

**George Mason University
Graduate School of Education
FAST TRAIN**



Promoting Learning & Development Across the Lifespan

**EDCI 516.6F3: BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
[CRN: 22036] –CREDIT HOURS: 3.0
SPRING 2015: JANUARY 21ST – MAY 12TH**

Professor: Dr. Eirini Gouleta	Blackboard: http://courses.gmu.edu
Office: Thompson Hall, Room 2604 Tel: (703) 993-4015 Email: egouleta@gmu.edu	Location: Online Class Meetings: Via Blackboard Office Hours : By appointment

COURSE DESCRIPTION

A. **Prerequisites/Corequisites:** None required.

B. **University Catalog Course Description:** This course provides students with knowledge of first and second language acquisition, including the interaction of a bilingual’s two languages, with implications for the classroom. This is a required course for Virginia State PK-12 ESL licensure and for FAST TRAIN Elementary Master’s program teachers. Students will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children’s cognitive development, school achievement, and linguistic processing.

COURSE DELIVERY METHOD

The course is delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the Mason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Wednesday January 21st. Methods of instruction include teacher led class discussion, small group activities, student led discussions of selected research topics, database search of research-based articles and online posting of results. It also includes presentations, cooperative learning activities, hands-on field experiences, power point presentations, discussion boards, and wikis.

EDCI 516 uses the *Blackboard 9.1™* web-based course management system for online modules, assignments, materials, and resources, and for posting the syllabus, rubrics, presentations, readings, videos, and other updates. Candidates are encouraged to visit the course’s Bb website frequently to review the most current

information and to keep up with any news, announcements and messages related to this course at <https://mymasonportal.gmu.edu>

Overall course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles and include:

- *Presentations* (assisted by Power Point and other Visuals/technology)
- *Discussions* (active involvement of candidates in learning by asking questions that provoke critical, reflective and metacognitive thinking)
- *Cooperative Learning* (small group guided learning interactions emphasizing learning from and with others)
- *Collaborative Learning* (heterogeneous interdisciplinary groups for content discussion and project design and implementation)
- *Reflection Journals* (candidates keep a journal during the duration of the course and during their field and community experience where they record their observations, insights, and reflections)
- *Student Presentations* (research analysis and findings and performance based assessment work)
- *Hands-On Field Experience* (20 hours of field experience in a K-12 setting and community field experience as needed for the completion of the Performance Based Assessments (PBAs))
- *Video Presentations, Additional Readings, Assignments, Questionnaires, and On-line Resources*

NOTE: The professor reserves the right to make changes and modify this syllabus and the assignments listed if necessary to maximize candidates' learning experience according to class needs.

TECHNICAL REQUIREMENTS

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

EXPECTATIONS

- **Course Week:** Refer to the asynchronous bullet below as this course is asynchronous.
 - Asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Wednesday, and **finish** on Tuesday.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be three times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed on Blackboard under the **Syllabus, Standards, and Course Requirements** tab to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

IMPORTANT NOTES

EDCI 516 is **not a methods course**. It is not a "how to" on language acquisition classroom practices. In fact, it is an introductory foundations course aimed at developing awareness about bilingualism and the language acquisition process. The course aims to help candidates develop the knowledge and competencies needed to work with culturally and linguistically diverse student populations with and without exceptionalities.

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 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 second language (L2) acquisition. The course provides candidates with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom.

EDCI 516 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.

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 PK-12 classes.

For all online communications only GMU email will be utilized and candidates are expected to check their email regularly until all course requirements have been turned in and final grades have been posted. Candidates are required to use word processor, edit their paper, and use APA writing style 6th edition to produce quality written documents presented in a professional manner. Candidates are also expected to use technology and presentation software to produce quality presentations.

COURSE LEARNING OUTCOMES AND OBJECTIVES

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, examine topics related to first and second language acquisition, the history of language teaching including the works of Vygotsky, Skinner, Chomsky, Krashen, Cummins, Collier, Baker, Crawford, De Howver, and Wong, among others, and the implications for second language learning. Students completing EDCI 516 will demonstrate:

1. Understanding of first language (L1) and second language (L2) acquisition processes, research, and developmental stages as well as their applicability to classroom instruction.
2. Knowledge of various definitions and theories on bilingualism, language proficiency, and language acquisition.
3. Understanding of the developmental stages of L2 acquisition.
4. Ability to identify and discuss the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.
5. Familiarity with the concepts of code-switching, language borrowing, and the role of L1 and L2 acquisition and foreign/world language acquisition.
6. Familiarity with the relationship of standard languages and dialects and the implications for teaching.
7. Understanding of the relationships among teaching practice and second language acquisition (SLA) research, methods of teaching foreign/world/second languages and language assessment practices.
8. Use of technology to assist in their understanding of SLA and an understanding of its use to support learning in the second/foreign language classroom.

PROFESSIONAL ASSOCIATION STANDARDS ADDRESSED IN THIS COURSE

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 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. EDCI 516 also follows the National Education Technology Standards for Teachers (NETS-S). Effective teachers of all disciplines, subjects, and grade levels model and apply the NETS-S as they design, implement, and assess learning experiences and as they engage students in the classroom. They also provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

EDCI 516 goals and objectives -as a course required for initial licensure for P-12 ESL Teachers and for P-12 Foreign Language Teachers- are aligned specifically with the national standards of:

- Teachers of English for Speakers of Others Languages (TESOL). The *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.
- 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.

TESOL/NCATE Standards Addressed:

1. **TESOL Domain 1. Language** - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated.

Standard 1.a. Language as a System - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

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

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

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

Standard 2.b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

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

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

4. **TESOL Domain 4 – Assessment** - Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

Standard 4.b. Language Proficiency Assessment. Candidates know and can use a variety of standards-based language proficiency instruments to inform their instruction, and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

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

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

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

Standard 5.c. Professional Development and Collaboration - Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

ACTFL/NCATE Standards Addressed:

1. **ACTFL Standard 2. Cultures, Literatures, Cross-Disciplinary Texts:**
 - 2a. Demonstrating cultural understanding
2. **ACTFL Standard 3. Language Acquisition Theories and Instructional Practices:**
 - 3a. Understanding language acquisition and creating a supportive classroom
 - 3b. Developing instructional practices that reflect language outcomes and learner diversity
3. **ACTFL Standard 4. Integration of Student Standards into Curriculum and Instruction:**
 - 4a. Understanding and integrating student standards in planning
4. **ACTFL Standard 5. Assessment of Languages and Cultures:**
 - 5a. Knowing assessment models and using them appropriately
 - 5b. Reflecting on assessment
5. **ACTFL Standard 6. Professionalism:**
 - 6a. Engaging in professional development
 - 6b. Knowing the value of foreign language learning

NETS-T Standards Addressed:

1. **NETS-T Standard 1 - *Facilitate and Inspire Student Learning and Creativity***: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
 - 1a. Promote, support, and model creative and innovative thinking and inventiveness
 - 1d. Model collaborative knowledge construction by engaging in learning with students and others in face-to-face and virtual environments

2. **NETS-T Standard 2 - *Design and Develop Digital Age Learning Experiences and Assessments***: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes, identified in the NETS-S.
 - 2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
 - 2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. **NETS-T Standard 3 - *Model Digital Age Work and Learning***: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
 - 3a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
 - 3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
 - 3c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
 - 3d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. **NETS-T Standard 4 - *Promote and Model Digital Citizenship and Responsibility***: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
 - 4c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
 - 4d. Develop and model understanding and global awareness by engaging with colleagues and students or other cultures using digital age communication and collaboration tools

5. **NETS-T Standard 5 - *Engage in Professional Growth and Leadership***: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
 - 5c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

Relationship to INTSAC Principles:

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

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

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

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

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

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

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

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

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

REQUIRED TEXTS

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

De Houwer, A. (2009). *An introduction to bilingual development*. Multilingual Matters

RECOMMENDED TEXTS

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

Baca, L. (2004). *Bilingual special education interface*. (4th ed.). Prentice Hall.

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

Krashen, S.D. (2003). *Explorations in language acquisition and use*. Heinemann

Mitchel, R., Myles, F., Mardsen, E. (2012). *Second language learning theories*. Routledge.

COURSE ASSIGNMENTS AND RELATIONSHIP TO PROFESSIONAL STANDARDS

Performance Based Assessment (PBA) requirements: All licensure courses have required PBAs. The required PBAs for this course are: the *Philosophy of Teaching Paper*, the *Field Experience*, and the *Language Acquisition Case Study*. These PBAs must be posted to TaskStream (TS) where they will be reviewed and graded.

<i>Assignment, Goal, and Alignment with Professional Standards</i>		Grade %	TESOL Standards	ACTFL Standards	NETS-T Standards	INTASC PRINCIPLES
CLASS PARTICIPATION	Candidates are expected to actively participate online by critically analyzing, asking questions, making observations, and sharing reflections about the readings, the topic for discussion, and other assigned tasks, thereby indicating they have thoroughly prepared and can give examples of how they are planning to incorporate this knowledge in teaching language learners.	20%	1b 2a 3a 4a 5a 5b 5c	2a 3a 4a 5b 6a 6b	1a 1d 3a 3b 3c 3d 4a 4c 4d 5c	1 2 3 9 10
THEORY AND RESEARCH: CRITICAL TOPIC RESPONSE and PRESENTATION	Using traditional and on-line sources, candidates will work to demonstrate their understanding of the course objectives. They will conduct research on a language acquisition topic and make connections between assigned and selected readings (books, chapters, articles, online scholarly sources), class activities, personal and professional experiences and case studies. They will present their research and findings using technology and by posting their presentation on Blackboard. They will share insights, knowledge gained, and learning materials with their classroom peers on Blackboard.	25%	1a 1b 2a 2b 3a 4a 4b 5a 5b 5c	2a 3a 4a 5b 6a	1a 1d 2a 2d 3a 3b 3c 3d 4c 4d	1 2 3 7 8 9

PHILOSOPHY OF TEACHING	<p>Based on personal beliefs and growing knowledge about SLA history, theory and research, language learning and learners, candidates will write a Philosophy of Teaching Statement. This will include references to the scholarly work and the literature, reflections on the role of culture, instructional practices, assessment, and the on the professional teaching principles and standards.</p> <p>The Philosophy of Teaching paper is PBA and it must be uploaded on Taskstream.</p>	15%	2a 2b 3a 5a 5b 5c	2a 3a 3b 5b 6a 6b	4c 4d	1 2 3 5 7 8 9 10
LANGUAGE ACQUISITION CASE STUDY (LACS)	<p>Candidates will work individually to collect, record, and analyze oral and written language samples from a language learner in their teaching environment. Candidates can use their 20 hours of field experience attached to this course to work on this assignment. Candidates will provide a written report connecting this experience and their findings to course readings, and SLA history, theory and research. Their will share their findings with colleagues and family members of the selected learner and will write their reflection on the entire experience. References to standardized or other tests and assessments that the learner may has previously taken, learning standards, and scholarly references and citations must be used in the analysis and discussion parts of the report. Transcriptions of oral samples, samples of written work, and examples of additional data collected are required and must be submitted as appendices. The LACS is a PBA and must be uploaded with all the appendices on Taskstream.</p>	30%	1a 1b 2a 3a 3b 3c 5a 5b	2a 3a 3b 4a 5a 5b 6b	1a 1d 2a 2d 3a 3b 3c 3d 4c 4d	1 2 3 5 6 8 9 10

FIELD EXPERIENCE PROJECT	Candidates will complete a minimum of 20 hours of school-based field experiences. Candidates will engage in observations, interactions with students, teacher interviews, lesson planning and collaboration with other school professionals, families and students in the school setting. The field experience can take place at the elementary or secondary level or on both (by splitting the 20 hours between an elementary and a secondary school). Part of the field experience hours can be used by candidates to work towards the Language Acquisition Case Study (LACS). During their field experience, candidates will keep a professional reflection journal to record reflections, experiences, insights, and lessons learned. The Field Experience is a PBA and the Fieldwork Log and Evaluation Form must be uploaded on Taskstream. The Fieldwork Log of Hours Form and the Evaluation Form are available on the FAST TRAIN website http://fasttrain.gmu.edu/current-students/field-req/ and also provided in the end of this syllabus.	10%	1a	2a	1a	1
			1b	3a	1d	2
			2a	3b	2a	3
			2b	4a	2d	5
			3a	5a	3a	6
			4a	5b	3b	7
			4b	6a	3c	8
			5b	6b	3d	9
			5c		4c	10
					4d	
					5c	

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
F*	<69	0.00	

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

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

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

[See: <http://jiju.gmu.edu/catalog/apolicies/gradstandards.html>]

TASKSTREAM REQUIREMENTS

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

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

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting candidates, faculty, and staff in university academic affairs.
- b. Other policies are available at <http://universitypolicy.gmu.edu> . All members of the university are responsible for knowing and following established policies.
- c. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code>].
- d. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- e. 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.**
- f. 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>].
- g. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- h. 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 [See <http://caps.gmu.edu>].

- i. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- j. "Ask a Librarian"[See <http://library.gmu.edu/mudge/IM/IMRef.html>]. CEHD Education Liaison librarian is Ms. Anne Driscoll and can be reached at adrdisco2@gmu.edu and CEHD Distance Education Liaison librarian is Ms. Tina Adams and can be reached at tadams11@gmu.edu .
- k. 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>].
- l. For additional information on the College of Education and Human Development (CEHD), Graduate School of Education (GSE), please visit our website [See <http://gse.gmu.edu>].

COURSE WITHDRAWAL WITH DEAN'S 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). Candidates must contact their academic advisor to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

PLAGIARISM

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

CEHD STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

Academic Integrity

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.

Absences

Candidates are expected to attend **all** class periods for face to face courses and participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of an absence or non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

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.

Core Values Commitment

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

PROPOSED CLASS SCHEDULE

Class	Topic	Readings and Assignments
Session 1	Introduction to Bilingualism and Language Acquisition Research	None
Session 2	Library and research tools and databases for bilingualism and second language acquisition research	Review of the syllabus and course requirements Obtain course textbooks Study CEHD Core Values and Dispositions Review Standards
Session 3	Bilingualism: Definitions and distinctions Bilingual First Language Acquisition (BFLA)	Baker, Chapter 1 De Houwer, Chapter 1 Review Links and Resources on Bb
Session 4	From birth to understanding words and making sentences	De Houwer, Chapters 2, 3, and 4
Session 5	Principles of language acquisition: Theory and application	Krashen, Chapter 1 De Houwer, Chapter 5
Session 6	Critical Topics and Issues on bilingual education and bilingualism	Bring selected scholarly article in class from approval and additional research, literature, and materials you will be using in your presentation
Session 7	History of bilingual education in the U.S.	Baker, Chapter 9 Read the law, policies, and court cases assigned and be prepared to discuss in class

Session 8	Myths and misconceptions about second language learning	De Houwer, Chapter 6
Session 9	Measuring bilingualism	Baker, Chapter 2 Krashen, Chapters 2,3, 4
Session 10	Teaching Philosophy and Language Acquisition case Study	Bring in class the standards, core values, dispositions, literature and materials you need to work in your focus groups
Session 11	Types of bilingual education. Bilingual Special Education Bilingualism and multilingualism in schools	Baker, Chapters 10, 11, 14, 15
Session 12	1) Language and Society 2) The Development of Bilingualism	Baker, Chapter 3, 4 Baker, Chapters 5, 6
Session 13	3) Bilingualism, Cognition, Theories and the Curriculum 4) Bilingual Education and Effective Schools	Baker, Chapters 7, 8 Baker, Chapters 12, 13
Session 14	5) Perspectives on Bilingual Education: Ideology, Identity, Right, and Citizenship	Baker, Chapters 17, 18
Session 15	Bilingualism in the modern world	Baker, Chapter 19 Bring materials to illustrate bilingualism in your country

****The additional readings and assignments listed on this class schedule will be found on Blackboard***

EDCI 516 ASSIGNMENT EVALUATION RUBRICS

Teaching Philosophy Statement Evaluation Rubric

Category	TESOL DOMAIN	Approaches Standards 1	Meets Standards 2	Exceeds Standards 3
Understand and apply knowledge about teacher's cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching	2	Candidate demonstrates awareness that cultural values have an effect on ELL learning but does not address this in the philosophy of teaching	Candidate creates a philosophy 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	Candidate consistently uses cultural knowledge throughout the philosophy of teaching to address his/her own biases and creates 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	Candidate demonstrates awareness between language and culture but does not address this in the philosophy of teaching	Candidate chooses a variety of techniques and activities in the philosophy of teaching that reflect his/her knowledge of culture and language	Candidate presents a variety of techniques and activities in the philosophy of teaching that support student connections between home and school culture and language
Create a supportive, accepting classroom environment	3	Candidate creates a philosophy of teaching that does not address the needs of diverse learners through activities	Candidate creates a philosophy of teaching that contains some activities or professional development opportunities to support linguistically and culturally diverse learners	Candidate creates 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	5	Candidate provides only one professional goal; goal does not seem to provide ways to create a successful and supportive learning environment	Candidate 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	Candidate creates 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	5	Candidate does not mention the ESL field or its history when articulating the philosophy of teaching	Candidate mentions his/her knowledge of ESL field and its history and connect this to their philosophy of teaching	Candidate uses his/her 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

Language Acquisition Case Study (LACS) Evaluation Rubric

Category	TESOL Domain	Approaches Standard 1	Meets Standard 2	Exceeds Standard 3
Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study	2a	Candidates are aware that cultural values have an effect on ELL learning but do not use this knowledge to approach the case study	Candidates create a plan for the case study that takes into consideration knowledge of students' culture and how it impacts student learning	Candidates consistently use cultural knowledge throughout the case study to allow students to share and apply cultural perspectives to meet learning objectives
Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy	1a	Candidates are aware of the components of language and language as a system but do not use this knowledge to inform the case study	Candidates identify specific components of language and language as an integrative system to identify child's language ability and weaknesses	Candidates identify many components of language and language as an integrative system and develop strategies to help the child monitor their own use of English
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidates are aware of some aspects of language acquisition theory and research but cannot identify many theories to analysis	Candidates identify and reference language acquisition theory and research repeatedly to provide a clear and concise analysis of the child's language ability	Candidates use their understanding of language acquisition theory and research to conduct theory based research during the case study and provide and exceptional analysis and evaluation of the child's language ability

Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs	3a	Candidates are aware of standards based ESL and content instruction but do not plan for these learning needs in case study	Candidates plan standards based ESL and content instruction that use instructional models appropriate to individual student needs	Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives
Provide a variety of activities and materials that integrate listening, speaking, writing, and reading and incorporate tasks that develop authentic uses of language as students learn	3b	Candidates are aware that integrated and authentic learning activities build meaning through practice but offer few opportunities for the child to refine these skills in the action plan	Candidates provide integrated learning and authentic activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice in the action plan	Candidates design activities, tasks, and assignments that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills in the action plan
Select and provide plans for adaptation of a variety of materials, resources, and technologies that are appropriate for student's language development	3c	Candidates are aware that materials should be appropriate for student's age and language proficiency but do not provide adapted materials in the action plan	Candidates select print and visual materials that are appropriate for students age, learning style, and language proficiency and provide means to adapt these materials if necessary in the action plan	Candidates build on student's culture in selecting, adapting, and sequencing ESL and content-area materials and communicate with family and community to locate and develop culturally appropriate materials
Demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform action plan	5a	Candidates are familiar with different and well established teaching methodologies and theories in their historical context	Candidates use their knowledge of the evolution and research in the field of ESL to provide an effective action plan for child	Candidates use their knowledge of the evolution of the field of ESL to design instruction and make instructional and assessment decisions in their action plan

Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	5b	Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners during presentation and follow up	Candidates advocate for child throughout presentation of findings and provide ways to work collaboratively among teachers, staff, and the child's family	Candidates provide leadership to staff by developing collaborative instructional models that can be replicated among many ELLs and provide many resources to support ELLs and their families to make appropriate decisions for the child.
Clearly and professionally communicate detailed self-reflection and analysis of the language case study process	5a 5b	Candidates did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidates provide well-written and detailed self-reflection and critical analysis. Candidates provide clear connections between unit lesson planning and overall teaching.	Candidates provide well-written and detailed self-reflection and critical analysis. Candidates draw deep and extensive connections to overall teaching practice. Candidates share this knowledge with larger community of colleagues to enhance teaching and learning in a broader context

Field Experience Evaluation Rubric

Category	Approaches the Standards 1	Meets the Standards 2	Exceeds the Standards 3
Rationale	Little evidence of planning or rationale for site selection and/or use of a particular conceptual framework.	Some evidence of planning or rationale for site selection and/or use of a particular conceptual framework.	Carefully planned, and chosen field experience with an appropriate rationale for site selection and use of a particular conceptual framework.
Findings	Minimal description of relevant areas and conditions including school, classroom, and/or teacher and student information.	Some description of relevant areas and conditions including school, classroom, and/or teacher and student information.	Thorough description of relevant areas and conditions including school, classroom, and teacher and student information.
Analysis	Some reference may be used but is not consistent.	Reference is made to coursework or analytical tools in presenting findings.	Analysis of findings firmly rooted in a conceptual framework linked to work in class and/or one of the recommended analytical tools.
Reflection	Limited reflection on observation. Limited applications to future teaching.	Some reflection on observations but limited applications and/or links to literature.	Thoughtful reflections and applications to future teaching; use of literature to support analysis.

Field Experience Evaluation Form

(for courses that do not require a teaching evaluation form)

Mason Student: _____

G number: _____

Course: _____

Semester: _____

Cooperating Teacher: _____

Title: _____

Years of Experience: _____

Degree/License: _____

Comments:

PERSONAL AND PROFESSIONAL QUALITIES	Excellent	Above Average	Average	Below Average
Communication Skills				
Dependable				
Punctual				
Professional Qualities				
Demonstrates knowledge of child development				
Demonstrates knowledge of content necessary for successful teaching				
Understands how students differ in their approaches to learning				
Can create learning experiences that make subject matter meaningful				
Uses a variety of instructional or assessment strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans activities using knowledge of subject matter, students, community and curriculum goals				
Engages in critical reflection to improve fieldwork experience				
Fosters positive relationships with colleagues, students, and families				

Field Experience Record

Mason Student: _____

Cooperating Teacher: _____

G number: _____

Title: _____

Course: _____

Years of Experience: _____

Semester: _____

Degree/License: _____

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____