

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



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

**EDCI 516-6F1 and EDCI 516-DL4:**  
**Bilingualism & Language Acquisition**  
**3 Credits**  
**FALL 2016 Online**

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**Office:** 2603 Thompson Hall

**Meeting Dates:** August 29, 2016 – December 12, 2016

**Meeting Time/Location:** Weekly online modules beginning on Tuesdays

**COURSE DESCRIPTION**

*A. Prerequisites/Co-requisites*

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

*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 candidates 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. 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. 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 comprises online participation 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 **Performance-Based Assessment (PBA)**, the **Language Acquisition and Case Study (LACS)**, for which 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. **As a second PBA**, you will write a **Philosophy of Teaching Statement**. The specific descriptions for these and other assignments as well as evaluation criteria are attached to this syllabus and can be accessed on Blackboard.

### **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, Halliday, Ellis, Lightbown & Spada, Koda, Hakuta, Collier, Bernhardt, 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.

**DELIVERY METHOD:** This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log into the course on Blackboard using your Mason Username (everything before “@masonlive.gmu.edu”) and your email password. The course will be available on Blackboard on August 29, 2016 at 8:00 a.m. EST.

### **COURSE EXPECTATIONS FOR ONLINE PARTICIPATION:**

This online course is **not self-paced**. You will be expected to **complete one module every week**. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

\* **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, **our week will start on Tuesdays, and finish on Mondays**.

\* **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 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:** Candidates are expected to demonstrate competence in the use of all course technology. Candidates are expected to seek assistance from the instructor and/or College/University technical services if they are struggling with technical aspects of the course.

• **Technical Issues:** Candidates 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 3 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 in the **CLASS SCHEDULE** section of this syllabus **and within each Weekly Module on Blackboard** to which you are expected to adhere. It is the candidate’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

• **Instructor Support:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, 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:** Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe online learning environment. The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
  - Never make fun of someone's ability to read or write.
  - Keep an "open-mind" and be willing to express even your minority opinion.
  - Think and reread responses before you push the "Send" button.
  - Do not hesitate to ask for feedback.
  - When in doubt, always check with your instructor for clarification.
  - Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
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- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### TECHNICAL REQUIREMENTS:

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To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

\* Adobe Acrobat Reader: <http://get.adobe.com/reader/>

\* Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>

\* Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

\* A headset microphone for use with the Blackboard Collaborate web conferencing tool

## 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:**

**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

**International Society of Technology in Education (ISTE) Standards Addressed:**

**1. ISTE 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. ISTE 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. ISTE 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. ISTE 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. ISTE 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.

## TEXTBOOKS

### Required Texts:

Baker, C. (2011). *Foundations of bilingual education and bilingualism (5th ed.)*. Multilingual Matters: Tonawanda, NY. ISBN-13: 978-1-84769-355-6

De Houwer, A. (2009). *An Introduction to bilingual development*. Multilingual Matters: Bristol, UK. ISBN-13: 978-1-84769-168-2

### Recommended Books:

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

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: Portsmouth, NH

Nieto, S. (2009). *Language, culture, and teaching: Critical perspectives for a new century, 2<sup>nd</sup> edition*, Mahwah, NJ: L. Erlbaum.

## TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENTS

Candidates registered for any TCLDEL course with required performance-based assessments (PBAs) are required to submit these assessments to Tk20 through Blackboard (regardless of whether the course is an elective, a one-time course, or part of an undergraduate minor). The website for Tk20 is <https://cehd.gmu.edu/aero/tk20>. Evaluation of the PBAs by the course instructor will also be completed in Tk20. Failure to submit these assessments to Tk20 will result in the course instructor reporting the course grade as Incomplete (IN). All TCLDEL licensure courses have required PBAs.



The required PBAs for this course are the **Language Acquisition Case Study and the Philosophy of Teaching Statement**. These PBAs must be uploaded to Tk20 by the due dates noted in this syllabus. Please see the TCLDE website for more information. **Field Experience Documentation must also be uploaded in Blackboard.**

## ASSIGNMENT DESCRIPTIONS

***Please note:*** All assignments must be submitted on time according to due dates in the syllabus and within the online Weekly Modules. Late work will result in a drop of one letter grade for each day of lateness of any assignment. If there are extreme extenuating circumstances (e.g., medical emergency, etc.), candidates must contact the instructor **before the due date** to discuss a potential extension. Given the expectation that graduate students manage their course work well and complete it in a timely manner, extensions will only be considered for extraordinary circumstances. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

### **Class Participation**

Class participation is evidenced by thorough and thoughtful completion of all activities in the Weekly Modules in a timely manner. These activities include **Discussion Board posts and any other assignments within each module** (e.g., **Connections, Questions & Critiques** which will be uploaded via assignment links in Blackboard throughout the course). Keep in mind that Discussion Board posts and other learning activities **are based on assigned readings/videos** noted on the Course Schedule and within each Weekly Module. Thus, candidates' responses should reflect learning from readings, videos, and any other online content within the Weekly Modules. While your knowledge as a current or future educator is important to your understandings, demonstrating the way that engagement with the course content expands your understanding as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their current or future teaching practice with culturally and linguistically diverse learners.

Candidates are expected to complete an **initial Discussion Board post by Thursday night at 9:00 p.m. and to respond briefly but thoughtfully to two peers' posts by Sunday night at 9:00 p.m.** Initial Discussion Board posts must be one or two well-developed, carefully constructed, concise paragraphs, written in professional language, that **synthesize** candidates' thinking around the prompts for the post with insights gained through readings/videos in the Weekly Module. In other words, the prompts for each post are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question. **Responses to peers' posts can be a few sentences to a paragraph and must be thoughtful and respectful.** Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of the way that bilingualism, biliteracy, and language acquisition processes play an important role in teaching and learning with culturally and linguistically diverse students.

## **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. **In pairs**, candidates will be assigned a chapter on a related topic concerning ELLs and second language acquisition theory, research, and/or practice. They will be tasked to select a third reading –a peer reviewed, scholarly article not more than five years old- on the same/related topic in the assigned chapter. Candidates will read the chapters and article with analytical and critical examination and will **each write** a CTR. In the CTR, each candidate will formulate his/her 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 the scholarly article and provide a scanned copy or the link on Blackboard in the designated area along with your CTR and a **co-constructed multimedia presentation** (see below). The purpose is to make your research and analysis available to your peers and facilitate their growth and learning as educators of culturally and linguistically diverse learners. They will have the opportunity to comment on your analysis and reflect on your findings in order to identify ways that these findings can be helpful to them in their future or current educational settings. **Please refer to the rubric for this assignment (on Blackboard).**

The CTR comprises three parts (or levels): 1) **Level One: description/summary of chapters and article;** 2) **Level Two: analysis, application, and interpretation,** and 3) **Level Three: reflection.**

**Level One – Description/Summary:** Three short paragraphs. These paragraphs describe the assigned chapter and selected article and capture their salient points. This is a brief summary that captures the central idea of the readings and provides an overview for your reader.

**Level Two - Analysis, Application, and Interpretation** of the material is the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the theory/ies, core ideas, or research described and discussed in the readings. It concerns your interpretation of the material based on the readings we have done in class to date. In this section, utilize **additional supporting sources (references)** from your readings, using APA style, 6th edition. These citations may be taken from your course textbooks, other supporting articles and readings for class, or books/articles you may have read on your own or for another class.

**Level Three - Reflection:** This is a section where you will reflect on what the readings mean to you and how you connect to them. Include a section that states what this research, or information in the readings mean to you as an educator and how you might use it (or portions of it) in your (future) classroom. You might tell what you would/do **similarly** or **differently**, and **why**, to help students learn. Discuss the implications of the readings for effectively educating ELLs in national and international contexts and for providing professional development for teachers, school professionals, and for educating parents and the community.

### **Multimedia Research Presentation—Connected to CTR Paper**

In conjunction with the research you will conduct as part of the Critical Topic Response paper, with your partner, you will **co-construct** a multimedia presentation (PowerPoint or Prezi) around your topic. The presentation should be prepared for a larger audience of colleagues, school personnel, or others in the field, and you will post it on Blackboard. The presentation should include interactive technologies and incorporate activities to allow the class to fully engage with the research. The 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 peers. The multimedia presentation is included on the rubric for the CRT.

### **Philosophy of Teaching *This is a Performance-Based Assessment to be upload via the TK20 tool on Blackboard.***

Your Philosophy of Teaching statement will focus on teaching Culturally Linguistically Diverse (CLD) students with or without exceptionalities and your principles and practices based on first and second language acquisition and bilingual education theory, research, and practice. Your statement must be written as a cohesive, first-person narrative. Your paper must be organized with headings and subheadings; follow APA 6th edition style for formatting, citations, and references; and be **5 pages maximum**.

Your paper will need to blend SLA theories and research and culturally responsive teaching practices including a discussion of how these ideas can shape your instruction and create a vision for your current or future classroom. You will need to incorporate the history of ESL, policy issues for reflection and clarification, and an understanding of multicultural education and issues of equity in the classroom. You need to define your professional development plans (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to demonstrate how you plan to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. Keep the following in mind:

- 1) How will your understanding of theories related to language learning shape your teaching in the future?
- 2) What information about ESL history, research, public policy, and current practice will inform your instruction? What information about best practices in multicultural education and culturally responsive teaching will inform your instruction?
- 3) Reflect on your role and describe your goals for ensuring success of your students and yourself as a professional.

The Philosophy of Teaching statement should provide a clear picture of your classroom and your role as a teacher. It should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development. Finally, it

should reflect your understanding of and commitment to the critical issues around teaching second language learners and be personal but grounded in theory and research.

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, and 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. This synthesis could include implications, predictions or conclusions you have drawn about your development as a career educator. By including very specific examples of teaching strategies, assignments, discussions, etc., you help readers visualize what actually happens (or will happen) in your learning environment.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude. **Please refer to the rubric for this assignment on Blackboard.**

**In developing your Philosophy of Teaching, consider the way these components come together:**

*Community Resources*

*SLA theories research*

*Partnerships w/colleagues, Students' Families*

*Effective teacher role/ELL classroom environment*

*Culturally Responsive Teaching principles*

*ELL Advocate*

*Professional goals*

*Instructional Techniques*

*Policy Issues*

*Changes from any previous drafts*

### **Language Acquisition Presentation**

In conjunction with the Language Acquisition Case Study (below) you will present your preliminary findings to the class for feedback and further discussion. **This will be done through Blackboard Collaborate in small groups of 4 or 5.** The purpose of the presentation is two-fold: (1) to provide participants the opportunity to collaborate with colleagues in a learning/professional community on a relevant topic of professional use (language assessment) in the second language classroom and to share the findings with colleagues (professional development), and (2) to provide participants the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students. The presentation will occur during the last two weeks of the course, allowing you to obtain and incorporate feedback on your assessment and action plan into your final paper. See below for details about the case study. The presentation will be no more than 20 minutes, including discussion and question & answer. Students will sign up for a Collaborate session (through sign-up genius) toward the end of the course. Additional guidelines and rubric are available on Blackboard.

**Language Acquisition Case Study This is a Performance-Based Assessment to be upload via the TK20 tool on Blackboard.**

**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 patterns in language learners. As a final course assessment, LACS requires candidates to apply all aspects of the EDCI 516 course materials. **Please refer to the rubric at the end of this syllabus.** 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 assessment of a language learner and analysis of language acquisition as well as to 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.

Procedures and Suggested Format for Conducting the Case Study		
<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 reflections [one from each group member]
	<b>Part V</b>	References [following APA Style 6 <sup>th</sup> edition guidelines]
	<b>Part VI</b>	Appendixes

**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 will need to audio or videotape the sample for transcription. *This should be an original thought sample and not a reading.*

**Written Sample:** Each candidate will request a 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 our oral proficiency scales to assess the language of this learner. What observations can you make about the learner based only on this oral sample? Does this sample tell you all you need to know about this language learner? Why, or why not?

**Two:**

1. You should *now* transcribe some of the major parts of the language sample upon which your analysis will focus. A full transcription is not required, but you will want to transcribe enough of the sample so that it will provide you data for analysis. Rather than conducting a detailed linguistic transcription (most of you may not yet have taken a formal linguistics course), the purpose of this project is to analyze the tape for overall language acquisition and error patterns.
2. *Study* this transcription. What *more* do you see that may not have been evident while only listening to the language? Hesitations, L1 to L2 transfer errors. In what stage of language acquisition would you estimate this learner might be?

**Consider:** To conduct your analysis, you should refer to the TESOL or WIDA speaking and writing proficiency rubrics or any other language production 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., Vygotsky, Skinner, Chomsky, Krashen, Cummins, Halliday, Ellis, Lightbown & Spada, Koda, Hakuta, Collier, Bernhardt, and Schumann, etc.) When citing these course (and other) readings, please follow the guidelines of APA-6 style. To guide you in your analysis, you may want to discuss the similarities or differences between L1 and L2 and make brief reference to the five domains (e.g., listening, speaking, reading, writing, and thinking) as well as the participant's proficiency level (social and academic). Does your analysis reveal a difference 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 reveal?
Relationship between L1 & L2 potential role of phonology, morphology, syntax. Are there difficulties with syntax, grammar and tenses? Is there a transfer of cognitive strategies learned in L1? Applying L1 grammar rules to L2, Is informant thinking/processing occurring in L1 or L2? Is there translating from L1 to L2? What transference of skills is there from L1 to L2?	Examples of 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 - Appendixes** – Please include your transcription, written language sample, or other data collected for the sample, as applicable.

**Presentation Guidelines:** Use PowerPoint to create your presentation. You will present your LACS on Blackboard Collaborate, which supports PowerPoint for visuals. Prepare a **short** excerpt of the language sample tape and provide **brief** examples of the written language sample. On Blackboard, provide a **short handout** that outlines the principal findings and recommendations of your presentation with the salient points clearly noted.

### **Field Experience Documentation**

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.”* **The deadline to submit your field experience placement is September 15th.** 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., EDCl 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). **The deadline to submit your field experience placement is September 15th.** 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. EDCI.516.6F1).**

**Field Experience Assessment:**

Each candidate is required to complete 20 hours of fieldwork for this course. The fieldwork will be performed in conjunction with each of the Performance Based Assessments for the course. The fieldwork will be marked as follows:

- *Satisfactory*: completion of all assignments with high quality in a timely and efficient manner.
- *Unsatisfactory*: incomplete and/or low quality of assignments submitted or work submitted than one week late from due date.

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
<b>Informed Participation</b>	Candidates are expected to actively participate online 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	<b>Each week</b>
<b>Philosophy of Teaching Statement (PBA)</b>	Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning and language learners, candidates will write an opening Philosophy of Teaching Statement. The Philosophy of Teaching Statement will include reflections on the role of culture, instructional practices and assessment. It will be reviewed and updated in later coursework.	15 percent	<b>Nov. 20<sup>th</sup></b>
<b>Critical Topic Response Paper (Theory &amp; Research)</b>	Using traditional and online 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>	15 percent	<b>Nov. 6th</b>
<b>Multimedia Research Presentation</b>	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 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>Nov. 6th</b>
<b>Language Acquisition Case Study (PBA) (Theory, Research, Professional)</b>	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	30 percent	<b>Dec. 12th</b>

<i>Collaboration &amp; Practice)</i>	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>		
<b>LACS Presentation</b>	In conjunction with the Language Acquisition Case Study (below) you will present your preliminary findings to the class for feedback and further discussion.  <i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, &amp; 5a, 5b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i>	5 percent	<b>TBD but in last two weeks</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 on Blackboard.	10 percent	<b>Dec. 5th</b>

**Evaluation Criteria (rubrics) can be accessed on Blackboard.**

### 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/the-mason-honor-code-2/>). 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.

**Course Withdrawal with Dean Approval:** For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student’s academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in TCLDE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

## 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. 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 participate every week in the discussions and activities in online courses for which they registered. **Students must contact the professor ahead of any 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 (NCATE) 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. GSE expects candidates, faculty, and staff to exhibit professional dispositions at all times: See

<http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf> 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. Candidates are expected to adhere to these principles [See <http://cehd.gmu.edu/values>].

## **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. [See <http://cehd.gmu.edu/values/>]


## COURSE SCHEDULE

*The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.*

**NOTE: All texts marked with asterisk (\*) are located as a PDF within the corresponding Weekly Module on Blackboard.**

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA)
<b>Week One</b> Aug. 30 <sup>th</sup> to Sept. 5 <sup>th</sup>	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements  Intro to Blackboard	Introduction to EDCI 516: Read Welcome message; Review syllabus; Complete assignments (Introductory Discussion Board Post and Self-Knowledge Rating) in Module 1 on Blackboard  * <b>King, J. (2016)</b> . The importance of bilingual education. <i>NABE Perspectivas</i> , 39(1), pp. 15-17.  * <b>Gándara, P. (2015)</b> . Rethinking bilingual instruction. <i>Educational Leadership</i> , March 2015, pp. 60-74
<b>Week Two</b> Sept. 6 <sup>th</sup> to 12 <sup>th</sup>	Understanding Bilingualism  The Landscape of Language Vitality	<b>Baker</b> (2011) text: Chapters 1 & 3 * <b>King, K. &amp; Fogle, L. (2006)</b> . “Raising bilingual children: Common parental concerns and current research”  Complete assignments in Module 2 on Blackboard
<b>Week Three</b> Sept. 13 <sup>th</sup> to 19 <sup>th</sup>	SLA Research and its implications for classroom practice  Bilingualism: Assessment & Measurement	<b>Baker (2011)</b> - Chapter 2 * <b>Gándara (2015)</b> . <i>The implications of deeper learning for adolescent immigrants and English language learners</i> . Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future.  Complete assignments in Module 3 on Blackboard
<b>Week Four</b> Sept. 20 <sup>th</sup> to 26 <sup>th</sup>	Standards for Teachers and PK-12 Students: TESOL, WIDA, ACTFL, VA ELP SOLs	<b>Baker, C. (2011)</b> . Chapter 2: Review ideas on measurement as we consider the role of Standards in teaching and learning <b>De Houwer, A. (2009)</b> . Chapters 1 & 2 * <b>Patel Stevens, L. (2011)</b> Literacy, capital, and education: A view from immigrant youth. <i>Theory Into Practice</i> , 50, 133-140 * <b>WIDA (2013)</b> Amplified Frameworks for Eng. Lang. Development, 1-14 Assignment of chapters/topics for Critical Topic Response Paper Complete assignments in Module 4 on Blackboard

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA)
<p><b>Week Five</b> Sept. 27<sup>th</sup> to Oct. 3<sup>rd</sup></p>	<p>L1 Research in Children L2 Research: Young Children and Development of Bilingualism</p>	<p><b>Baker (2011)</b>. Chapter 5 <b>De Houwer (2009)</b>. Chapters 3 &amp; 4</p> <p>*<b>NAEYC (2009)</b>. Assessing young English language learners, <i>Where we STAND</i>, 1-2. *<b>Wright, W. (Feb., 2016)</b>. Let them talk! <i>Educational Leadership</i>, 73(5), 24-29.</p> <p>Complete assignments in Module 5 on Blackboard; work on Philosophy of Teaching Statement (due Week 12) and Critical Topic Response (due Week 10)</p>
<p><b>Week Six</b> Oct. 4<sup>th</sup> to 10<sup>th</sup></p>	<p>Second Language Learning through the School Years : Factors Influencing Second Language Learning</p> <p>Intro to Language Analysis Case Study Project</p>	<p><b>Baker, C. (2011)</b>. Chapter 6 <b>De Houwer (2009)</b>. Chapter 5</p> <p><b>Intro to Language Analysis Case Study Project</b></p> <p>Complete assignments in Module 6 on Blackboard; work on Philosophy of Teaching Statement (<b>due Week 12</b>) and Critical Topic Response Paper &amp; Presentation (<b>due Week 10</b>)</p>
<p><b>Week Seven</b> Oct. 11<sup>th</sup> to 17<sup>th</sup></p>	<p>Bilingualism &amp; Cognition Cognitive Theories and the Curriculum</p>	<p><b>Baker, C. (2011)</b>. Chapters 7 &amp; 8</p> <p>Complete assignments in Module 7 on Blackboard</p>
<p><b>Week Eight</b> Oct. 18<sup>th</sup> to 24<sup>th</sup></p>	<p>Bilingual Education: Bilingualism, &amp; Biliteracy Models of Bilingual Education</p>	<p><b>Baker (2011)</b> – Chapters 10 &amp; 11 *<b>Lopez Estrada, V., Gomez, L., &amp; Ruiz-Escalante, J.A. (April, 2009)</b>. Let's make dual language the norm. <i>Educational Leadership</i>, 66(7), 54-58.</p> <p>Complete assignments in Module 8 on Blackboard; Work on Critical Topic Response Paper &amp; Presentation (due Week 10)</p>
<p><b>Week Nine</b> Oct. 25<sup>th</sup> to 31<sup>st</sup></p>	<p>The Effectiveness of Bilingual Education: Dual Language Education Immersion Bilingual Education Heritage Language Education</p>	<p><b>Baker, C. (2011)</b>. Chapter 12 *<b>Umansky, I., Valentino, R., &amp; Reardon, S. (Feb. 2016)</b>. The promise of two-language education. <i>Educational Leadership</i>, 73(5), 11-17. *<b>Otcu, B. (2010)</b>. Heritage language maintenance and cultural identity formation: The case of a Turkish Saturday school in New York City, <i>Heritage Language Journal</i>, 7(2), 273-298.</p> <p>Complete assignments in Module 9 on Blackboard; Work on Critical Topic Response Paper &amp; Presentation (<b>due Nov. 6<sup>th</sup> by midnight</b>)</p>

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA)
<p><b>Week Ten</b> Nov. 1<sup>st</sup> to 7<sup>th</sup></p>	<p>Effective Schools &amp; Instruction for Second Language Learner The role of Comprehensible Input: The SIOP and the CALLA models.</p> <p>Performance-Based Assessment</p>	<p><b>Critical Topic Response Paper &amp; Presentation due via Assignment Link on Blackboard by Nov. 6<sup>th</sup> by midnight.</b>  <b>Baker (2011)</b> - Chapter 13  <b>*Hill J. (Feb. 2016).</b> Engaging your beginners, <i>Education Leadership</i>, 73(5), 19-23  <b>*Echevarria, J., Frey, N., &amp; Fisher, D. (March 2015).</b> What it takes for English learners to succeed, <i>Education Leadership</i>, 72(6), 22-26.  <b>*Montgomery, C. (Feb. 2014).</b> The transformative power of performance-based assessment, <i>The Language Educator</i>, 9(2), p. 42            Complete assignments in Module 10 on Blackboard; Work on Language Acquisition Case Study Presentation(will take place via Blackboard Collaborate week of Nov 29<sup>th</sup>)and written report (due Dec. 12<sup>th</sup>)</p>
<p><b>Week Eleven</b> Nov. 8<sup>th</sup> to 14<sup>th</sup></p>	<p>Literacy, Biliteracy &amp; Multiliteracies for Bilinguals</p> <p>Affective, Social, and Cultural Perspectives SLA</p>	<p><b>Baker (2011)</b> Chapter 14  <b>De Houwer (2009) Chapter 6</b>  <b>*Jang, E., &amp; Jiménez, R. T. (2011).</b> A sociocultural perspective on second language learner strategies: Focus on the social context. <i>Theory Into Practice</i>, 50, 141-148.            Complete assignments in Module 11 on Blackboard;            Complete Philosophy of Teaching Statement (<b>due via TK20 by midnight on Nov. 20<sup>th</sup></b>); Work on Language Acquisition Case Study Presentation(will take place via Blackboard Collaborate week of Nov 29<sup>th</sup>)and written report (due Dec. 12<sup>th</sup>)</p>
<p><b>Week Twelve</b> Nov. 15<sup>th</sup> to 21<sup>st</sup></p>	<p>Bilingualism and Special Educational Needs</p> <p>Implications of Learner Similarities/ Differences for the Classroom</p>	<p><b>Philosophy of Teaching Statement due by midnight on Nov. 20<sup>th</sup> via TK20 on Blackboard</b></p> <p><b>Baker (2011)</b> Chapter 15 &amp; skim 16  <b>*Ortiz, et al (2011).</b> The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: Implications for response to intervention. <i>Bilingual Research Journal: The Journal of the National Association for Bilingual Education</i>, 34(3), 316-333            Complete assignments in Module 12 on Blackboard; Work on Language Acquisition Case Study Presentation(due week of Nov 29<sup>th</sup>)and written report (due Dec. 12<sup>th</sup>)</p>
<p><b>Week Thirteen</b> Nov. 22<sup>nd</sup> to Nov. 28<sup>th</sup></p>		<p>There will not be any new material this week and no Weekly Module work to complete.</p> <p>Work on Language Acquisition Case Study Presentation(Will take place week of Nov 29<sup>th</sup> via Blackboard Collaborate) and written report (due Dec. 12<sup>th</sup>)</p> <p><b>Field Experience Documentation Due via Assignment Link on Blackboard by December 5<sup>th</sup>.</b></p>



Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA)
<p><b>Week Fourteen</b> Nov. 29<sup>th</sup> to Dec. 5<sup>th</sup></p>	<p>Assessment Policy &amp; Politics of Bilingualism: The Socio-political Debate</p> <p>Classroom Discourse: The role of authentic communicative situations Review Course Synthesis</p>	<p>Baker Chapters 17 &amp; 19</p> <p><b>Irizarry, J. (March 2015)</b>, What Latino students want from school, <i>Educational Leadership</i>, 72(6), 66-71.</p> <p>LACS Presentations Via Blackboard Collaborate!</p> <p>Complete assignments in Module 14 on Blackboard; Finalize Language Acquisition Case Study Report (due Dec. 12<sup>th</sup> via TK20 tool on Blackboard)</p>
<p><b>Week Fifteen</b> Dec. 6<sup>th</sup> to 12<sup>th</sup></p>	<p><b>Language Analysis Project</b></p>	<p><b>Final Written Reports must be uploaded by December 12<sup>th</sup> via TK20 tool on Blackboard</b></p> <p>Course Synthesis and Evaluations</p>

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

Category	TESOL Domain	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	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	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	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>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>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>

### Philosophy of Teaching Rubric

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
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

<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 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
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.

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<p>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</p> <p>ACTFL 6b</p> <p>TESOL 5b</p>	<p>Describes few and unrealistic ways s/he will collaborate with colleagues. Does not provide appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Describes how s/he will collaborate with colleagues in to find appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Describes how s/he will collaborate with colleagues, families, and students and describes appropriate techniques and dispositions to work with language learners effectively.</p>	<p>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.</p>