research-based articles and online posting of results. It also includes presentations, videos, webcasts, cooperative learning activities, hands-on field experiences, power point presentations, technology integration, discussion boards, and wikis. The course is delivered face to face and some of the work will be delivered through the Blackboard 9.1™ web-based course management system.

**REQUIRED TEXTS**

Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5<sup>th</sup> ed.). Clevedon UK: Multilingual Matters

Hinkel, E. (2011). *Handbook of research in second language teaching and learning: Volume II*. Routledge Publications

*Core Values:*

*Collaboration, Ethical Leadership, Innovation, Research-Based Practice, Social Justice*

## STUDENT OUTCOMES & PROFESSIONAL STANDARDS

Students completing EDCI 516 will 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 & PROFESSIONAL ORGANIZATIONS

EDCI 516: Bilingualism and Language Acquisition Research is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with tracks in elementary, bilingual/multilingual and multicultural education, foreign language education, and teaching English as a second language and/or ESOL endorsement. 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. The relationship of EDCI 516 to GMU–GSE **program goals** is as follows:

1. ***Diversity***. Learn the basic concepts and develop the necessary skills to successfully work with learners of differing linguistic and cultural backgrounds.
2. ***Classroom teaching***. Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different linguistic backgrounds and varying learning styles.
3. ***Democratic principles***. Candidates should be able to adopt teaching practices, which reflect democratic principles and support creating and sustaining democratic Culturally Linguistically Diverse (CLD) learning environments.

4. Knowledge base for teaching in diverse and inclusive classrooms. Candidates will learn the fundamental concepts pertaining to the teaching in CLD classrooms.
5. Utilization of research. Candidates will critically evaluate theories of bilingual education and second language acquisition and engage in systematic investigations of the knowledge base to inform their own or others' teaching practices.
6. Curriculum. Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different linguistic backgrounds.

### **Academic Standards:**

Licensure courses are aligned with TESOL/NCATE *Standards for the Accreditation of Initial Programs in P-12 ESOL Teacher Education* as well as with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. The standards aim to provide consistency in teacher education programs across the United States in terms of what ESOL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS-S) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community. Evidence of the degree to which the academic standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

### **TESOL/NCATE and NETS-T Standards Addressed:**

1. **TESOL 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.
  - a. *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.
  - b. *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.

2. **TESOL 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.
  - a. *Standard 2.a. Nature and Role of Culture* - 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.
  - b. *Standard 2.b. Cultural Groups and Identity*. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.
  
3. **TESOL 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.
  - a. *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.
  - b. *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.
  - c. *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.
  
4. **TESOL Domain 4 – Assessment** - Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.
  - a. *Standard 4.a. Issues of Assessment for ESL*. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special

education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

- b. *Standard 4.c. Classroom-Based Assessment for ESL.* Candidates know and use a variety of performance based assessment tools and techniques to inform instruction.
- 5. TESOL 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 colleagues and the community to improve the learning environment, provide support, and advocate for ELLs and their families.
- a. *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.
  - b. *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.
- 6. NETS-T Standard 1** - Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. [NETS-T 1a, 1b, 1c, 1d].
- 7. NETS-T Standard 2** - Design and Develop Digital Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes, identified in the NETS-S. [NETS-T 2a, 2c].
- 8. NETS-T Standard 3** - Model Digital Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. [NETS-T 3a, 3b, 3c, 3d].
- 9. NETS-T Standard 4** - Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. [NETS-T 4a, 4b, 4c, 4d].

**10. NETS-T Standard 5 - Engage in Professional Growth and Leadership:** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. [NETS-T 5c].

**Relationship of EDCI 516 to *INTSAC Principles*:**

*Principle #1:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

*Principle #2:* The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

*Principle #3:* The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

*Principle #5:* The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

*Principle #6:* The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Principle #7:* The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

*Principle #8:* The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

*Principle #9:* The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

*Principle #10:* The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## Relationship of Assignments to Standards:

<b>Assignment</b>	<b>Grade Value in Points</b>	<b>TESOL Standards</b>	<b>NETS-T Standards</b>
Class Participation	15	1a, 1b, 2a, 3a, 4a, 5a, 5b	1a, 1d, 3a, 3b, 3c, 3d, 4a, 4c, 4d, 5c
Philosophy of Education	15	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	4a, 4d
Language Lesson Plan	25	1a, 1b, 2a, 3a, 3b, 3c, 4c	1b, 1c, 2a, 2c, 3b, 3c, 4b, 4c, 4d
Field Experience Project	10	1b, 2a, 2b, 3a, 3b, 3c, 4b, 4c, 5b	1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d
Language Acquisition Case Study	30	1a, 1b, 2a, 2b, 4a, 5b	3b, 3c, 3d, 4b, 4d, 5c
Language Acquisition Case Study Presentation	5	1a, 1b, 2a, 2b, 4a, 5b	1d, 3a, 3b, 3c, 3d

### RECOMMENDED READINGS

Berko Gleason, J. & Ratner Bernstein, N. (2012). *The development of language*. (8<sup>th</sup> ed.). Allyn and Bacon

Crawford, J. (1995). *Bilingual education: History, politics, theory, and practice*. (4<sup>th</sup> ed.). Bilingual Education Services

Cummins, J. (1981). The role of primary language development in promoting Educational success for language minority students. In *Schooling and language Minority students: A theoretical framework*. Los Angeles: California State University, Evaluation, Dissemination and Assessment Center

Cummins, J. (1980). The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue. *TESOL Quarterly*, 14, 175-187.

Cummins, J. 1979. Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49, 222-51

Cummins, J. (1976). The influence of bilingualism on cognitive growth: A synthesis of research findings and explanatory hypotheses. *Working Papers on Bilingualism*, 9, 1-43

Dulay, H., Burt, M., & Krashen, S. (1982). *Language two*. Oxford University Press

Ellis, R. (2012). *Language teaching research and language pedagogy*. Wiley-Blackwell

Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell

- Krashen, S. D. (2003). *Explorations in language acquisition and use: The Tapei lectures*. Heinemann
- Krashen, S. (1997). *Why bilingual education?* ERIC Digest. (ERIC Document Reproduction Service No. ED 403 101)
- Krashen, S.D., Scarcella, R.C., and Long, M.A. (Eds.). (1982). *Child-adult differences in second language acquisition*. Newbury House Publishers
- Krashen, S., Long, M., & Scarcella, R. (1979). Age, rate, and eventual attainment in second language acquisition. *TESOL Quarterly*, 13, 573-582
- Lambert, W.E., & Tucker, G.R. (1972). *Bilingual education of children: The St. Lambert experiment*. Newbury House Publishers
- Lessow-Hurley, J. (2012). *The foundations of dual language instruction*. (6<sup>th</sup> ed.). Pearson Education
- Lightbrown, P., & Spada, N. (2006). *How languages are learned*. (3<sup>rd</sup> ed.). Oxford Handbooks for Language Teachers. Oxford University Press
- McLaughlin, S. (2006). *Introduction to language development*. (2<sup>nd</sup> ed.). Singular Publishing Group
- McLaughlin, B. (1987). *Theories of second-language learning*. Routledge
- Pinker, S. (2000). *The language instinct: How the mind creates language*. HarperCollins
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and output in its development. In S. Gass and C. Madden (Eds.), *Input in second language acquisition* (235-256). Newbury House Publishers
- Thomas, W.P. & Collier, V.P. (2012). *Dual language education for a transformed world*. Fuente Press
- Wong-Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323-346

### **COURSE REQUIREMENTS, ASSIGNMENTS and GRADING**

*Performance Based Assessment (PBA) Requirements:* All FAST TRAIN licensure courses have required PBAs. The required PBAs for this course are: the ***Philosophy of Education Paper***, the ***Field Experience Log*** and ***Evaluation Forms***, and the ***Language Acquisition Case Study***. These PBAs must be posted to TaskStream where they will be reviewed and graded. [See FAST TRAIN Resources website at: [http://fasttrain.gmu.edu/resources/taking\\_courses](http://fasttrain.gmu.edu/resources/taking_courses) ].

*Core Values:*

*Collaboration, Ethical Leadership, Innovation, Research-Based Practice, Social Justice*



### **A. COURSE ATTENDANCE AND PARTICIPATION** (15 points)

Participation is expected of each student in every class. You are expected to arrive in class on time and to actively contribute to the activities and discussions by critically analyzing issues, asking questions, or making observations about and reflecting on the readings indicating your thorough preparation for the class. You are responsible for all assigned coursework and readings. If there is an emergency that affects your attendance, please inform the professor prior to the absence. It is your responsibility to obtain copies of any materials distributed in any class you may have missed. The guidelines and expectations for Class Participation are outlined in detail in the “**Course Requirements and Assignments**” document and are posted on Bb.

### **B. PHILOSOPHY OF TEACHING STATEMENT** (15 points)

This is an assignment in both the EDCI 516 and EDUC 537 courses. In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise your Philosophy of Teaching statement. For this course your Philosophy of Teaching statement will focus on teaching CLD students based on first and second language acquisition and bilingual education theory, research, principles, and best practices.

Your paper will blend SLA theories and research, discussion of culturally responsive teaching and how they can shape your instruction and a vision of your classroom. You will incorporate the history of ESL as well as policy issues for reflection and clarification. You will also incorporate understanding of multicultural education and issues of equity in the classroom. Additionally, you will define your professional development plans. Lastly, you will describe how to build partnerships with colleagues and students’ families as well as how you can be a community resource and advocate for your students. This is a **PBA and the paper should be submitted to TaskStream**. The guidelines for the Philosophy of Teaching are outlined in detail in the “**Course Requirements and Assignments**” document and are posted on Bb.

### **C. FIELD EXPERIENCE - CULTURALLY APPROPRIATE and RESPONSIVE TEACHING PRACTICES** (Hours Required: 20; 10 points)

In order to achieve the EDCI 516 Field Experience objectives, participants will engage in a minimum of 20 hours of school-based field experiences. Students will engage in observations, interactions with students, and teacher interviews in the school setting regarding the use of culturally responsive teaching methods. During their field experience students will keep a professional reflection journal to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to the discussion board. Students must document the 20 hours of field experience using the **Fieldwork Log of Hours Form** and the **Evaluation Form** available on the FAST TRAIN website: <http://fasttrain.gmu.edu/current-students/field-req/>. This is a **PBA and the Log and Evaluation Forms should be submitted to TaskStream**. The guidelines for the Field

Experience are outlined in detail in the “**Course Requirements and Assignments**” document and are posted on Bb.

**D. LANGUAGE LESSON PLAN** (25 points)

Working in pairs, you will create a lesson plan that reflects language components rather than content objectives. You will select a child’s storybook (generally something you use in your school) and isolate two language components (e.g. semantics, syntax, graph phonemic, morphology) and design a lesson that will teach the desired language components to ELLs. You must include a hands-on activity, differentiation, and assessment as part of the lesson. You will write a brief paper summarizing the lesson and drawing connections to language acquisition theory in support of the instructional choices. The guidelines for the Language Lesson Plan are outlined in detail in the “**Course Requirements and Assignments**” document and are posted on Bb.

**E. LANGUAGE ACQUISITION CASE STUDY** (30 points)

You will select a language learner (K-12) from your current teaching environment and you will complete a language case study with this child. In this assignment you will use your knowledge of theories and research in language acquisition and development and you will collect, record, and analyze oral and written language samples from your language learner. You will examine the child’s second language acquisition patterns to support ELLs’ English language and literacy learning and content-area achievement. You will provide an action plan with recommendations that could help the child attain higher levels of language competence. You will write a paper addressing all the requirements of the assignment and you will present your case study in class. You will submit your case study along with the transcription of the oral sample, the written sample, any other data collected, and a copy of your presentation. This is a **PBA and it should be submitted to TaskStream**. The guidelines for the Language Acquisition Case Study are outlined in detail in the “**Course Requirements and Assignments**” document and are posted on Bb.

**F. LANGUAGE ACQUISITION CASE STUDY PRESENTATION** (5 points)

Your Language Acquisition Case Study presentation should provide an overview of your case study, including key findings, issues identified with your learner, possible solutions, connection of your findings with SLA theory, research and practice, and your own reflections/conclusions and recommendations. The guidelines for the Language Acquisition Case Study are outlined in detail in the “**Course Requirements and Assignments**” document and are posted on Bb.

## GRADING

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

For more information see: <http://jju.gmu.edu/catalog/apolicies/gradstandards.html>

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 10<sup>th</sup> week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of 'IN' is changed by the registrar to an 'F'. 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 and Elementary Students and The Anthology: The Professional Development Portfolio and the Anthology 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 a 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 and learning process.

### TASKSTREAM REQUIREMENTS

Every student registered for any Curriculum and instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All assignments are due on the date indicated in the syllabus. **Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date.** Late assignments will not be accepted unless there is a prior arrangement made between the student and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot be used for a grade in a different course, even they have been revised. It's unethical.

### **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code> ].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. 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.**
- d. 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> ].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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> ].

### **ABSENCES**

FAST TRAIN students are expected to attend **all** class periods for face to face courses and participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of an absence or non-

participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

### **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.

### **PLAGIARISM**

Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA (6<sup>th</sup> edition) citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

### **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **CORE VALUES COMMITMENT**

The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See <http://cehd.gmu.edu/values> ].