



*George Mason University
College of Education and Human Development*

**EDCI 516-A02
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
Summer 2013 Session A**

Professor: Virginia Doherty, Ph.D.
Class Day & Time: Mon. Wed. Fri. 4:30-7:10pm
Class Location: University Hall 1204

Contact Information:
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COURSE DESCRIPTION:

Prerequisites

Admission to Graduate School of Education in CISL, CIFL, or CIMM program or instructor's permission.

Course description from the 2012- 2013 University Catalog

“Examines research in first and second language acquisition, including interaction of bilingual person’s two languages, with applications for classroom.”

Notes: Requires community-based field experience (i.e., case-study of a language learner)
This course has both face to face class meetings and online class modules.

Please note: EDCI 516 is **not a methods course**, nor is it a "how-to" on language acquisition. In fact, it is an introductory, *foundations* course aimed at developing awareness and knowledge, which will move teacher-candidates in the direction of developing the competencies needed to work with culturally, linguistically and cognitively diverse student populations.

Language is the most human form of behavior, and the investigation of the ways language and culture interact is one of the most important aspects of the study of human beings. EDCI 516 provides an overview of interdisciplinary ideas and research on how language is acquired and/ or learned, as well as on the factors that play a role on how effective the learning and the teaching is. Emphasis is on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.

EDCI 516 provides candidates with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom. This is a required course for Virginia State PK - 12 ESL/FL licensure and for foreign (World) language immersion teachers. Candidates 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.

IMPORTANT NOTICES

Following the National Council for Accreditation of Teacher Education's (NCATE) lexicon, this syllabus uses the term "*candidate*" to refer to EDCI 516 graduate students who are preparing to become teachers, and "student" to refer to pupils enrolled in P-K 12 classes.

EDCI 516 uses a seminar format or its face-to-face classes, which means the course is highly participative and requires teacher-candidates to take a more active role in the presentation of materials. Accordingly, attendance and participation is extremely important. Some classes will consist of an online module rather than a face-to-face meeting. All instructions for these modules will be on Blackboard.

Course Website. EDCI 516-A01 uses the new *Blackboard 9.1* system, where the syllabus, rubrics, presentations, and other material and updates are posted. Teacher-candidates are encouraged to visit the EDCI 516 website frequently to review the most current information and to keep up with any news, announcements, messages etc. related to this course <https://mymasonportal.gmu.edu>.

GMU EMAIL ACCOUNTS

Candidates must use the new "MASONLIVE" e-mail account to receive important University information, including messages related to this course. See <http://masonlive.gmu.edu> for more information.

Professional Development Portfolio (PDP)

A professional development portfolio is a collection of materials, made by a candidate throughout her or his graduate education that records, and reflects on, events and process in her or his professional's career (Hall, 1992). Please see handbooks and manuals in GSEs licensure website. This PDP must be presented to faculty at the conclusion of the licensure internship.

Since the following 'Technology Outcomes' are infused into the learning opportunities, throughout EDCI 516 candidates must have the ability to:

- Use email, course website tools (i.e., *Blackboard 9.1*) including online discussion and chat;
- Use word processor to produce quality written documents;
- Use presentation software to produce quality presentations.

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:

- *Presentations* (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 for online module classes.

Course Objectives and Learner Outcomes:

EDCI 516 is designed to enable candidates to know, understand, and use the major theories and research related to the structure and acquisition of a second language to help second language learners develop language and literacy and achieve in the content areas acknowledging that issues of language structure and language acquisition development are interrelated. (cf. NCATE-TESOL (2010), Domain 1, p.27).

Students in this course will identify and review educational theories/ theorists, practice related to first and second language acquisition, curriculum development and the history of language teaching including the works of Vygotsky, Skinner, Chomsky, Krashen, Cummins, Collier, among others, and how they apply to the learners of a second language.

Upon successful completion of this course, candidates will be expected to:

1. Demonstrate a broadly-based understanding of first and second language acquisition.
2. Understand how and why people learn- or fail to learn- a second language
3. Know and understand the framework and procedures to develop effective ESL/Bilingual programs at different levels;
4. Identify and discuss the affective, cognitive, cultural and social factors playing a role in second language acquisition.
5. Recognize the importance of L1s and language varieties and build on these skills as a foundation for learning a second language.
6. Understand and apply knowledge of the sociocultural, psychological, and political variables that facilitate the process of learning English as a second or foreign language as well as any other World or second language.
7. Use of technology to assist in their understanding of second language acquisition (SLA) and an understanding of its use to support learning the second language (SL)/ world language (WL) classroom.

PROFESSIONAL STANDARDS:

George Mason University follows the guidelines, professional standards and recommendations made by the National Council for Accreditation of Teacher Education (NCATE) for the accreditation of schools, colleges, and departments of education. GMU-GSE's licensure courses are aligned specifically with the national standards of two governing professional organizations:

- The American Council on the Teaching of Foreign Languages (ACTFL). 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.
- The Teachers of English for Speakers of Others Languages. The Revised TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (December 2009) acknowledge the central role of language in the achievement of content and highlight the learning styles and particular instructional and

assessment needs of learners who are still developing proficiency in English. Developed through a collaborative process involving hundreds of ESL teachers, researchers, administrators, and language specialists, the standards will provide national coherence for students and the educators who serve them.

GMU-GSE courses also follow the Interstate Teacher Assessment and Support Consortium (InTASC) standards and guidelines that identify those principles that should be present in all teaching environments, regardless of the subject or grade level.

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	
Six	Professionalism	6a. Professional development	6a
		6b. FL advocates	6b

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

Texts and Resources:

1. Required Text:

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

Recommended 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.

Collier, Virginia, P. & Thomas, Wayne P. (2009). *Educating English Learners for a Transformed World*. Albuquerque, N.M.: Dual Language Education of New Mexico.

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

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

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

COURSE REQUIREMENTS:

EDCI 516 is comprised of a series of course products and assessments aimed toward providing evidence of meeting the course objectives as well as an electronic discussion at <http://mymason.gmu.edu>. It will include a hands-on learning project — case-study of a language learner—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 course requirement.

Candidates are **expected to attend all course sessions**, both in-person and on *Blackboard 9.1*, and, **to participate actively** during large and small group discussion and activities, and to log on frequently to <http://mymason.gmu.edu> and to take part on-line activities.

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 on Blackboard. A large portion of your grade is based on class participation. Candidates will be expected to, first, respond to all discussion questions/activities, **and then** engage in discussing other student's answers during our class sessions and online.

Candidates 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 a course requirement in a timely manner, please discuss your situation with the instructor as soon as possible.

Summer 2013 EDCI 516–A02 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>Candidates 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>Candidates must inform instructor of the need for an absence from class.</p> <p style="text-align: center;"><i>TESOL/NCATE Standards: 1b, 3a, 4a, & 5a</i> <i>ACTFL/NCATE Standards: 3a, 4a, 6a</i></p>	25 percent	Each class meeting throughout the semester
Philosophy of Teaching <i>(Professionalism, Theory, & Research)</i>	<p>Your Personal <i>Philosophy of Teaching Statement</i> is a five-page document that provides a clear, concise account of your teaching approach, methods, and expertise. <i>Each statement should be unique.</i> Nonetheless, the following guidelines should be helpful to you as you prepare your statement.</p> <p>Your <i>Philosophy Teaching Statement</i> should answer four fundamental questions:</p> <p>1) Why do you teach? 2) What do you teach? 3) How do you teach? 4) How do you measure your effectiveness?</p> <p>It will be reviewed and updated in later coursework and is one of the program’s Official NCATE Performance Assessments.</p> <p style="text-align: center;"><i>TESOL/NCATE Standards 2a, 2b, 4a, 5c</i> <i>ACTFL/NCATE Standards 2a, 2b, 6b</i></p>	15 percent	Class 6 (June 3)
Critical Journal Response <i>(Theory & Research)</i>	<p>Using traditional and on-line sources, candidates 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>TESOL/NCATE Standards 1b, 2a & 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i></p>	15 percent	Class 9 (June 10)

<p>Case-Study of a Language Learner and class presentation</p> <p><i>(Theory, Research, Professional Collaboration & Practice)</i></p>	<p>This case study of a language learner is the principle <i>EDCI 516 Performance-based Assessment</i>. Candidates 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.</p> <p><i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b</i></p> <p><i>ACTFL/NCATE Standards 2a, 3a, 3b,5a, 5b, 5c, 6b</i></p>	<p>45 percent</p> <p>35% project 10% reflection</p>	<p>Presentations Last class June 19</p> <p>Written Component due no later than midnight June 19.</p>
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Graduate Grades

<http://registrar.gmu.edu/facultystaff/grademode.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 not fewer than two hours per week of preparation 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	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

* **Note:** Teacher candidates are advised that they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Candidates' performance

will be evaluated using letter grades.

GEORGE MASON UNIVERSITY

University Policies

The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting candidate, faculty, and staff conduct in university academic affairs. . Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

College Of Education And Human Development

Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development holds the following five core values:



- **Collaboration.** Collaboration is an important human activity that involves shared responsibility in promoting healthy productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

- **Ethical Leadership** In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.
- **Innovation** We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.
- **Research-Based Practice** The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.
- **Social Justice.** Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

CEHD Statement Of Expectations

CEHD candidates must abide by the following:

Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process (cf. <http://academicintegrity.gmu.edu/honorcode/>).

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Professional Behavior and Dispositions.

The Virginia Department of Education and the National Council for accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through: See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Responsible use of Computing

<http://universitypolicy.gmu.edu/1301gen.html>

GMU Student Resources On Campus

Office Of Disability Services

Candidates with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. If you are a candidate with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://www2.gmu.edu/dpt/unilife/ods/>.

Writing Center:

A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

University Libraries

“Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

CEHD Education Liaison librarian is Ms. Anne Driscoll, MS, MIS. Her email address is: adrdisco2@gmu.edu.

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) provide a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS provide individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. For more information please call (703) 993-2380; <http://caps.gmu.edu>

Course Schedule for EDCI 516 - A02: Summer 2013

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
Class One May 20	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements	<i>Introduction to EDCI 516, Syllabus, Course Overview, assignments; explanation of online classes and how to use Blackboard.</i> Needs Assessment	Start to explore these websites: www.sdkrashen.com www.thomasandcollier.com http://iteachilearn.org/cummins http://www.ncela.gwu.edu
Two May 22	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 McLaughlin, B. (1992). "Myths and misconceptions about second language learning" found on Blackboard in WebLinks. Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/esl%5Fresources/digests/myths.html Time for questions about syllabus, requirements and philosophy paper.	Haynes, J. (2005) Stages of second language acquisition. Retrieved from: http://www.everythingsl.net/in-services/language_stages.php Readings and articles of interest are posted on Blackboard Begin to formulate your thoughts about teaching and learning in the second language classroom. Your philosophy paper will be due to me by midnight on June 3.

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
<p>Three May 24</p>	<p>Continuing: SLA Research and its implications for classroom practice</p>	<p>Readings: Baker, C. (2011). Chapters 5 and 6</p> <p>Factors influencing classroom learning for children Video: <i>Fear and Learning at Hoover Elementary</i></p> <p>Questions about Language Acquisition Case Study & Presentation</p> <p>Form the Language Acquisition Case Study groups</p>	<p>Ongoing, as determined in class:</p>
<p>Four May 29 (online)</p>	<p>L1 Research in Children L2 Research: Children and Second Language Acquisition</p>	<p>If time permits, read: Crandall, J. (2003). They DO speak English: World Englishes in U.S. Schools. Here's the URL. http://www.cal.org/resources/archive/news/2003summer/englishes.html</p> <p>YouTube: American Tongues (segments) Written debrief YouTube: For the Birds (Written debrief)</p> <p>[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]</p>	<p>Follow Instructions and Assignments found in Course Content Class 4 folder. All work is due before next week's class.</p>
<p>Five May 31</p>	<p>Adolescents/ Adults and Second Language Acquisition</p>	<p>Thomas, W. P., & Collier, V. P. (2002). Download report, read abstract and executive summary: http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&context=crede</p> <p>Short, D & Fitzsimmons, S. (2007) Double the Work: Challenges and Solutions to Acquiring Language and</p>	<p>Jigsaw of chapter readings up to this point</p> <p>Your philosophy of education paper is due the next class. <i>Finalize groups for LACS Project</i></p>

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
		<p>Academic Literacy for Adolescent English Language Learners. Read intro and executive summary on Blackboard http://www.all4ed.org/publications/DoubleWork/DoubleWork.pdf <i>Teens in Between</i></p>	
<p>Six June 3 (online)</p>	<p>The TESOL and FL/WL Standards</p> <p>Definitions, & Measurement</p>	<p>Review Baker: Chapter 2 on measurement as we consider the role of Standards in teaching and learning</p> <p>The ESL Standards for Pre-K-12 Students – please download from Blackboard (Documents)</p> <p>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>Follow Instructions and Assignments found on Blackboard Course Content Class 6.</p> <p>Philosophy of Teaching Paper due (15%). Send by email to vdoherty@gmu.edu</p>
<p>Seven June 5</p>	<p>Bilingualism and Cognition</p> <p>Cognitive Theories and the Curriculum</p>	<p>Baker, C. (2011). Chapters 7 and 8</p> <p>1. Bilingual Children's Mother Tongue: Why Is It Important for Education? Jim Cummins http://www.fiplv.org/Issues/CumminsENG.pdf</p> <p>2. Genesee, F. (2000). Brain research: Implications for second language learning http://www.cal.org/resources/digest/0012brain.html</p>	<p>Ongoing, as determined in class: Participate in <i>Blackboard</i> electronic discussion forum.</p> <p>Send article selected for CJR to me for approval by this date.</p>

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
		3. Website on brain research in the FL classroom: http://www.flbrain.org	
Eight June 7	School Issues And Special Needs Learners	Readings: Baker, C. (2011). Ch. 15 and 16 Articles posted on Blackboard ColorinColorado webcast	Ongoing: Participate in <i>Blackboard</i> electronic discussion forum.
Nine June 10	Affective, Social, and Cultural Processes Input and Interaction in SLA	Articles on multiple intelligences—see Blackboard Take an MI inventory of your own: http://surfaquarium.com/MI/inventory.htm or http://www.spannj.org/BasicRights/appendix_b.htm Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. <i>Educational Leadership</i> , 61(2). Collier research	See Blackboard for readings on Multiple Intelligences Ongoing: Participate in <i>Blackboard</i> electronic discussion forum CRITICAL JOURNAL RESPONSE DUE (15%)
Ten June 12	Literacy and Second Language Learners	Baker, C. (2011). Chapter 10 August, D. & Shanahan, T. (2011). Executive Summary: Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language-Minority Youth and Children. Blackboard (see Documents.) Armstrong (2004): Making the Words Roar Blackboard Baker, C. (2011). Chapter 11(skim) and 14	Work in Language Analysis Groups Jigsaw of readings up to this point.

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
Eleven June 14 (online)	Politics of Bilingualism: The Socio-political Debate	NCLB & ESEA Reauthorization Crawford, J. Language Policy web site: http://www.languagepolicy.net/ Contrast this perspective with that of the English First web site at http://www.englishfirst.org Baker, C. (2011). Chapter 9.	Follow Instructions and Assignments found on Blackboard on Course Content tab Class 11. All work due to me before next class. Work in Language Analysis Groups
Twelve June 17	Theory to Practice: Group Work on Language Analysis Case Studies	Review quiz Course Evaluation <i>Tonight you will have time to meet with your groups. I will circulate to facilitate and support, as needed</i>	Work in Language Analysis Groups
Thirteen June 19	Pulling It All Together Language Analysis Group Presentations	Language Analysis Projects Due /Team Presentations of language analysis projects Course Evaluations and wind-up discussion	Presentations Language Analysis Project Group written reports with individual personal reflections also due (45%). Please submit electronically to Dr. Doherty

Guidelines and Rubrics for EDCI 516 Assignments and Requirements
[Classroom, Online Participation, Required Course Products and Performance-Based Assessments]

Participation (25% of final grade)

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.

Class 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 discussions*.
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion.

There are three types of participation: 1) Classroom Engagement in whole and small group discussion; 2) Online *Blackboard* classes with posted strands and peer responses that relate specifically to course readings and topics; and 3) In-depth, personal reflections that may be included in papers or on a *Blackboard* forum.

1) Classroom Participation

Candidates are expected to complete all required readings prior to class, to attend 100% of the face to face 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. Please complete all online classwork before the following class.

Knowledge construction and personal transformation are processes. As the session progresses, students will be 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.

Attendance: If for reasons beyond your control you are unable to attend class, you should notify the instructor at the earliest opportunity. Absences are considered excused at the instructor's discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. a 30 min. presentation on the week's readings may be decided).

Tardiness: Please notify the professor by email if, due to unforeseen circumstances, you will not be able to make it to class on time. Three late arrivals will be counted as an unexcused absence. If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the course.

2) Blackboard

Four or five of our classes will be held 'online'. This means that you will have a folder of work posted on Blackboard, under Course Content and labeled with the class number and date (Class 4, May 29). The work must be completed before the following class meeting. In other words, you have a week to complete the work in that folder. Some of the work will be videos to watch and reflect on, written responses to be emailed to me and/or an assignment to prepare to be shared in the next class meeting.

As a follow-up to class discussions, students continue the critical analysis of the themes discussed during class by posting on discussion strands, or forums.

Philosophy of Teaching Statement

**15% of Grade Due date: Class 6,
Maximum length: six-double spaced pages.
REQUIRED MME/ ACTFL/ TESOL/ NCATE Course Assessment**

Assignment Aligned with: **TESOL/ NCATE Standards 2a, 2b, 4a, 5c, ACTFL/NCATE Standards 2a, 2b, 6b.**

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, use a question/answer format, etc. However, your philosophy of teaching statement should include the following elements:

- How does your understanding of history, research and current practice in the second language acquisition field (ESL/WL) inform and improve your own teaching and learning?
- How does the structure of a second language acquisition program (ESL/WL) affect teaching and learning?
- How do you support the role that families play in their children's linguistic, academic and personal development?
- How do you advocate for second language learners (ESL/WL) access to all available academic resources, including instructional technology?
- How can you serve as a resource to promote a school environment that values culturally and linguistic student populations?
- How does your professional development plan for the future support your school and your community?
- SLA research and theory: How has it influenced your professional practice?

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.

EDCI 516

Critical Journal Response: A critical and reflective response to a professional journal article 15% of Final Grade Due date: Class 9

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 engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. CJRs will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your CJR should be **around 6 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:

**Please give reference for your article and provide a copy for your professor if it is not available on the internet.

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, 6th 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.

Language Analysis Case Study and Presentation
EDCI 516-A02 Summer 2013
Project Guidelines

Due Date for Submission of Written Report:
Concurrent with group oral presentation on the last night of class
Group Presentations: Final 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 Case Study of a Language Learner and Presentation* for EDCI 516 in the MME teacher licensure program is designed to engage students in a **performance-based assessment task** in which they will analyze second language analysis patterns in EFL/ESOL/FL/WL learners.

As a final course assessment, the LACS requires candidates to apply all aspects of the EDCI 516 course materials. This project requires candidates 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 increasing language proficiency (speaking, listening, reading and writing).

To promote collaborative research and a professional community of learners, program participants work in small 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 Case Study is appropriate for all EDCI 516 candidates, 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 participants 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 participants the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students.

Procedures and Suggested Format			
For Conducting the Case Study			
First	Collecting the Oral and Writing Language Samples for Analysis		
Second	Writing the Report		
	Part I	Introduction	
	Part II	Analysis of the Oral and Written Language Samples	
		Step One	

		Step Two	
	Part III	Exploratory Action Plan	
	Part IV	Individual reflections [one from each group member]	
	Part V	References [following APA Style 6 th edition guidelines]	
	Part VI	Appendixes	

FIRST: *Collecting the Oral and Writing Language Samples for Analysis*

Each group of two or three candidates will collect an authentic language sample from a second language learner. The sample should include both written and oral language.

Oral Sample: Candidates may use an interview or conversation format, or any other activity that elicits language production in as natural and relaxed a setting as possible. Researchers may consider audio or video-taping the sample for transcription. This should be an original thought sample and not a reading.

Written Sample: Each group of EDCI 516 candidates will request a sample of the English-language learner's work or request other written material written by the individual. This may be a letter, an essay, a short report, or any method or media 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 in certain situations.
2. If applicable, this language sample may be collected in the natural classroom setting, or it may be collected outside the classroom setting.
3. Find out as much as you can about the language, educational and cultural background of the GMU candidates whose language sample you will be analyzing. See guidelines for interview provided below.

SECOND: *Writing the Report*

Each group of two EDCI candidates 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, or 2) GMU's Oral Proficiency Rubric. These are posted on Blackboard. 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, Peale and Lambert, Snow, Wong Fillmore, Cummins, Schumann, etc.) When citing these course (and other) readings, please follow the guidelines of APA style (6th 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.	Social/academic language – how is the language used? Is it basic communication or is it used for academic/learning. Is it context reduced or embedded? (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 form 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

Each group will prescribe an **exploratory action plan** to help the -ELL attain a higher proficiency level of English-language competence. This may focus on some ideas to correct, or overcome, possible language difficulties, or provide steps to help the ELL reach a more advanced cognitive academic language proficiency level. This should include **recommendations and/or conclusion(s)** you can make, and should include tasks for the school and home/community integration. What steps might the -ELL take to improve his/her language skills? What should the ELL do next? What steps might the language instructor/ tutor take to facilitate progress?

Part IV Individual Reflections – One from each Group Member

In a final section, **each EDCI 516 group member**) 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, and how you have made personal and professional connections to our readings as a

result of conducting this study. This reflection may be submitted as an addendum to your final paper or to the professor in an individual file. (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 (6th edition). These should include a rich selection of course readings to support your analysis and provide evidence of your knowledge base.

Part VI - Appendixes – Please include your transcription, written language sample, or other data collected for the sample, as applicable

Group Presentation Guidelines

1. Groups of three make an optimal working group. ***ALL GROUP MEMBERS SHOULD PARTICIPATE IN THE PRESENTATION.*** Some groups find it helpful to guide their presentation using PowerPoint 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: Maximum 30 minutes per group. (You will need to plan your presentation time carefully.)

EDCI 516 Course Rubrics for Student Evaluation

Class Participation				
<i>Criteria:</i>	Little or No Evidence 1	Beginning: Approaches Expectations 3	Developing: Meets Expectations Adequately 4	Accomplished: Strongly Meets Expectations 5
ATTENDANCE	Two or more unexcused absences. Online work is not submitted.	One unexcused absence. Online work is usually late.	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy. Some online work is late.	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy. Online work is prepared on time.
PREPARATION OF READINGS	No evidence of reading or preparation for class discussions.	Prepared some of the time for thoughtful contribution to class.	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions.
PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	Little to no participation in discussions, activities, or projects.	Minimal participation in discussions, activities, and projects.	Always participates in discussion, activities, and projects.	Is actively engaged in all aspects of class discussion, in both small and whole class venues, in all activities and projects.
HOMEWORK, PROJECTS, EXEMPLARS	Rarely or never prepared with assignments or group work.	Usually prepared with assignments or group work.	Always prepared with assignments or group work.	Always prepared with assignments and assumes active and engaged role in all group work.
BLACKBOARD	No constructive comments to help class discussion. No depth of presentation, no research base. All posts made same day of class.	Limited contribution to the quality of discussion. Limited references to other research, gives some examples, and sometimes evoked follow-up responses from other students.	Enhances quality of discussion. Referenced other research, gave examples, and evoked follow-up responses from other students.	Demonstrates thoughtful contributions to discussions, citing readings; substantially enhances quality of discussion through meaningful responses to posted strands (e.g., suggests new perspectives on issues, asks questions that help further discussion)

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

Category	TESOL Domain	Score		
		1	2	3
		Approaches Standard	Meets Standard	Exceeds Standard
Understand and apply knowledge about teacher's cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching	2	Candidates demonstrate awareness that cultural values have an effect on ELL learning but do not address this in the philosophy of teaching	Candidates create a philosophy that that takes into consideration a variety of concepts of culture and provides limited ways to address bias and infuse cross-cultural appreciation in teaching practice	Candidates consistently uses cultural knowledge throughout the philosophy of teaching to address their own biases and create a plan of action to remove any and all bias in teaching practice and support cross-cultural appreciation in their classroom
Understand and apply concepts about the interrelationship between language and culture	2	Candidates demonstrate awareness between language and culture but do not address this in the philosophy of teaching	Candidate choose a variety techniques and activities in the philosophy of teaching that reflect their knowledge of culture and language	Candidates present a variety of techniques and activities in the philosophy of teaching that support student's connections between home and school culture and language
Create a supportive, accepting classroom environment	3a	Candidates create a philosophy of teaching that does not address the needs of diverse learners through activities	Candidates create a philosophy of teaching that contains some activities or professional development opportunities to support linguistically and culturally diverse learners	Candidates create a philosophy of teaching that is student-centered and incorporates several specific strategies to address the needs of linguistically and culturally diverse students
Clearly establish professional goals that will help the candidate create supportive learning environments for ELLS	5b	Candidates provides only one professional goal; goal does not seem to provide ways to create a successful and supportive learning environment	Candidates creates a two or three of professional goals that are based on personal interest and clear self reflection; goals are tailored to create positive outcomes for ELLs	Candidates create several professional goals and include a serious of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes
Uses instructional techniques, research, history of ESL, and policy issues to reflect on and clarify their philosophy of teaching	5a	Candidate does not mention the ESL field or its history when articulating the philosophy of teaching	Candidate mention their knowledge of ESL field and its history and connect this to their philosophy of teaching	Candidates use their knowledge of the ESL field and its history to articulate the philosophy of teaching that consistently addresses this in the philosophy and vision of their classroom

EDCI 516
Critical Journal Response Rubric
15% of Course Grade

<i>Criteria:</i>	Little or no evidence F: < 7 points	Beginning: Approaches, but does not adequately meet expectations C: 7 – 9 points	Developing: Meets Expectations Adequately B: 10-12 points	Accomplished” Strongly Meets Expectations A: 13-15 points
Organization	Thesis statement, introduction, body and close essentially indistinguishable.	Has some of the essential components but is disorganized; no real movement from generalities to specifics.	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics.	Follows all requirements as explained in syllabus. Critique well organized with a clear description, a section for analysis, interpretation, & connection to readings, and a personal reflection & classroom connection.
Interpretation	Fails to question data. Ignores bias Misses major content areas.	Identifies some questions. Recognizes basic content States some inconsistencies.	Asks insightful questions Recognizes context.	Asks insightful questions. Examines points made in article and discusses potential inconsistencies.
Analysis and Personal Connections to Article	Fails to draw conclusions Sees no arguments or does not connect to 516 research literature Does not contain a reflection	Identifies some conclusions Sees some arguments Minimal connections to 516 readings/research literature. Minimal reflection to practice included	Formulates conclusions Recognizes arguments Seeks out information. Connections to 516 readings. Reflection may not be connected to classroom practice	Views information critically, and uses reasonable judgment to synthesize information and make connections to 516 readings and to classroom practice. Includes a strong reflection
Mechanics/ Writing	Poorly written with numerous spelling, grammatical, and / or punctuation errors; a number of major and minor grammatical mistakes. Significant APA errors, or not in APA format and style	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of revision and proofing. Significant APA errors	Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors	Well written with few or no errors or error patterns Clear evidence of regular revision and proofing. Referencing done in correct APA Style