

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**



**Concentration:**  
**Teaching Culturally & Linguistically Diverse and Exceptional Learners**

**EDCI 516 6F8**  
**Bilingualism & Language Acquisition**  
**3 Credits**

**Instructor:** Virginia Doherty, Ph.D.  
**Email:** vdoherty@gmu.edu  
**Office Hours:** Before or after class.  
**Meeting Dates:** Sept. 12-Dec. 12, 2016  
**Meeting Time:** 4:00-8:00  
**Meeting Location:** To be determined

**Course Description**

*A. Prerequisites/Co-requisites (if you are new to the program)*

- a. EDRD 515: Language and Literacy in Global Contexts and EDUC 537: Introduction to Culturally and Linguistically Diverse Learners. May be taken concurrently with EDCI 516.

*B. Catalog Description:*

Examines research in first and second language acquisition, including interaction of bilingual person's two languages with applications for the classroom. Requires 20 hours of PK-12 classroom fieldwork.

*C. Expanded Course Description*

This course is required for students pursuing an initial teacher licensure in English as a Second Language (ESL/ESOL) or Foreign Language education. It is also required for teachers pursuing endorsement in ESL/ESOLK-12 education through the Virginia Department of Education. 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. It is important to note that this is not a methods

course or 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. This course aims to help candidates develop the knowledge and competencies needed to work with culturally and linguistically diverse student populations with and without exceptionalities.

### **Course Requirements**

EDCI 516 is a hybrid course, comprised of classroom participation, some online classes and a series of course products and assessments aimed toward providing evidence of meeting the course objectives (see Schedule). It will include a hands-on learning project 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 of the course requirements.

### **Course Outcomes**

Participants in this course will identify and review educational theories/theorists, examine topics related to first and second language acquisition, and the history of language teaching. Some theorists include Vygotsky, Skinner, Chomsky, Krashen, Cummins, Collier, and Schumann.

At the conclusion of EDCI 516, candidates will be able to demonstrate:

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

### **Course Delivery:**

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Course delivery is accomplished through a variety of in-class and individualized instructional strategies. Instruction includes:

- *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 6™* web-based course management system.

The seminar format of EDCI 516 requires the active participation of all students. As an experiential course, it is structured around discussion, hands-on activities, and small group projects. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings and Blackboard discussions. Students should be prepared to discuss the content readings in class and on the class Blackboard site in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion. Some classes will be online, through Blackboard. You will be expected to complete the work within the week assigned. To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, the Blackboard site will remain open after the course finishes.

### **Relationship to Program Goals and Professional Organizations**

*TESOL/NCATE Standards Addressed:*

**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. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

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.

**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. Culture as It Affects Student Learning - 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.

**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.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction - Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

**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 school staff and the communities 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.

***ACTFL/NCATE Standards Addressed:***

**Standard 2.** Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

**Standard 3.** Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

**Standard 4.** Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language Learning* and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the *Standards for Foreign Language Learning* and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

**Standard 5.** Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide

opportunity for discussion.

**Standard 6. Professionalism.** Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

### Textbooks

#### 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 Books:

Garcia, O. (2009). *Bilingual Education in the 21st century: A Global Perspective*. Wiley-Blackwell

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

Krashen, S.D. (2003). *Explorations in Language Acquisition and Use*. Heinemann (for background information)  
All materials by Steven Krashen are available for free at [sdrashen.com](http://sdrashen.com).

### Assignment Descriptions

#### Critical Topic Response Paper

The objective of this assignment is to engage candidates 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. Candidates will be assigned a chapter or a reading on a related topic concerning ELLs and second language acquisition theory, research and or practice. They will be tasked to select another reading –a peer reviewed scholarly article not more than five years old- on the same/related topic with the assigned chapter/s. They will read the assigned chapter/reading and article with analytical and critical examination and will construct a CTR. The CTR will require that each candidate formulate thoughts and connect those thoughts to current literature and research in the field.

The CTR should be **maximum 6 pages** in length. It should reflect what the readings *mean to you* as an educator, *how you relate to the ideas of the authors*, and how and why you *can or cannot apply* these ideas into your current or future practice. Please give reference for your article and provide a scanned copy or the link on Blackboard in the designated area along with your paper and your media presentation (Prezi or Powerpoint, for examples).

#### Multimedia Research Presentation

In conjunction with the research you will conduct as part of the critical topic response paper, you will create a multimedia presentation summarizing your findings. The presentation will be presented in class and posted on Blackboard and should be prepared for a larger audience of colleagues, school personnel, or others in the field. The presentation should use multiple, interactive technologies beyond PowerPoint and incorporate activities to engage to allow the class to fully engage with the research. Your presentation should focus on how educators can apply ideas into current or future practice while sharing what you learned from the readings, your analysis, insights, reflections, and materials with your classroom peers.

You will post on Blackboard your paper, presentation, copy of your selected article, and any additional resources you used.

### **PERFORMANCE BASED ASSESSMENT I – Philosophy of Teaching**

In this assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise a Philosophy of Teaching statement. This assessment is revisited throughout the TCLDEL program as you learn more about the profession of teaching, and is incorporated into EDCI 516, EDUC 537 and EDRD 610. Retain a copy of this statement so that you may use it to reflect upon your growth as an educator throughout the program.

Your philosophy of teaching statement will need to blend SLA theories and research and how they can shape your instruction and a vision of your classroom. You will need to incorporate the history of ESL and language minority students as well as policy issues related to language for reflection and clarification. Additionally, you need to define your professional staff development options (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to demonstrate how you might build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students in order to be an effective teacher of culturally & linguistically diverse students. Keep the following questions in mind:

- 1) How will your understanding of theories related to language learning shape your teaching in the future?
- 2) What information about ESL/WL history, language minority students, research, public policy, and current practice will inform your instruction?
- 3) Reflect on your role as an educator and describe your goals for ensuring success of your students and yourself as a professional?
- 4) (If this is a revision of your previous paper in EDUC 537) How has your philosophy of teaching changed overtime? Give specific examples based on coursework, personal experiences, and, if applicable, your previous version of your philosophy of teaching. If you are taking EDUC 537 concurrently with EDCI 516, your Philosophy paper should focus on language and language learning.

The statement should be a cohesive, first-person narrative that provides a clear picture of your classroom and your role as a teacher. For some purposes, an extended description is appropriate, but length should suit the context. The statement should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development as a teacher. Finally, your statement should reflect your understanding of and commitment to the critical issues to teaching second language learners. The paper should be no more than 6 pages, written in APA 6 style. Please check the rubric for more guidance.

The paper should be reflective. To be effective and constructive, reflective writing needs to go beyond descriptions of events, readings or personal experience. You need to step back, explore, analyze; consider different perspectives such as those found in your own teaching practice,

discussions in class, or other materials you may have studied; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences; show what you have learned from your reading (text and other class materials), this could include implications, predictions or conclusions you have drawn about your development as a career educator.

Use the Writing Center if you are unsure of your writing skills, or have someone read it through to make sure that it holds together as an academic paper.

### **PERFORMANCE BASED ASSESSMENT II - Language Acquisition Case Study**

**Objectives of Language Acquisition Case Study:** The *Language Acquisition Case Study (LACS) of a language learner and Presentation* is designed to engage candidates in a **Performance-Based Assessment (PBA)** task in which they will analyze second language analysis patterns in language learners. As a final course assessment, 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 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). LACS is appropriate for all EDCI 516 candidates, whether currently teaching or not. It requires no prior knowledge of linguistics.

<b>Procedures and Suggested Format for Conducting the Case Study</b>		
<b>First</b>	Collecting the Oral and Writing Language Samples for Analysis	
<b>Second</b>	Writing the Report	
	<b>Part I</b>	Introduction
	<b>Part II</b>	Analysis of the Oral and Written Language Samples
	<b>Part III</b>	Exploratory Action Plan
	<b>Part IV</b>	Individual reflection
	<b>Part V</b>	References [following APA Style 6 <sup>th</sup> edition guidelines]
	<b>Part VI</b>	Appendices

**FIRST: Collecting the Oral and Writing Language Samples for Analysis:** Each candidate will collect an authentic language sample from a second language learner. The sample should include both written and oral language.

***Oral Sample:*** Candidate 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 candidate will request an original sample of the English-language learner’s work or request other written material written by the learner. 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 his/her language acquisition.

**Additional details:** (1) You will need to gain appropriate permission from the parent/guardian and school;

(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 learner whose language sample you will be analyzing. See guidelines for interview provided below.

**SECOND: Writing the Report:** Each candidate will submit a report and a reflection with the sections in the following order:

**Part I- Introduction** – please include the reason you chose this child for your case study and 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 (TESOL Std. 2). Give a description, identification, brief personal history and education of the sample participant and, if possible, of the participant’s family. How did you establish a relationship with the child’s family (TESOL Std. 2, 5b)? 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 the 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 the TESOL or WIDA oral and written proficiency rubric or any other proficiency rubric your school may be using. If you wish, you may rate the language sample according to other rating scales as long as you cite the sources. You 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 (6<sup>th</sup> edition). To guide you in your analysis, you might want to discuss the similarities or differences between L1 and L2. 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 education foundation: amount, level and quality	Environment (L1, L2) and expectations to
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 its 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 is evidenced?
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 common errors include Trouble with /th/ sound while speaking; rolling the /r/; dropping the endings of words (especially those ending in /s/); confusing prepositions, such as from for, to, and of; confusion among articles a, an, the; confusion of me, my, and I
What are the 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 candidate 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 – Reflection:** In a final section, you will write your 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 your readings as a result of conducting this study. Discuss: 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; and how this knowledge might contribute to your role as classroom teacher and facilitator.

**Part V - References** – Include a list of references at the end of your analysis project. Please use APA Style (6<sup>th</sup> edition). These should include a rich selection of **course readings** to support your analysis and provide evidence of your knowledge base.

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

**Presentation Guidelines:** Create your presentation. Prepare a *short* excerpt of the language sample tape and provide examples of the written language sample. You will present your findings in a small group session during class and ask for feedback. Post on Blackboard with the presentation a short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted. This assignment is due on December 12, 2016 under the Assessments Tab on Blackboard.

## FIELD EXPERIENCE REQUIREMENTS

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard.

**In-service teachers:** Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here:

<https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. **If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDCI 516.6F1).**

**Pre-service teachers:** If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here:

<https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: *I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).* Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. **If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).**

<b>Class Assignments</b>			
<b>Project</b>	<b>Goal</b>	<b>Percentage of Grade</b>	<b>Due Date</b>
<b>Informed Participation</b>	Candidates are expected to actively participate in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected. <i>TESOL/NCATE Standards: 1b, 3a, 4a, &amp; 5a</i> <i>ACTFL/NCATE Standards: 3a, 4a, 6a</i>	20 percent	Throughout the course After each session
<b>Philosophy of Teaching Statement</b>	Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning, and learners, candidates will write an opening Philosophy of Teaching statement. This will include reflections on the role of culture, instructional practices, & assessment. It will be reviewed and updated in later coursework.	10 percent	<b>Submitted to Blackboard Week 6 Oct. 24 by midnight</b>
<b>Critical Topic Response Paper</b> <i>(Theory &amp; Research)</i>	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. <i>TESOL/NCATE Standards 1b, 2a &amp; 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i>	20 percent	<b>Sign up in class for a chapter</b>
<b>Critical Topic Response Research Presentation</b>	In conjunction with the research you will conduct as part of the critical topic response paper, you will create an interactive multimedia presentation summarizing your findings, present it in class and post it on Blackboard for class input and discussion. <i>TESOL/NCATE Standards 1b, 2a &amp; 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i>	5 percent	<b>Sign up in class for a chapter and date to present Weeks 6-11</b>
<b>Language Acquisition Case Study</b> <i>(Theory, Research, Professional Collaboration &amp; Practice)</i>  <u>Paper</u>	Candidates will work individually to collect, record, and analyze oral and written language samples from a language learner in their current teaching environment. You will provide a written commentary connecting this experience to course readings, SLA research and theory. Students will also be expected to present their findings to a colleague or family member of the learner and provide personal reflection of the entire experience. References as well as examples of the data collection are required. <i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, &amp; 5a, 5b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i>	35 percent	<b>Submitted through Blackboard by Dec. 12, 2016</b>
<b>Field Experience Documentation</b>	Candidates will complete a minimum of 20 hours of school-based field experiences including observing and interacting with an ELL student in school and taking language samples for the Language Acquisition Case Study Project. Field experience must be documented by submitting a Field Experience Log of Hours and Evaluation form which must be submitted to Blackboard. <a href="http://cehd.gmu.edu/assets/docs/fast_train/PBA_ESOL-FieldworkGuidelines.pdf">http://cehd.gmu.edu/assets/docs/fast_train/PBA_ESOL-FieldworkGuidelines.pdf</a>	10 percent	Posted on Blackboard by Dec. 12, 2016

**Evaluation Criteria are listed with each assignment and/or posted on Blackboard.**

## TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment, Philosophy of Teaching & Language Acquisition Case Study to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

### 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**

Students must maintain a 3.0 average and a grade of B or higher for licensure and master’s degree. ***All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.***

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

**Violations of the Honor Code** include:

1. Copying a paper or part of a paper from another student (current or past);
1. 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);
2. 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/>
3. 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.

**Incomplete (IN):** This grade may be given to students who are in good standing but who may be unable to

complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10<sup>th</sup> week. Unless an explicit written extension is filed with the Register'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 will be kept on file in the APTDIE office.

**Late Work Policy:** At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think flood, earthquake, evacuation*) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

### **Additional Course Policies**

#### GMU Policies and Resources for Students

Policies \* Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

\* 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

\* Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources \* Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.

\* The George Mason University Writing Center staff provides a variety of resources

and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).

\* The 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### **PROFESSIONAL DISPOSITIONS**

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

### **CORE VALUES COMMITMENT**

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

## Course Schedule

Class	Theme/Topic	Preparation and Readings (To be read before class and referred to during class activities)
<b>Class 1</b> <b>Sept. 12</b>	<p>Course Introduction: Overview of EDCI 516 Review Syllabus &amp; Requirements</p> <p style="text-align: center;">Needs assessment Intro to Blackboard and texts Bilingualism—Definitions and Distinctions</p>	<p><i>Introduction to EDCI 516, Syllabus and Overview—please read the syllabus before class and be ready with your clarifying questions.</i> <i>Have your Baker text with you in class.</i></p>
<b>Class 2</b> <b>Sept. 19</b>	<p>Overview of key issues in Second Language Acquisition (SLA) Research</p> <p style="text-align: center;">Attitudes toward language learners (American Tongues)</p> <p>Myths and misconceptions about second language learning</p>	<p><b>Baker</b> (2011) text: Chapters 1 &amp; 3 <b>McLaughlin, B.</b> (1992). "Myths and misconceptions about second language learning" found at: <a href="http://www.ericdigests.org/1992-1/myths.htm">http://www.ericdigests.org/1992-1/myths.htm</a> <b>Wiley, T.G.</b> (1997). "Myths about language diversity and literacy in the United States" found at: <a href="http://www.cal.org/caela/esl_resources/digests/myths.html">http://www.cal.org/caela/esl_resources/digests/myths.html</a> <b>King, K. &amp; Fogle, L.</b> (2006). "Raising bilingual children: Common parental concerns and current research" Once you are on the CAL page, click on page 6 for the article. <a href="http://www.cal.org/resources/digest/RaiseBilingChild.html">http://www.cal.org/resources/digest/RaiseBilingChild.html</a> <b>Introduction to Critical Topic Response and sign up for chapters/themes</b></p>
<b>Week 3</b> <b>Sept. 26</b> <b>Online</b>	<p>Continuing: SLA Research and its implications for classroom practice\Definitions, &amp; Measurement</p> <p style="text-align: center;">Early Development of Bilingualism Krashen and Bialystok</p>	<p><b>Baker (2011)</b>- Chapter 2 <b>Crandall, J.</b> (2003). They DO speak English: World Englishes in U.S. Schools. <a href="http://www.modlinguistics.com/sociolinguistics/internationalenglishes/They%20do%20speak%20English.htm">http://www.modlinguistics.com/sociolinguistics/internationalenglishes/They%20do%20speak%20English.htm</a> <b>de Houwer (2009) Chapters 1 --3</b></p>
<b>Week 5</b> <b>Oct. 3</b> <b>Online</b>	<p>Standards for Teachers and P-12 Students: TESOL, ACTFL, NCATE</p> <p><b>Teens in Between video and comments</b></p> <p><b>Discussion based on de Houwer's Chapters 1-3</b></p>	<p><b>Baker, C.</b> (2011). Chapter 2: reread ideas on measurement as we consider the role of Standards in teaching and learning Chapter 5: Language learning and children</p> <p><b>Additional Readings from Blackboard</b> The ESL Standards for Pre-K-12 Students -- <a href="http://www.tesol.org/s_tesol/seccss.asp?CID=95&amp;DID=1565">http://www.tesol.org/s_tesol/seccss.asp?CID=95&amp;DID=1565</a> The Foreign/World Language Standards: <a href="http://www.actfl.org">http://www.actfl.org</a> WIDA Standards <a href="http://www.wida.us/standards/elp.aspx">http://www.wida.us/standards/elp.aspx</a></p>

Class	Theme/Topic	Preparation and Readings (To be read before class and referred to during class activities)
<p><b>Oct. 10</b> <b>No class because of holiday</b></p>		<p><b>Catch up on reading and assignments</b>  Webcast : <a href="http://ColorinColorado.org">http://ColorinColorado.org</a>  <b>YouTube:</b> <a href="http://www.youtube.com/watch?v=IqukbEigUtk&amp;feature=related">http://www.youtube.com/watch?v=IqukbEigUtk&amp;feature=related</a>  <a href="http://www.youtube.com/watch?v=NiTsduRreug&amp;feature=related">http://www.youtube.com/watch?v=NiTsduRreug&amp;feature=related</a>  <a href="http://www.youtube.com/watch?v=vh6Hy6EI86Q&amp;feature=related">http://www.youtube.com/watch?v=vh6Hy6EI86Q&amp;feature=related</a></p>
<p><b>Class 5</b> <b>Oct. 17</b></p>	<p>L1 Research in Children  L2 Research: Children and Second Language Acquisition  Adolescents/ Adults and Second Language Acquisition    Intro to Language Analysis Case Study Project</p>	<p><b>Baker, C.</b> (2011). Chapter 6  de Houwer (2009) Chapters 4- 6  <b>Chapter presentation: Double the Work</b>  <b>Walqui, A.</b> (2000). Strategies for success: Engaging immigrant students in secondary schools:  <a href="http://ericae.net/edo/ed442300.htm">http://ericae.net/edo/ed442300.htm</a>  <b>Short, D &amp; Fitzsimmons, S.</b> (2007) Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary:  <a href="http://www.nwp.org/cs/public/download/nwp_file/9050/Double_the_Work.pdf?x-r=pcfile_d">http://www.nwp.org/cs/public/download/nwp_file/9050/Double_the_Work.pdf?x-r=pcfile_d</a></p>
<p><b>Class 6</b> <b>Oct. 24</b></p>	<p>Bilingualism &amp; Cognition  Cognitive Theories and the Curriculum</p>	<p><b>Baker, C.</b> (2011). Chapters 7 &amp; 8  <b>Chapter presentation Chapter 8</b>  <b>Genesee, F.</b> (2000). Brain research: Implications for second language learning.  <a href="http://www.cal.org/resources/digest/0012brain.html/digest_pdfs/digest_pdfs/0012-genesee-brain.pdf">http://www.cal.org/resources/digest/0012brain.html/digest_pdfs/digest_pdfs/0012-genesee-brain.pdf</a>  Language and Learning on  <b>YouTube:</b> <a href="http://www.youtube.com/watch?v=hW_qpta6zb4&amp;feature=relmfu">http://www.youtube.com/watch?v=hW_qpta6zb4&amp;feature=relmfu</a></p>
<p><b>Class 7</b> <b>Oct. 31</b> <b>Online?</b></p>	<p>Affective, Social, and Cultural Perspectives SLA    Models Bilingual Education    The role of Comprehensible Input: The SIOP and the CALLA models.</p>	<p><b>Baker (2011)</b> – Chapters 12, 13 and 18    <b>Bilingual Children's Mother Tongue: Why Is It Important for Education? Jim Cummins</b>  <a href="http://www.iteachilearn.com/cummins/mother.htm">http://www.iteachilearn.com/cummins/mother.htm</a>  <b>Chapter presentation: Chapter 12</b></p>



Class	Theme/Topic	Preparation and Readings (To be read before class and referred to during class activities)
<p><b>Class 8</b> <b>Nov. 7</b></p>	<p>Bilingualism, Biliteracy, and Language Learners</p> <p>Collier and Thomas research</p>	<p><b>Baker, C.</b> (2011). Chapters 9 &amp; 10, <b>Chapter presentations: Chapter 9 and 10.</b></p> <p><b>Thomas, W. P., &amp; Collier, V. P.</b> (2003). The multiple benefits of dual language. <i>Educational Leadership</i>, 61(2).</p> <p><b>Rossell, Christine</b> (2004). Teaching English through English. <i>Educational Leadership</i> 62(4): 8-13.</p> <p><b>Recommended reading:</b> <b>Armstrong, T.</b> (2004). Making the Words Roar, <i>Educational Leadership</i> 61(6) 78-81.</p>
<p><b>Class 9</b> <b>Nov. 14</b></p>	<p>Bilingualism and Special Needs Literacy and English learners</p>	<p>Baker (2011) - Chapter 15 and skim 16 ColorinColorado.org webcast on Learning Disabilities and English Learners <b>Critical Topic Presentation Chapter 15</b></p>
<p><b>Class 10</b> <b>Nov. 21</b></p>	<p>Implications of Learner Similarities/ Differences for the Classroom Input and Interaction in SLA: A Brief Look at the Multiple Intelligences</p>	<p><b>Amstrong, T.</b> Multiple Intelligences <a href="http://www.thomasarmstrong.com/multiple_intelligences.htm">http://www.thomasarmstrong.com/multiple_intelligences.htm</a> (Follow the links in the document for additional resources) <b>Gardner, H.</b> (2006). The Science of Multiple Intelligences Theory: <a href="http://web.ebscohost.com/mutex.gmu.edu/ehost/pdf?vid=3&amp;hid=103&amp;sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110">http://web.ebscohost.com/mutex.gmu.edu/ehost/pdf?vid=3&amp;hid=103&amp;sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110</a> <b>Recommended Book:</b> <b>Gardner, H.</b> “Multiple intelligences theory: Eight ways of knowing” <b>Critical topic presentations: Multiple intelligences</b></p>
<p><b>Class 11</b> <b>Nov. 28</b></p>	<p>Assessment Policy &amp; Politics of Bilingualism: The Socio-political Debate</p>	<p><b>Baker, C.</b> (2011). Chapters 17 and 19. <b>Critical topic presentations Chapter 17</b></p>
<p><b>Class 12</b> <b>Dec. 5</b></p>	<p>Critical literacy Bilingualism—Ideology, Identity, Empowerment</p>	<p>Chapter 18 <b>Chapter presentation: Chapter 18 and deHouwer book</b></p>
<p><b>Class 13</b> <b>Dec. 12</b></p>	<p><b>Tying up loose ends</b> Review Course Synthesis Course evaluation</p>	<p>All assignments due by midnight tonight.</p>

## Rubrics

### Analytic Rubric for Class Attendance and Informed Participation

Your responsibility in this course is to attend both physically and mentally, taking part in class activities. You will be graded on **how** you participate as well as how you **demonstrate** your growing knowledge base.

<b>Meets or Exceeds Standards (A) 20-19 points</b>	<b>Partially Meets Standards (B) 18-16 points</b>	<b>Attempts Standards (C) 15-14 points</b>
Consistently demonstrates strong determination in the pursuit of solutions; monitors his/her level of involvement; develops and uses a number of strategies to keep self on track.	Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.	Sporadically shows determination in the pursuit of solutions and rarely uses strategies to keep self on track.
Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.	Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed.	Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed.
Always actively participates; responds frequently to questions/comments; contributes insightful point of view.	Often actively participates; occasionally responds to questions/comments; occasionally shares point of view	Rarely actively participates; rarely able to respond to questions/comments; rarely shares point of view.
Always hands in assignments on time and posts/responds to discussions in a timely manner.	Most assignments are on time and posts/responds to discussions.	Assignments handed in after the due date and/or posts/responds to discussions late or not at all.
Always demonstrates commitment through preparation (e.g., readings, research, postings, journal reflections, etc.).	Generally prepared.	Generally unprepared.
Attends all face-to-face classes arriving and leaving on time. Completing the weekly module for online classes by the due date.	Attends most classes arriving on time and leaving on time. Completes most weekly module work on time.	Generally late or absent without excuse. Work is generally late without excuse.

## **Teaching Philosophy Statement Evaluation Rubric**

<b>Performance Indicator</b>	<b>Does not Meet the Standard 1</b>	<b>Approaches Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
Understand and apply knowledge about teacher's cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching ACTFL 4.1 TESOL 2	Candidate does not address how cultural values have an effect on language learning in the philosophy of teaching	Candidate creates a philosophy that that takes into consideration a variety of concepts of culture but does not connect these concepts to specific teaching practices or how to address cultural bias in teaching	Candidate creates a philosophy that takes into consideration a variety of concepts of culture and provides 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
Dispositions for create a supportive, accepting classroom environment to adapt instruction to address student needs in multiple ways  ACTFL 3a TESOL 3b	Candidate creates a philosophy of teaching that does not address the needs of diverse learners or provide ideas for adapting instruction	Candidate creates a philosophy of teaching that contains some activities for adapting instruction based on student needs but which do not provide significant support for linguistically and culturally diverse learners	Candidate creates a philosophy that demonstrates an understanding of a supportive classroom environment by providing specific strategies to adapt instruction to address needs of linguistically and culturally diverse learners	Candidate creates a philosophy of teaching that is student-centered and incorporates several specific ideas to address the needs of linguistically and culturally diverse students
Understand and apply concepts of language acquisition and theory and the interrelationship between language and culture ACTFL 3a TESOL 1b	Candidate does not include an understanding of language acquisition or includes incorrect understanding of language acquisition in the philosophy of teaching. There is no evidence of awareness between language and culture.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels, but provides limited strategies or activities demonstrated a limited knowledge of language acquisition theories	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels. Candidate provide a variety of techniques and activities in the philosophy of teaching that reflect his/her knowledge of culture and language acquisition.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels within and outside of the formal classroom setting. The philosophy of teaching has a wide variety of strategies to meet the linguistic needs of students and demonstrates originality in planning and creation of instruction that reflect language acquisition theories

<b>Performance Indicator</b>	<b>Does not Meet the Standard 1</b>	<b>Approaches Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
Clearly establish professional goals that will help the candidate create supportive learning environments for Language Learners TESOL 5b ACTFL 6a	Candidate does not clearly articulate professional goals or goals do provide ways to create a successful and supportive learning environment	Candidate creates vague or unmeasurable professional goals that are based on personal interest and clear self-reflection; goals may or may not create positive outcomes for language learners	Candidate creates several well-articulated and measurable professional goals that are based on personal interest and clear self-reflection; goals are tailored to create positive outcomes for language learners	Candidate creates several professional goals and include a series 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
Demonstrate knowledge of language teaching methods in their historical contexts and the evolution of laws, policies and practices in their profession.  ACTFL 6b  TESOL 5a	Describes few or inappropriate theories, teaching methods and history of second language teaching with many inaccuracies and does not clearly apply these to making informed instructional decisions.	Describes some theories, teaching methods and history of language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions.	Describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and describes how this applies to making informed instructional decisions.	Accurately and thoroughly describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and thoroughly describes how this applies to making informed instructional decisions that are effective for all language learners.
Understand the responsibilities inherent in being a professional language educator, and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs  ACTFL 6b  TESOL 5b	Describes few and unrealistic ways s/he will collaborate with colleagues. Does not provide appropriate techniques and dispositions to work with language learners effectively.	Describes how s/he will collaborate with colleagues in to find appropriate techniques and dispositions to work with language learners effectively.	Describes how s/he will collaborate with colleagues, families, and students and describes appropriate techniques and dispositions to work with language learners effectively.	Candidates clearly understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders. Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions required to work effectively with language learners, collaborate with colleagues, and serve as an advocate for students and their families.

**Theory and Research: Critical Topic Response Paper and Presentation Evaluation Rubric**

<b>Criteria</b>	<b>Approaches the Standards</b>	<b>Meets the Standards</b>	<b>Exceeds the Standards</b>
<b>Organization</b>	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.
<b>Interpretation</b>	Identifies some questions. Recognizes basic content States some inconsistencies.	Asks insightful questions and recognizes context.	Asks insightful questions. Examines points made in article and discusses potential inconsistencies.
<b>Analysis and Personal Connections to Article</b>	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 many and profound connections to 516 readings and to classroom practice. Includes a strong reflection
<b>Mechanics/ Writing</b>	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
<b>Presentation</b>	Presentation does not adequately comply with assignment guidelines, or all members do not participate equally. Analysis and arguments are not obvious. Cursory handout and materials are provided.	Presentation generally meets the assignment guidelines. Analysis and arguments are obvious to viewers. Handout and materials are provided but may not adequately represent project content.	Presentation is well planned & presented and meets all assignment guidelines. Analysis and arguments are clearly presented in a way which encourages viewers to participate. Includes well prepared handout and materials that contain salient points of project.

### Performance Based Assessment Rubric – Language Acquisition Case Study

Category	TESOL Domain	ACTFL Std	Score			
			1	2	3	4
			Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
<b>Cultural Context, Description of Learner &amp; Learner's Language Development</b>	2a	3a	Introduction is cursory or includes two or fewer descriptive elements that does not fully address the socio-cultural context	Description/introduction only briefly discusses socio-cultural context as it relates to the learner's language development and lacks depth of analysis	Description/introduction thoroughly addresses the socio-cultural background of the learner as it relates to language development providing a rich context for the language acquisition analysis.	Description/Introduction includes all six elements described, including a detailed rationale, description of the language learner and his/her language development history, and specifically addresses how the cultural context influences language acquisition and learning
<b>Language Proficiency Assessment</b>	1a	3a	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	Candidates identify all appropriate components of language and language as a system, including phonology, morphology, syntax, pragmatics and semantics. Analysis is clear and thorough, with appropriate evidence for each assessment.
<b>Language Analysis &amp; Application of Language Acquisition Theories</b>	1b	3a	Cursory analysis of language learner, or may indicate misconceptions about SLA theories studied in EDCI 516	Minimal analysis of language learner, or does not include accurate application of SLA theories connected to this learner; only addresses 4 – 5 theories/readings in 516	Analysis of language learner provides adequate evidence of understanding of SLA theory & research through discussion of 6– 7 SLA theories in EDCI 516	Analysis of language learner provides strong evidence of understanding of SLA theory & research through a thoughtful, thorough, and reflective discussion of at least 8 SLA theories studied in EDCI 516

<p><b>Action Plan Application of SLA Theories</b></p>	<p>3a</p>	<p>3b</p>	<p>Does not include an Exploratory Action Plan, or Plan contains considerable errors or lack of cultural relativity</p>	<p>Presents only cursory action plan for language learner that lacks in individualization or differentiation and may connect only minimally to learner’s background or SLA theories</p>	<p>Presents realistic, culturally grounded exploratory action plan for language learner but may need additional individualization to meet learner needs and connects adequately to SLA theories studied in EDCI 516, but may need stronger grounding</p>	<p>Presents realistic and individualized action plan for language learner that is culturally grounded and based on oral and written samples that differentiate instruction based on individual learner needs and connects to SLA theories, as described in the instructions</p>
<p><b>Professional Communication as evidenced by overall writing, format and referencing</b></p>	<p>5a, 5b</p>	<p>6</p>	<p>Candidate 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</p>	<p>Candidate provides a cursory reflection that contains misses some elements of the assignment. Some APA formatting errors prevent professional communication</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Few APA formatting errors but do not hinder the reader significantly.</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No APA errors present.</p>