**EDCI 519.6F1**
**METHODS OF TEACHING IN MULTILINGUAL SETTINGS**
**SUMMER 2014**

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| **INSTRUCTOR:** | **DR. DOHERTY** |
| **E-MAIL:** | **vdoherty@gmu.edu** |
| **TIME:** | **8:30 AM – 3:20 PM** |
| **LOCATION:** | **GMU FAIRFAX CAMPUS, UNIVERSITY HALL, ROOM 1202** |
| **OFFICE HOURS:** | **BY APPOINTMENT** |

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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)

 **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 and TESOL, 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.

## Required Textbook:

Peregoy, S, & Boyle, O. (2013). *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners (*6th ed)*.* Allyn & Bacon. Boston, MA.

## Recommended Books:

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

Vogt, M & Echevarria, J (2007) *99 Ideas and Activities for Teaching English Learners with the SIOP Model* (1st ed) Allyn & Bacon, Boston, MA

Articles will be provided on the Blackboard site for this course by the instructor.

## E. GSE Student Expectations (http://gradlife.gmu.edu/academic-policies/)
- Students must adhere to the guidelines of the George Mason University Honor Code. [See http://oai.gmu.edu/understanding-the-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/policies/responsible-use-of-computing/
- 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/]

## F. Integrity of Work

FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (See http://oai.gmu.edu/understanding-the-honor-code/) The principle of academic integrity is taken very seriously and violations are treated as such.

### *Violations of the Honor Code* include:

- Copying a paper or part of a paper from another student (current or past);
- Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
- Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author.  For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
- You may also not "reuse" fieldwork hours.  Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

## A. Professionalism

All FAST TRAIN courses have a required Performance Based Assessment (PBA).  The required PBA for this course is the Unit Lesson Plan and reflection.  This assignment must be posted to Task Stream, where it will be reviewed and graded.

### Students will be expected to:

1. Attend all class sessions, *arriving on time and remaining for the entire time.*
2. Actively participate during large and small group discussions and activities.
3. Complete all assignments on time.
4. Go online with a personal device when instructed to do so by the instructor.

**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). Because of the intensive nature of this summer class, **missing any classes will result in an "F" in the course**.

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

**Incomplete (IN):  This** grade may be given to students 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 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**:  Please inform the instructor on the first day of class if you require accommodations.  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](www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**H.  Grading Policy:** 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 |

**Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education**

All students will receive an IP or "In Progress" at the conclusion of this course. Students will be required to turn in the required Fieldwork Lot, Fieldwork Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted in this syllabus.

## I. Course Requirements:

All assignments should be turned in on the due date indicated in the schedule below either to Blackboard or via email, according to your professor's instructions, **except** for the final assignments, the Project Based Assessment (PBA), field work log, and field work reflection. These final assignments will be uploaded into **Task Stream.** The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible **12-point Time New Roman font, using APA 6th edition guidelines.**

**Instructions and grading rubrics for each of the course requirements can be found on the course's Blackboard site. Please check Blackboard regularly.**

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| Class attendance and classroom participation | **20 points** |
| Teaching simulation - based on a particular method/strategy/skill | **20 points** |
| Unit Plan Class Presentation | **15 points** |
| Performance Based Assessment - Unit Lesson Plan | **20 points** |
| Field Experience and paper | **25 points** |
| **Total:** | **100 points** |

| Class Assignments for EDCI 519 | | | |
|---|---|---|---|
| **Project** | **Goal** | **Points** | **Due Date** |
| **Class Attendance and Informed Participation** | Attend all class sessions, arriving on time, with readings completed and actively participate during large and small group discussions and activities, and hand in assignments on time. | **20** | **Every class** |
| **Teaching Demonstration** | In groups, simulate a teaching method/approach and one instructional strategy, using lesson plan template provided. Your lesson plan must integrate instructional technologies. **Submit a 2-3 page reflection.** | **20** | *Reflection & Presentation*<br><br>***July 10th*** |
| **Unit Plan Presentation** | Create a unit lesson plan covering five days of instruction based on your Fall 2014 teaching placement or a recent language learning teaching experience. Your plan must include preparation, practice, evaluation and expansion. Present your unit plan to the class, citing appropriate research and course materials for your instructional choices. Your unit plan must include instructional technology. | **15** | *Paper & Presentation*<br><br><br>***July 14th*** |
| **Performance Based Assessment TASK STREAM REQUIREMENT** | | **45 Total Points** | |
| **Unit Lesson Plan** | Using the Unit Lesson Plan you created for this course, (plan must include *preparation, presentation, practice, evaluation, and expansion),* implement a minimum of two lessons. Have a colleague or supervisor evaluate your lessons using the form provided.<br>**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.*** | **20** | *Taskstream & Professor*<br><br><br>*Due on/before*<br><br><br>***January 15, 2015*** |
| **Teaching Video and Reflection** | Record two complete episodes of your teaching and complete a self-reflection and analysis. You should record one of the lessons from your Unit Plan (PBA). The video should portray how you apply various strategies, including technology, and give a glimpse of your learning environment. The video you submit should include two 10-15 minute clips from separate lessons. You should write a two page self-reflection of the experience. | **25** | *Due on/before*<br><br><br>***January 15, 2015*** |

***The deadline for posting the PBA to TaskStream and for completing the required fieldwork document in this course is <u>January 15, 2015</u>. Failure to submit this work to the instructor by this deadline will result in an "F" for this course.***

## J. COURSE SCHEDULE

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

| Class | Date | Topics | Tasks |
|---|---|---|---|
| 1 | Thursday July 3 | Pre-assessment<br><br>Chapter 1<br><br>Diverse learners | Reflection: Learner Profile |
| 2 | Monday July 7 | Chapter 2 & 3<br><br>Theories of second language acquisition<br><br>Standards and Content | Reflection: Language Exposure and Learning |
| 3 | Tuesday July 8 | Chapter 4<br><br>Oral language development | Reflection:<br><br>Prepare for the Teaching Demonstration |
| 4 | Wednesday July 9 | Chapter 6<br><br>Words and Meaning English Learners Vocabulary Development | Teaching Simulation: Demo of Methods/Approaches<br><br>Reflection: |
| 5 | Thursday July 10 | Chapter 5<br><br>Emergent literacy | Work on Unit Lesson Plan |
| 6 | Friday July 11 | Chapter 9<br><br>Content reading and writing | Work on Unit Lesson Plan |
| 7 | Monday July 14 | Chapter 7<br><br>English learners and process writing | Unit Lesson Plan Conference<br><br>Reflection: |
| 8 | Tuesday July 15 | Mini Presentation of Unit Lesson Plans<br><br>Class Reflection and Wrap-Up<br><br>Class Evaluations | *NOTE: Field Experience Reports due on/before January 15, 2015* |