

**EDCI 519.601 AND EDCI519.602:  
METHODS OF TEACHING IN MULTILINGUAL SETTINGS  
SPRING 2013**

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**INSTRUCTOR:** Rob Murphy  
**E-MAIL:** rmurphy4@gmu.edu  
**TIME:** TUESDAYS, 5:00-8:00  
**LOCATIONS:**

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**A. COURSE DESCRIPTION**

EDCI 519 is designed to examine past and present approaches, methods, and techniques for teaching English as a Second Language (ESL) in bilingual and ESL classrooms. Participants will analyze program models and methods of instruction for English language learners; demonstrate teaching approaches based on second language learning research, develop lesson and unit planning skills, and evaluate materials and resources available in the field. *Prerequisite:* EDCI 516

**B. COURSE OUTCOMES**

*This course is aligned with TESOL/NCATE Standards for PK-12 Teacher Education.*

**Students completing EDCI 519 will be able to:**

- (1.) Examine second language teaching methods/approaches, past and present, and relate them to teaching in a second language setting with a focus on the needs of diverse learners.
- (2.) Develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing.
- (3.) Plan and demonstrate 1 mini lesson based on a method/approach or on an instructional strategy.
- (4.) Locate and examine multimedia resources in the field of bilingual/ESL education.

**C. Relationship to Program Goals and Professional Organizations**

***The EDCI 519 relationship to the GSE program goals include:***

1. ***Knowledge base for teaching in the second language classroom.*** Learn the fundamental concepts of the knowledge base pertaining to ESL, English as a second dialect, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. **Utilization of research.** EDCI 519 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 519 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, particularly as they apply to the skills and needs of diverse learners. 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 second language teaching strategies.

**The EDCI 519 relationship to National and State Standards include:**

ESL Standards for P-12 Teacher Education Programs

The ESL Standards for Pre-K-12 Students

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

National Board for Professional Teaching Standards (NBPTS)

Virginia Standards of Learning (SOLs)

National Education Technology Standards for Teachers (NETS-T)

**The EDCI 519 relationships to professional organizations include:**

*EDCI 519* follows the guidelines and recommendations made by the *Teachers of English for Speakers of Other Languages* (TESOL), the *American Council on the Teaching of Foreign Languages* (ACTFL), the *National Association for Bilingual Education* (NABE), and the *National Association for Multicultural Education* (NAME). ACTFL, TESOL and NETS-T, along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. TESOL and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals rights and needs.

**D. COURSE DELIVERY**

This course is highly interactive by design. It is predicated upon **learning by doing** and **discovery learning**. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

## E. Required Textbooks:

Peregoy, S, & Boyle, O. (2008). *Reading, writing and learning in ESL: A resource book for teaching K-12 English learners* (5<sup>th</sup> ed). Allyn & Bacon. Boston, MA.

Herrera, S & Murray, K (2010) *Mastering ESL and Bilingual Methods: Differentiated Instruction for Cultural and Linguistically Diverse Students* (2<sup>nd</sup> ed) Allyn & Bacon, Boston, MA

## F. Course Requirements:

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|--|------------------|
| 1. Class attendance, Homework, and Participation                     | <b>15 points</b> |
| 2. Teaching simulation - based on a particular method/strategy/skill | <b>15 points</b> |
| 3. Differentiated Learning Task                                      | <b>10 points</b> |
| 4. Tech Project  | <b>20 points</b> |
| 5. Teaching Video and Reflection                                     | <b>20 points</b> |
| 6. Final Project – Unit Lesson Plan                                  | <b>20 points</b> |

Using the designated ratings scale, requirements 1-5 will be added to calculate a final course grade.

GRADE	SCORE
A+	100 points
A	94 - 99 points
A-	90 -93 points
B+	85 - 89 points
B	80 - 84 points (no B- grades)
C	70 -79 does not meet licensure requirements
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 required Fieldwork Log, Fieldwork Evaluation Form, and 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 document in this course is January 15, 2013. Failure to submit this work to the instructor by this deadline will result in an “F” for this course.

<http://mason.gmu.edu/~lshafer/EDUC516.html - top#top>

## Students will be expected to...

1. Attend all class sessions, *arriving on time*, and actively participate during large and small group discussions and activities.

2. Complete all assignments on time.
3. Purchase and maintain a three-ring binder which will be used for all course materials and should be brought to class every day.
4. Utilize laptops during small group projects but NOT during lecture or discussion. The instructor will let you know specifically when laptops can be taken out.

#### **G. GSE Student Expectations**

- Students must adhere to the guidelines of the George Mason University Honor Code. [See <http://oai.gmu.edu/honor-code/>]
- Students with disabilities who need accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform the 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.htm>.]
- 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/>]

#### **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. 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-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is "519 PBA." The unit lesson plan and field experience evidence must be posted to Task Stream, where it will be reviewed and graded.

Additionally, students are required to submit both a mid-point portfolio reflective paper after completing three licensure courses and a final reflective paper after completing the final licensure courses. Both the mid-point and final portfolio will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website [http://gse.gmu.edu/fasttrain/programs\\_of\\_study/portfolio/](http://gse.gmu.edu/fasttrain/programs_of_study/portfolio/) for more information.

Every student registered for any FAST TRAIN course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, (Performance Based Assessment—Unit Plan) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

**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 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 grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 5 point deduction from your participation grade.

**GMU E-mail** Mason uses electronic mail ([www.gmu.edu/email](http://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).

**Laptop/Cell Phone Use** Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session. Students may not use laptops unless specifically directed by instructor to do so during class.

**Incomplete (IN)** This grade may be given to students who are passing a course 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 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 Registrar'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 should be provided to the FAST TRAIN office.

**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.

**Students with Disabilities** Those seeking 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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

<b>Class Assignments for EDCI 519</b>			
<b>Project</b>	<b>Goal</b>	<b>Points</b>	<b>Due Date</b>
<b>Class Attendance and Participation</b>	Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.	<b>15 Points</b>	<b>Every class</b>
<b>Teaching Demonstration</b>	Simulate a teaching method/approach and one instructional strategy.	<b>15 Points</b>	<b>Selected Dates</b>
<b>Differentiated Learning Tasks</b>	Using WIDA Can Do Indicators differentiate authentic learning tasks for WIDA levels 1-5 that includes scaffolds and/or supports.	<b>10 Points</b>	<b>Feb. 19</b>
<b>Tech Project</b>	<b>Part A:</b> use the World Wide Web as a primary resource for locating and analyzing materials and activities to be used with English Language Learners.	<b>10 Points</b>	<b>Feb. 26</b>
<b>Tech Project</b>	<b>Part B:</b> create a multimedia resource that will inform teachers about its implications for teaching.	<b>10 Points</b>	<b>April 15</b>
<b>Unit Lesson Plan *TESOL/NCATE Portfolio Requirement</b>	Using the Unit Lesson Plan you created for the EDCI 519 Course, implement a minimum of two lessons. Have a colleague or supervisor evaluate your lessons using the form provided. Submit a general overview of your lesson plan, your unit plan, student work, and assessments, and evaluation form (provided by a colleague or supervisor) as appendices to Taskstream by the due date. This is the Performance Based Assessment (PBA) for the course.	<b>20 Points</b>	<b>April 30</b>
<b>Teaching Video and Reflections</b>	Record an authentic and complete episode of your teaching and complete a self-reflection and analysis. You may choose to record one of the lessons from your Unit Plan or another teaching episode.	<b>20 points</b>	<b>April 30</b>

## H. COURSE SCHEDULE

*Students should have read all materials and be prepared to take part in class discussion.*

<i>Class</i>	<i>Date</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments</i>
1.	Jan. 22	Introduction to Course Diverse learners & the Affective Filter	P&B – Ch. 1 H&M – Ch. 1	
2.	Jan. 29	Stages of Language Acquisition Differentiated Instruction	P&B – Ch. 2 H&M – Ch. 3	Class profile WIDA data
3	Feb. 5	Differentiated Instruction: Input, Intake and Output	P&B, Ch. 3 Focus on Differentiation (Blackboard)	<i>Demo sign up (in class)</i>
4.	Feb. 12	The Planning Process: Objectives, Learning Tasks and Assessment	Focus on Formative Assessment (Blackboard)	
5.	Feb. 19	Approaches, Methods & Program Models for ELL	H&M Ch. 4 & 6	Differentiated Learning Tasks
6.	Feb. 26	Cooperative Learning		Tech Project: Part A
7.	Mar 5	Approaches, Methods & Strategies demonstrations		Teaching Demos.
8.	Mar 12	Vocabulary Development	P&B Ch. 6	Teaching Demos.
9.	Mar 19	Reading Instruction	P&B Ch. 5, 8 & 9	
<b>No Class—Spring Break</b>				
10.	April 2	Writing Instruction	P&B Ch. 9 & 10	
11.	April 9	Virtual Class— Technology & the ELL Learner		Scoop It!

12	April 15	Long-Term English Language Learners Integrating Technology (presentations)	Reparable Harm ( <i>Blackboard</i> )	Tech Project: Part B
13.	April 23	Integrating Technology (presentations)		
14.	April 30	Unit Plan Workshop Session		Unit Plans, Reflections, and logs due on TaskStream