George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 516 6F2 – Bilingualism & Language Acquisition Research
3 Credits, Spring 2020
March 23, 2020- May 11 Online

Faculty

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Prerequisites/Corequisites

Required Prerequisites: EDRD 515*B-, EDUC 511B- and 537B-.
* May be taken concurrently.
B- Requires minimum grade of B-.

University Catalog Course Description

Examines first and second language acquisition theories past and present. Explores how PK-12 bilingual and multilingual learners' cultures and languages are valuable assets in classrooms and addresses implications for instruction and assessment. Develops understanding of research around instructional environments that promote bilingualism and biliteracy. Requires 15 hours of PK-12 classroom fieldwork. Offered by the School of Education. May not be repeated for credit.

Course Overview

This course is required for candidates pursuing an initial teacher licensure in English as a Second Language (ESL/ESOL) or Foreign/World Language education. It is also required for teachers pursuing endorsement in ESL/ESOL PK-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 relationship between bilingualism and children's cognitive development, school achievement, and linguistic processing. Candidates will learn about educational theories/theorists, examine topics related to first and second language acquisition (SLA), and review the history of language teaching. Language acquisition research over time will be studied from behavioral, cognitive, sociocultural, sociolinguistic, and functional perspectives.

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 Delivery Method (Online Course)

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the mymasonportal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on or before March 23, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 will need microphone access for use with the Blackboard Collaborate web conferencing tool.
- 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: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player

Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Monday**, and finish on **Sunday**.

Our course week will begin on **Monday** as indicated on the Schedule of Classes. Since this is an intensive course, you will have a **Monday-Wednesday-Friday** schedule, with three modules on most weeks.

- 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. In addition, students must log-in for all scheduled online Office Hours through Collaborate Ultra.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. Contact Blackboard Help if you have difficulties with Blackboard.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. **All instructions for each class will be found in the folder for that day.**

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or Collaborate Ultra. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  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.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand first language (L1) and second language acquisition (SLA) processes, research, and developmental stages as well as their applicability to classroom instruction.
2. Gain knowledge of various definitions of and theories about bilingualism, language proficiency, and language acquisition.
3. Understand the continuum of SLA.
4. Identify, think critically about, and discuss the social, cultural, affective, and cognitive factors playing a role SLA.
5. Become familiar with the concepts of code-switching, language borrowing, translanguaging, and the role/influence of L1 on SLA including foreign/world language acquisition.
6. Develop familiarity with the relationship between standard languages and home/community language practices and the implications for teaching.
7. Understand the relationship among teaching practices and SLA research, methods of teaching foreign/world/second languages, and language assessment practices.
8. Gain knowledge about the use of technology to support learning in second language/world language classrooms.

Professional Standards
Initial TESOL Pre-K-12 Teacher Preparation Programs Standards; American Council of Teachers of Foreign Languages (ACTFL); International Society for Technology in Education (ISTE) Standards

Upon completion of this course, students will have met the following professional standards:

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards:
Standard 1: Knowledge about Language
Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

1a. Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.

1b. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

1c. Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

1d. Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.

Standard 2: ELLs in the Sociocultural Context
Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates

recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

2c Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

Standard 3 Planning and Implementing Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

3a Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

3b Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Standard 5 Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

5c Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

ACTFL/CAEP Standards Addressed:
1. **ACTFL Standard 2.** *Cultures, Linguistics, Literatures, and Concepts from Other Disciplines:*
    2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
    2b) Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.
2. **ACTFL Standard 3.** *Language Acquisition Theories and Knowledge of Students and Their Needs*:
    3a. Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.
    3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.
3. **ACTFL Standard 4**. *Integration of Standards in Planning and Instruction:*
    4a) Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning.
    4b) Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.
4. **ACTFL Standard 6**. *Professional Development, Advocacy, and Ethics*:
    6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.
    6b) Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.
    6c) Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

International Society for Technology in Education (ISTE) Standards (2017) Addressed:

ISTE Standard 1 - Learner
Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
1c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

ISTE Standard 2 - Leader
Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
2b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

ISTE Standard 4 - Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
4d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.
ISTE Standard 7 - Analyst
Educators understand and use data to drive their instruction and support students in achieving their learning goals.
7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Relationship to *INTSAC Standards*:
Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #4: 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 the discipline accessible and meaningful for learners to assure mastery of content.
Standard #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.
Standard #8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #10: The teacher seeks appropriate leadership role and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Required Texts

Baker, C., & Wright, W. E. (**2017**). *Foundations of bilingual education and bilingualism (6th ed.).* Bristol, UK & Blue Ridge Summit, PA: Multilingual Matters. ISBN 978-1-78309-720-3
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 (2020). *Publication manual of the American Psychological Association* (**7th ed**.). Washington, DC: American Psychological Association.
Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell
Lightbown, P., & Spada, N. (2013). *How languages are learned (4th ed). Oxford handbooks for language teachers.* United Kingdom: Oxford University Press.

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

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, email).

TK20 Performance-Based Assessment Submission Requirements
(Philosophy of Teaching and Language Acquisition Case Study (LACS))
Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Forms to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time 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.

Note: The rubrics employed for assessment in TK20 are for accreditation purposes. The instructor may use different rubrics for assessing candidates' work on the PBAs for course grading purposes. These grading rubrics will align with the PBA descriptions in the syllabus and will be shared on Blackboard with candidates.

Field Experience Record and Evaluation
The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 hours in field experience** for this course. Documentation of your field experience is required as well as a **signed statement from your field experience teacher(s) or supervisor(s)**. If you are taking more than one course in a semester, you must complete 15 hours per course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)
*TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to TK20 on Blackboard. The forms are located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

NOTE: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom.

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 and other assignments. 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 request form (FERF) is the end of Week 2 of class. 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. EDUC 511.6F1).

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 request form (FERF) is the end of Week 2 of class**. 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).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates **15 hours** of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

Class Assignments			
Project	**Goal**	**Percentage of Grade**	**Due Date**
Informed Participation	Candidates are expected to actively participate in every class online 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.	20 percent	**Each week**
Philosophy of Teaching Statement **(PBA)**	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. *TESOL/CAEP Standards: 1a-1d; 2a-2d; 3a, 3b, 3e; 5a-5c* *ACTFL/CAEP Standards: 3a, 3b, 4a, 4b, 6a-6c*	15 percent	**April 15 Must upload to TK20**
Critical Topic Response Paper *(Theory & Research)*	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. *TESOL/CAEP 2b* *ACTFL/CAEP 6a*	15 percent	**April 22th**
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 and post it on Blackboard for class input and discussion. *TESOL/CAEP 2b* *ACTFL/CAEP 6a; ISTE 1c*	5 percent	**April 22th**
Language Acquisition Case Study (PBA) *(Theory, Research, Professional Collaboration & Practice)*	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. *TESOL/CAEP Standards 1a-1d; 2a, 2c, 2d; 3a, 3b, 3d, 3e; 5a, 5c* *ACTFL/CAEP Standards 6a*	30 percent	**by May 8th Must upload to TK20**
LACS Presentation	In conjunction with the Language Acquisition Case Study (below) you will present your preliminary findings to the class for feedback and further discussion through Collaborate Ultra. *TESOL/CAEP 2b* *ACTFL/CAEP 6a; ISTE 1c*	5 percent	**Week of May 4th**
Field Experience Documentat ion	Candidates will complete a minimum of **15 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	10 percent	**by May 8 Must Upload to TK20**

	must be documented by submitting a Field Experience Log of Hours and Evaluation form found on Blackboard.		

Each course assignment and TK20 evaluation criteria for the two Performance-Based Assessments in this course are located at the end of the syllabus.

- **Other Requirements**

  Note for Online Courses:

  The main participatory activity is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other activities within a Weekly Module (e.g., a journal entry, emailed assignment, etc.) are opportunities for candidates to demonstrate thorough engagement with and application of content each week.** Candidates are expected to complete discussion board posts as scheduled in the folder for that class**. Deadlines for posting and responding will be stipulated in the folder and on the discussion board instructions/prompts.** Initial Discussion Board posts must be two **well-developed, carefully constructed, concise** paragraphs, written in professional language, that *synthesize* candidates' learning from the readings, videos, and other resources with *reflective insights and make application(s)* to current or future practice. Candidates should **include thoughtful, open-ended questions** with initial posts to deepen dialog with peers. **Responses to peers' posts should be at the paragraph level and aim to make further connections to and applications of key concepts from the week's content.** All online communications **must be thoughtful and respectful**. Please approach the Discussion Board interactions with the idea that we are communicating to expand our knowledge of current research and best practices for understanding the language and literacy development strengths and needs of bilingual/multilingual children. **Please review the class participation rubric on Blackboard.**

- **Grading**
  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*	<70	0.00	

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

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/
Honor Code & Integrity of Work

- **Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). 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);
  2. 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);
  3. 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/
  4. You may also not "reuse" fieldwork hours. Each placement must have 15 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.

  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.*

  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 APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

  Online Participation/Attendance Policy
  Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the 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 summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Detailed Descriptions of Assignments

<u>**Critical Topic Response Paper**</u>

The objective of the Critical Topic Response (CTR) paper is to engage candidates thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to provide candidates with an opportunity to apply their research to analysis and reflection of classroom practices and application. **In pairs**, candidates will select a topic from one of the textbook chapters related to ELLs/bilingual & multilingual learners and second language acquisition theory, research, and/or practice. Candidates will select a third reading –a peer reviewed, scholarly article not more than five years old- on the same/related topic. Additionally, candidates should include *two to four additional supporting sources* (e.g., readings from class, other courses, or books/scholarly articles you may have read on your own) to learn more about the selected topic. Candidates will read the research with analytically and critically and will **each write** a CTR. See below for content for each part of the CTR paper.

The CTR should be a **maximum of 6 double-spaced pages** excluding title page and References page. Please use *Times New Roman, 12-pt font* and follow APA-6 style for within-text citations as well as for citations on the References page. The CTR 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. In connection with the CTR, candidates will create a **co-constructed multimedia presentation** (see below). This presentation will be shared via Discussion Board on Blackboard. The purpose is to make your research and analysis available to your peers in order to enhance their growth and learning as educators of culturally and linguistically diverse learners. Peers will have the opportunity to comment on your analysis and reflection 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: 1) *Part One: description/summary of topic based on chapter and article; 2) Part Two: analysis, application, and interpretation, and 3) Part Three: reflection*.

Part One – Description/Summary (1.0 – 1.5 pages): This is a brief summary that captures the central idea of the selected topic and provides an overview/introduction for readers.

Part Two - Analysis, **Application, and Interpretation (2.5 – 3.0 pages):** In this section, you, the analyzer, apply your growing knowledge to comment on the theory/ies, core ideas, or research described and discussed in the readings about the selected topic. You will reflect critically on the topic and interpret significant understandings for readers, based on the research. That is, candidates should aim to provide a *synthesis* of the selected topic, conveyed through a critical, analytical lens.

Part Three – Reflection (1.0 - 1.5): In this section, you will reflect on what the readings mean to you and how you connect to them. In other words, aim to share what the readings on the selected topic mean to you as an educator and how you can apply this knowledge in your current or future classroom to support bilingual students' academic progress. That is, discuss the implications of the readings for effectively educating ELLs in national and/or international contexts. Include your thoughts on what is important for providing professional development for teachers/school professionals as well as for educating parents and/or community stakeholders about this topic.

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, Video or Prezi) around your topic. The presentation should be prepared for a larger audience of colleagues, school personnel, or others in the field. You will post the co-constructed presentation in the Discussion Board on Blackboard for your peers to review and enjoy. The presentation should include the use of interactive technology to embed a learning activity that allows viewers to engage with the topic. The presentation should focus on sharing what you learned from the readings, your analysis, and reflections as well as how educators can apply ideas into current or future practice. **The multimedia presentation is included on the rubric for the CRT.**

Philosophy of Teaching *This is a Performance-Based Assessment that must be uploaded via TK20.*

The Philosophy of Teaching paper provides candidates with an opportunity to articulate their vision, informed by deep learning across courses, for serving PK-12 culturally and linguistically diverse/bi-multilingual learners with equity and excellence. Candidates will convey that they have enhanced the **knowledge, skills, and dispositions** for creating high-quality learning environments and experiences in their classroom and schools that view and value PK-12 CLD/bi-multilingual learners from a strengths-based lens. **Candidates will write the Philosophy of Teaching paper for the first time in EDCI 516 Bilingualism and Language Acquisition Research. Then, after deeper learning, this performance-based assessment will be revised and submitted in EDRD 610 Content Area Literacy with PK-12 ELs**.

It is vital that candidates anchor the Philosophy of Teaching vision in current research/theory reflective of the mindsets and developing expertise that are necessary for effective teaching and engagement with CLD/bi-multilingual PK-12 learners and their families. In other words, culturally and linguistically responsive educators understand that we cannot teach and serve diverse children well simply by "teaching the way we were taught" or teaching in a way that is most comfortable to us. Today's educators must embrace the responsibility to possess the knowledge, skills, and dispositions for highly effective teaching in diverse classrooms and demonstrate that their approach to the daily, complex work of teaching and learning is anchored firmly in theory and research-based practices.

The Philosophy of Teaching paper **must be highly reflective and written as a first-person narrative.** Candidates must engage in analytical thinking around **what it means to be a successful teacher who shapes lives and learning for children from all backgrounds and abilities**. It is important to ensure that you anchor your assertions, descriptions, and explanations in **what you have learned through teacher preparation coursework** and through your experiences in schools. Strive to make connections to relevant theories and practices, supporting your ideas by within-text citations to relevant research. In short, use what you have learned from your studies as a foundation for developing your Philosophy of Teaching.

In the Philosophy of Teaching, **strive to**:

*Explain the culturally and linguistically responsive mindset that you will bring to the classroom. Share the way that your understanding of the way that culture, language, and identity intersect to shape CLD/bi-multilingual learners' experiences in classrooms and schools. Address the way that deep knowledge of your own underlying beliefs, assumptions, and biases will provide a foundation for creating culturally and linguistically responsive learning environments and experiences.

*Create a philosophy of teaching that is highly student-centered and incorporates several specific research-based strategies/approaches for fostering additive bilingual learning environments and experiences for CLD/bi-multilingual learners.

*Demonstrate that your vision reflects understanding of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical context on CLD/bi-multilingual learners' language acquisition and development in home/community and in schools.

*Reflect your knowledge of applicable theories, teaching methods, as well as school, district, and governmental policies and legislation. Convey how this knowledge is relevant for setting expectations and making instructional and assessment decisions that facilitate language learning as well as for advocating for educational rights of CLD/bi-multilingual learners.

*Include a specific professional development plan to describe the way that you will continue learning throughout your career as a highly reflective practitioner. Share ways that you will pursue your own professional development beyond what may be offered/required by a school district.

*Convey how and why you will collaborate effectively with other educators and school staff to serve as a professional resource for evidence-based, student-centered, developmentally appropriate, interactive instruction for bi-multilingual learners as well as to advocate for effective communication with CLD/bi-multilingual learners and their families.

As you are writing a **first-person narrative**, please use "I" but avoid "you" in academic writing. For example, instead of writing, "You will serve children from many backgrounds as a teacher," write, "As a teacher, I will serve children from many backgrounds." Please **avoid direct quotes** in this short paper. Relate ideas and practices in your own words, citing sources as needed. Also, do not write out names of chapters, articles, or book titles. For example, instead of writing, "In an interesting article by Aida Walqui (2006) called *Scaffolding learning for diverse learners,* she explains that . . ." write, "Walqui (2006) emphasized the importance of scaffolding instruction for learners with different strengths."

Organize the paper with logical headings and subheadings. **Follow APA-7 style** for within-text citations and on the References page. The Philosophy of Teaching statement must be **double-spaced, using *Times New Roman, 12-pt font,* 1-inch margins, and <u>not exceed</u> *5-6 pages*.** Include a title page and References page—**these pages do NOT count in the 5-6 page length**. **Please refer to the rubric for this assignment in the syllabus and on Blackboard.**

Language Acquisition Presentation

In conjunction with the Language Acquisition Case Study (see below) you will present your preliminary findings and analysis to the class for feedback and further discussion. **This presentation will be done through live online sessions via Blackboard Collaborate Ultra in small groups near the end of the course (you will sign up for time lots).** The purpose of the presentation is two-fold: (1) to provide candidates with the opportunity to collaborate with colleagues in a learning/professional community around the topic of language assessment in the second language classroom and to share language analysis skills with fellow students (professional development); and (2) to provide the opportunity to acquire and hone professional development presentation skills. The presentation will be no more than 20 minutes, including discussion and question & answer. **Additional guidelines and a rubric for this presentation are available on Blackboard.**

Sharing your initial findings and analysis of child's oral and written language samples in small groups with your peers and instructor will allow you to obtain and incorporate feedback on your analysis and exploratory action plan into your final paper. See below for details about the Language Acquisition Case Study.

Language Acquisition Case Study *This is a Performance-Based Assessment that must be uploaded via TK20.*
The Language Acquisition Case Study (LACS) is a Performance-Based Assessment (PBA). In this project, candidates will carry out an in-depth case study of one bilingual learner's language and literacy strengths and areas of growth. The LACS requires candidates to apply key concepts from EDCI 516. Candidates will think critically about teaching and learning in an ESOL/foreign & world language classroom. Engaging in a careful assessment and analysis of a bilingual learner's language and literacy strengths and areas of growth will allow candidates to connect theory and research to practice. Based on this assessment and analysis, candidates will suggest an Exploratory Action Plan for strengthening the language learner's current level of language proficiency in all language domains (speaking, listening, reading, and writing). The LACS requires no prior knowledge of linguistics. **Please refer to the rubric at the end of this syllabus.**

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

Collecting the Oral and Written 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: Candidates should use an interview or conversational format in order to elicit language production in a natural and relaxed setting. **You should audio or videotape the oral exchange so that you can refer to it for analysis and transcribe part of it to include as an appendix**. This oral language sample is social in nature and should be interactive between you and the second language learner (in other words, the child is not reading something to you). It is a good idea to contextualize the interview/exchange around the child's interests or familiar topics. You may choose to obtain a more academic oral language sample as well by having a conversation about a text or concept that has been part of a recent lesson in the school.

Written Sample: Candidates will obtain a sample of the language learner's written work. You can ask the mentor teacher for this sample. This written sample can be any piece of writing the learner has completed in school (e.g., a story summary, a short report, a descriptive piece, etc.). The amount and kind of writing in the sample will depend on the language learner's age. You may also wish to use your own idea for eliciting the written sample. For example, you may ask the learner to write in response to a story that was recently read in school or to show understanding about a content concept that was recently learned. Strive to collect a writing sample with an *academic focus* as this will be useful in your analysis.

Additional details: (1) You will need to gain appropriate permission from the parent/guardian and school following the school's protocol. Ask the mentor teacher about appropriate protocol to follow. Please be sure to let parent/guardian know that the child's name and school will not be used in your report; (2) find out as much as you can about the language, educational, and cultural background of the learner whose language samples you will be analyzing.

Conducting the Language Analysis: To conduct your analysis, refer to TESOL/WIDA and/or ACTFL tools which have been made available to you on Blackboard. You may also use other language production proficiency rubrics that your school may be using. The WIDA speaking and writing rubrics, performance definitions, and Can-DO Descriptors along with ACTFL performance descriptors for language learners (all links on Blackboard) are useful tools. Be sure to cite the sources for the language analysis rubrics/tools that you use.

To begin your analysis, listen to, or watch the video, of the oral language exchange several times. Make notes about what you notice about the child's language usage, thinking about strengths and areas of growth. Jot down your preliminary impressions. What observations can you make about the learner's language proficiency based on this oral sample? Does this sample tell you everything you need to know about this learner's oral language strengths and areas of growth? Why, or why not?

For both the oral and written language samples, select a good "chunk" of language upon which your analysis will focus. You will include these excerpts of the oral and written samples as appendices in your report.

Ask yourself these questions as you **analyze** the oral and written language samples:

What do these language samples tell me about this child's developing oral and written language proficiency in English? In his/her foreign/world language?

*What have I learned that I can use to **anchor** my answer to that question? That is, which theories and frameworks can help me to explain what I have noticed and learned about the learner's developing oral and written language proficiency in English or foreign/world language from these samples? Theories and frameworks addressed in this course include:*

*Cummins' theories – there are several in Baker & Wright
*Sociocultural perspectives on language learning
*Sociolinguistic, Discourse, Strategic & Social Competence
*Cognitive theories of language learning
*Krashen's Affective Filter and Comprehensible Input
*Swain's Output theory
*Functional Theories that inform speaking & writing according to topic, audience, and purpose/social structure
*Constructivist perspective on language learning
*Multiliteracies and Critical Literacy
*Code-switching and Translanguaging
* Current perspectives on the dynamic, fluid, non-linear development of L2 language and literacy practices

The analysis should also address the following language acquisition concepts. ***What you include depends on the age/developmental level of the learner and the <u>context</u> for the production of the oral and written language samples.***

*L1 oral language and literacy development—L1 strengths that help the child to learn English or another language; child's metalinguistic awareness
*L1 "similarity to" or "distance from" English or the foreign/world language he/she studies
*Foundational language & literacy skills in L2 English (for young learners; e.g., phonemic awareness and phonological knowledge)
*L2 English language and literacy development—L2 strengths and areas for growth
*Knowledge of syntax (language forms and conventions)
*Vocabulary & morphological (word roots & parts) knowledge and strengths/areas for growth
*Semantic (meaning-making/comprehension, pragmatics) knowledge and strategies as well as strengths/areas for growth
*Self-awareness as a language learner
*Sociopolitical context within the school and classroom—are policies and practices optimal or fall short of supporting child's language and literacy development to the greatest degree possible?

In combination with thinking about the above concepts, apply the oral/written language proficiency rubrics/tools to make a nuanced determination about this learner's current oral and written English language or foreign/world language proficiency.

Writing the LACS Report: Each candidate will submit a report following these recommended page lengths and containing the following sections: The report must be double-spaced, use *Times New*

Roman 12-pt font, and have 1-inch margins. Within text citations and References must be in APA-6 style. Do not include an abstract.

LACS Report Required Sections	Recommended Page Lengths
Introduction	1.5 – 2.5 pages
Analysis	4.0 – 6.0 pages
Exploratory Action Plan	3.0 – 4.0 pages
Reflection	1.5 – 2.5 pages
Total	**10.0 – 15.0 pages** (excluding title page, References, and Appendices)

Part I- Introduction – Refer to both the first category on the LACS rubric—Cultural Context, Description of Learner and Learner's language Development to write an introduction that describes various aspects of the learner.   Please include the reason you chose this child for your case study (remember to use a pseudonym to protect the anonymity of the child) and the setting in which the language samples were obtained. Provide a brief description of the learner's personal and educational history including:

- 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. **Please do not ask about or refer to child's legal status.**
- 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

If possible, include brief information about the participant's family. For example, how did you establish a relationship with the child's family?

Part II – Analysis – For this section, refer to both the second and third categories on the LACS rubric-- Language Proficiency Assessment AND Language Analysis & Application of Language Acquisition Theories. You will discuss your analysis of *both the oral and written samples*. You must concretely and clearly link your analysis to the SLA theories and frameworks that you considered when conducting the analysis. In other words:

- Thoroughly explain your analysis--which tools did you use? What determinations did you make about the child's current level of oral and written English Language Proficiency (ELP) or his/her foreign/world language proficiency? Which strengths and areas of growth did you note?
- Thoroughly explain what your analysis revealed and carefully **anchor your assertions in theory, research, and perspectives about language acquisition and language learning from this course.** Cite your sources within the text.

Part III - Exploratory Action Plan: For this section, refer to the fourth category on LACS rubric—Action Plan/Application of SLA Theories. The **GOAL** of this section is to **offer and**

explain recommendations for strengthening this child's oral and written English language proficiency (or foreign/world language proficiency), including attention to his/her academic English language proficiency (or academic skills in foreign/world language)**.**

Remember: Your recommendations **must be closely connected to theories and research** that you have learned. That is, you must "back up" your thinking by anchoring your recommendations in theory/research (**citing sources within the text**).

Possibilities for inclusion in the Exploratory Action Plan:

*Instructional strategies and techniques for strengthening the learner's English (or foreign/world language) oral and written language and literacy development (may include use of multiliteracies)
*Formative assessment recommendations for gaining useful knowledge about how to plan the kind of theoretically sound instruction this learner requires to move his/her English (or foreign/world language) oral and written language and literacy development forward
*Changes in the instructional context/environment that would facilitate the strengthening of the learner's English (or foreign/world language) oral and written language and literacy development
*Strategies for strengthening the learner's L1 oral and written language and literacy development (within school context and/or at home)
*Improvements to home/school connection that can facilitate language and literacy development

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Part IV – Reflection: This section draws from the 5th Category on LACS rubric – Professional Communication. The **GOAL** of this section is to **clearly articulate what you have learned about teaching ESOL/bilingual & multilingual learners through the completion of this project.**

Make clear:
*Your expanded knowledge *gained from the project* about second language learning and acquisition
*Personal and professional application of this knowledge to your teaching practice – use concrete examples from your own thinking to illustrate deep connections between knowledge gained and classroom practice.

Part V - References – Include a list of references at the end of your analysis project. Please use APA-7. Your sources should include a rich selection of the course readings to support your analysis and provide evidence of your knowledge base.

Part VI - Appendixes – Please include the oral and written language excerpts used for your analysis, and any other data collected as applicable.

LACS Presentation Guidelines: Use PowerPoint to create your presentation. You will present your LACS on Blackboard Collaborate Ultra, which supports PowerPoint for visuals. Please see a description of this presentation in the "Major Assignments Overview" section of this syllabus. As well, a LACS Presentation Assessment Tool is located on Blackboard. ***This presentation is <u>not</u> part of the PBA that will be uploaded to TK20***

COURSE SCHEDULE

Faculty reserve the right to alter the schedule as necessary, with notification to students.

NOTE: All texts marked with asterisk (*) are located as a PDF within the corresponding Class Module on Blackboard. The most up-to-date assignments are in the class folder for that date. All changes and additions will be noted in the class folders.

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the module Some supplemental readings TBA)
Class 1 **March 23**	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements Intro to Blackboard	Introduction to EDCI 516: Watch the introductory video. Review syllabus thoroughly; Complete assignments (Introductory Discussion Board Post in Module 1 on Blackboard) ***King, J. (2016)**. The importance of bilingual education. *NABE Perspectivas, 39*(1), pp. 15-17. ***Gándara, P. (2015).** Rethinking bilingual instruction. *Educational Leadership, March 2015,* pp. 60-74 See Module for class 1 in the tab marked "Course Content/Class folders"
Class Two **March 25**	Understanding Bilingualism The Landscape of Language Vitality	**Baker & Wright** text: Chapters 1 & 3 ***King, K. & Fogle, L.** (2006). "Raising bilingual children: Common parental concerns and current research" ***Gándara (2015).** *The implications of deeper learning for adolescent immigrants and English language learners.* Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future.(in Resources and Weblinks) Complete assignments in Class 2 on Blackboard

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the module Some supplemental readings TBA)
Class Three March 27	SLA Research and its implications for classroom practice Bilingualism: Assessment & Measurement Assessing Language Development; Assessing Content Formative Assessment Practices **Select topics for Critical Topic Response Paper & Presentation (due April 22)**	**Baker & Wright** Chapter 2: Review ideas on measurement as we consider the role of Standards in teaching and learning ***WIDA (2009) Bulletin on Formative Assessment** *OPTIONAL*: ***Abedi, J. (2008)**. Classification system for English language learners: Issues and recommendations, *National Council of Measurement in Education,* 17-31. Complete assignments in Module 3 on Blackboard
Class Four March 30	Assessment Continued Standards for Teachers and PK-12 Students: TESOL, WIDA, ACTFL, VA ELP SOLs Formative Assessment Practices cont. Introducing Simultaneous Bilingualism Introduction to Philosophy of Teaching PBA	**De Houwer, A. (2009).** Chapters 1 & 2 ***WIDA (2013)** Amplified Frameworks for Eng. Lang. Development, 1-14 ***Alvarez, L. Amanda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014).** Focusing formative assessment on the needs of English language learners. WestED (www.WestEd.org) p. 1-23. Complete assignments in Module 4 on Blackboard

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the module Some supplemental readings TBA)
Class Five April 1	L1 Research in Children L2 Research: Young Children and Development of Bilingualism Translanguaging Multiliteracies & Transliteracies	**Baker & Wright.** Chapter 5 **De Houwer (2009).** Chapters 3 & 4 **AND** ***García, O. (2017)** Translanguaging in schools: Subiendo y bajando, bajando y subiendo as afterword, *Journal of Language, Identity & Education*, 16:4, 256-263. **AND** ***Wright, W. (Feb., 2016).** Let them talk! *Educational Leadership, 73(5),* 24-29. **AND** Complete assignments in Module 5 on Blackboard; work on Philosophy of education paper and Critical Topic Response Paper & Presentation
Class Six April 3	Second Language Learning through the School Years : Factors Influencing Second Language Learning Second Language Learning and Social Identity **Intro to Language Analysis Case Study Project**	**Baker & Wright**. Chapter 6 **De Houwer (2009).** Chapters 5 & 6 **AND** ***Vasquez, V.M. (2018).** Critical literacy. *Oxford Research Encyclopedia of Education,* 1-17. DOI: 10.1093/acrefore/9780190264093.013.20 **AND** *CHOOSE:* **Montgomery, C. (Feb. 2014).** The transformative power of performance-based assessment, *The Language Educator, 9*(2), p. 42 **OR** ***Barrueco, S., Smith, S., & Stephens, S. (2015).** Supporting parent engagement in linguistically diverse families to promote young children's learning: Implications for early care and education policy. New York, NY: Child Care & Early Education Research Connections Complete assignments in Module 6 on Blackboard; Work on your Philosophy of Education (April 15) Work on Critical Topic Response Paper & Presentation (April 22)

Class	Theme/Topic	Preparation and Readings
		(To be read at the beginning of the module Some supplemental readings TBA)
Class Seven **April 6-14**	Bilingualism, Cognition, & the Brain The Academic Registers of School	**Baker & Wright** Chapters 7 & 8 **AND** ***Wong Fillmore, L. (2009).** English language development: Acquiring the language needed for literacy and learning. Research into Practice: Pearson monograph, 1-16. **AND** *CHOOSE:* ***Dreher, M.J., & Gray, J.L. (2009)**. Compare, contrast, comprehend: Using compare-contrast text structures with ELLs in K-3 classrooms. *The Reading Teacher, 63*(2), 132-141. **OR** ***Lindahl, K., & Watkins, N. (2014)**. What's on the "LO" menu? Supporting academic language objective development. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas, 87*(5), 197-203. **OR** **Lee, O., & Buxton, C. (2013)**. Teacher professional development to improve science and literacy achievement of English language learners, *Theory into Practice, 52,* 110-117. Complete assignments in Module 7 on Blackboard **Upload Philosophy of Teaching to Tk20 by April 15th**

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the module Some supplemental readings TBA)
Class Eight April 15	Bilingual Education: Bilingualism, & Biliteracy Models of Bilingual Education **Philosophy of Teaching PBA due to TK20**	**Baker & Wright** – Chapters 10 & 11 (selected parts—see Module 8 on Blackboard) AND ***Walqui, A. (2006).** Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism, 9*(2), 159-178. AND ***Jang, E., & Jiménez, R. T. (2011).** A sociocultural perspective on second language learner strategies: Focus on the social context. *Theory Into Practice, 50*, 141-148. Complete assignments in Module 8 on Blackboard; **Philosophy of Teaching PBA due**
Class Nine April 17	The Effectiveness of Bilingual Education: Dual Language Education Immersion Bilingual Education Heritage Language Education	**Baker & Wright**. Chapter 12 AND ***Umansky, I., Valentino, R., & Reardon, S. (Feb. 2016).** The promise of two-language education. *Educational Leadership, 73(5),* 11-17 AND **Choose ONE:** *Otcu, B. (2010). Heritage language maintenance and cultural identity formation: The case of a Turkish Saturday school in New York City, *Heritage Language Journal, 7(2),* 273-298. **OR** ***Jean, M., & Geva, E.** (2012). Through the eyes and from the mouths of young heritage-language learners: How children feel and think about their two languages. *TESL Canada Journal, 29*(6), 49-74. Complete assignments in Module 9 on Blackboard

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the module Some supplemental readings TBA)
Class Ten April 20	Effective Schools & Instruction for Second Language Learner The role of Comprehensible Input: The SIOP and the CALLA models. Performance-Based Assessment **Critical Topic Response Paper & Presentation due via Bb Assignment Link by April 22nd.** Sign-Up for LACS presentation time slots via Sign-Up Genius link that will be made available this week.	**Baker & Wright**- Chapter 13 *selected parts—see Weekly Module on Bb.* **AND CHOOSE from these brief, easy-to-read articles:** *****Echevarria, J., Frey, N., & Fisher, D. (March 2015).** What it takes for English learners to succeed, *Educational Leadership, 72*(6), 22-26. **OR** *****Robertson, K.** (2016). A lesson in taking flight. *Educational Leadership, Feb. 2016,* 56-61. **OR** *****Huerta, M., & Jackson, J. (2010)**. Connecting literacy and science to increase achievement for English language learners. *Early Childhood Education Journal, 38,* 205-211.
Class Eleven April 24	Literacy, Biliteracy & Multiliteracies for Bilinguals Affective, Social, and Cultural Perspectives SLA	**Baker & Wright** Chapter 14-- *selected parts—see Weekly Module on Bb.* **AND** *****Wagner, C. J. (2016).** Teaching young dual language learners to be writers: Rethinking writing instruction through the lens of identity. *Journal of Education 196*(1), 31-40. **AND** *****Cummins, Hu, Markus, & Montero (2015).** Identity texts and academic achievement: Connecting the dots in multilingual school contexts. *TESOL Quarterly, 49*(3), 555-581. Complete assignments in Module 11 on Blackboard; Work on Language Acquisition Case Study Presentation . **Review and comment on CTR presentations on Blackboard**
Class Twelve April 27	Bilingualism and Special Educational Needs Implications of Learner Similarities/ Differences for the Classroom	**Note: No reading from Baker & Wright this week.** *****Ortiz, et al. (2011).** The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: Implications for response to intervention. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education, 34*(3), 316-333. Complete assignments in Module 12 on Blackboard; Language Acquisition Case Study written report

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the module Some supplemental readings TBA)
Class Thirteen **April 29**	Policy & Politics of Bilingualism: The Socio-political Debate Classroom Discourse: The role of authentic communicative situations	**Baker & Wright** Chapters15, 17 & 18—*selected parts only. See folder for pages* ***Brown, J., & Doolittle, J. (2008).** A cultural, linguistic, and ecological framework for Response to Intervention with English language learners. Practitioner Brief, NCCREST, 1-13. **Sign up for your LACS presentation next week**
Class Fourteen **May 4-7**	**LACS presentations in small groups on Collaborate Ultra**	Finalize your Language Acquisition Case Study Presentation and LACS written report.
Class Fifteen **May 8**	**LACS PROJECTS DUE via TK20** **All papers, assignments, forms due by May 8th**	NO Readings or Online Activities this class Finalize and Post Language Acquisition Case Study Report on TK20. **Complete Online Student Rating of Instruction**

EDCI 516 Performance Based Assessment Rubric – Language Acquisition Case Study

Category	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
Introduction to way language learner's sociocultural background and sociopolitical context for language learning play a role in language and literacy development TESOL/CAEP 2a ACTFL 2a	Candidate presents **inadequate** introduction including **minimal** relevant elements of learner's sociocultural background and situates learner's language and literacy development in sociopolitical context **without nuance**.	Candidate presents **basic** introduction including **some** relevant elements of learner's sociocultural background and situates learner's language and literacy development in sociopolitical context in clear way but **lacks sufficient nuance**.	Candidate presents **detailed** introduction including **many** relevant elements of learner's sociocultural background and situates learner's language and literacy development in sociopolitical context in **nuanced** way.	Candidate presents **comprehensive** introduction including **all** relevant elements of learner's sociocultural background and situates learner's language and literacy development in sociopolitical context in **highly nuanced** way.
Theoretical analysis of language learner's language and literacy development through asset-based lens TESOL/CAEP 1a, 1b, 1c; 2b ACTFL 2b	Candidate conveys **insufficient** analysis of learner's language and literacy development and situates analysis in **under-developed** synthesis of theoretical frameworks.	Candidate conveys **adequate** analysis of learner's language and literacy development and situates analysis in **satisfactorily developed** synthesis of theoretical frameworks.	Candidate conveys **detailed** analysis of learner's language and literacy development and situates analysis in **well-developed** synthesis of theoretical frameworks.	Candidate conveys **thorough** analysis of learner's language and literacy development and situates analysis in **extraordinary** synthesis of theoretical frameworks.
Presentation of Exploratory Plan with key	Candidate presents **inadequate** set of research-based key recommendations	Candidate presents **adequate** set of research-based key recommendations	Candidate presents **relevant** set of research-based key recommendations that are	Candidate presents **salient** set of research-based key recommendations that are

recommendations for strengthening language learner's language & literacy development TESOL/CAEP 1a, 1b, 1c; 2b, 2c; 3a, 3b ACTFL 3a, 3b	that **lack** promise for strengthening learner's language and literacy development.	that are **somewhat** promising for strengthening learner's language and literacy development.	**clearly** promising for strengthening learner's language and literacy development.	**strongly** promising for strengthening learner's language and literacy development.
Reflection of impact of knowledge gained on teaching practice and language learner outcomes TESOL/CAEP 2a, 2b; 5c ACTFL 6b, 6c	Candidate presents **inadequate** reflection of learning that lacks nuance with **underdeveloped** explanation of implications for teaching practice *and* learner outcomes.	Candidate presents **adequately nuanced** reflection of learning with **adequate**, analytical explanation of implications for teaching practice *and* learner outcomes.	Candidate presents **satisfactorily nuanced** reflection of learning with **satisfactory**, analytical explanation of implications for teaching practice *and* learner outcomes.	Candidate presents **highly nuanced** reflection of learning with **comprehensive**, analytical explanation of implications for teaching practice *and* learner outcomes.

EDCI 516 & EDRD 610 Philosophy of Teaching Rubric

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Identify and apply knowledge about teacher's identity, cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching ACTFL 6c TESOL 2e	Candidate does not address how teacher identity and cultural values have an effect on language learning in the philosophy of teaching; does not address removing bias or supporting cross-cultural appreciation in teaching practice	Candidate creates a philosophy that that basically takes into consideration a variety of concepts of culture and identity but does not provide sufficient ways to address removing bias and/or supporting cross-cultural appreciation in teaching practice	Candidate creates a philosophy that satisfactorily takes into consideration a variety of concepts of culture and identity and provides ways to address removing bias and supporting cross-cultural appreciation in teaching practice	Candidate consistently uses cultural knowledge and reflection on one's identity throughout the philosophy of teaching to address his/her own biases and creates a clear plan of action to remove any and all bias and support cross-cultural appreciation in teaching practice
Demonstrate knowledge of language teaching methods in their historical contexts and create a supportive classroom environment to address culturally and linguistically diverse student needs in multiple ways. ACTFL 2a, 2c;3a, 3b; 4a,4b TESOL 2c, 3a, 3b	Candidate creates a philosophy of teaching that does not reflect adequate knowledge of teaching methods nor adequately addresses the needs of linguistically and culturally diverse learners through adapted instruction	Candidate creates a philosophy of teaching that contains some knowledge of teaching methods in historical contexts and some strategies for adapting instruction based on student needs but which do not provide sufficient support for linguistically and culturally diverse learners	Candidate creates a philosophy that demonstrates a satisfactory understanding of the language teaching methods in historical contexts, is student-centered, and includes specific strategies for adapting instruction to address the needs of linguistically and culturally diverse learners	Candidate creates a philosophy of teaching that demonstrates a deep understanding of language teaching methods in their historical contexts, is highly student-centered, and incorporates several specific strategies for adapting instruction to address the needs of linguistically and culturally diverse students

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Demonstrate and apply knowledge of language acquisition theories and the interrelationship between language and culture ACTFL 3a, 3b; 4a,4b TESOL 1a-1d; 2a, 2b	Candidate demonstrates an inadequate understanding of language acquisition across developmental levels. The philosophy of teaching lacks adequate strategies and reflects limited evidence of awareness of culture and language acquisition theories.	Candidate demonstrates a basic understanding of how language acquisition occurs at various developmental levels. The philosophy of teaching has some strategies or activities that reflect basic knowledge of culture and language acquisition theories.	Candidate demonstrates a satisfactory understanding of how language acquisition occurs at various developmental levels. The philosophy of teaching has a variety of strategies and activities that reflect satisfactory knowledge of culture and language acquisition theories.	Candidate demonstrates a thorough 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 and activities that reflect deep knowledge of culture and language acquisition theories
Clearly establish professional goals that will help the candidate practice self-assessment and reflection to continue learning as a highly reflective practitioner and pursue ongoing professional development ACTFL 6a-6c TESOL 5b,5c	Candidate does not include any evidence of having professional goals that are informed by self-assessment or reflective practice. Candidate does not include a professional development plan.	Candidate creates vague or unmeasurable professional goals that are not adequately informed by self-assessment or reflective practice. Candidate provides only basic professional development plan that may or may not provide adequate growth and learning as a language teaching professional.	Candidate creates a number of clear and measurable professional goals that are informed by self-assessment and reflective practice. Candidate shares a satisfactory professional development plan that supports continual growth and learning as a language teaching professional.	Candidate creates several well-articulated and measurable professional goals that are clearly informed by self-assessment and highly reflective practice. Candidate articulates a strong, specific professional development plan that ensures continual growth and learning as a language teaching professional.

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
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 emergent bilinguals. ACTFL 6a-6c TESOL 3d; 5a	Candidate does not adequately understand the responsibilities inherent in being a professional language educator who is committed to equitable and ethical interactions with all stakeholders. Candidate does not describe self as professional resource in schools and does not include appropriate techniques and dispositions for working with language learners, colleagues, and families.	Candidate shows only basic understanding of the responsibilities inherent in being a professional language educator who is committed to equitable and ethical interactions with all stakeholders. Provides only basic description of self as professional resource in schools by identifying only a few appropriate techniques and dispositions for working with language learners, collaborating with colleagues, and serving as an advocate for students and their families.	Candidate understands and explains the responsibilities inherent in being a professional language educator who is 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 for working with language learners, collaborating with colleagues, and serving as an advocate for students and their families in an effective way.	Candidate clearly understands and explains the responsibilities inherent in being a professional language educator who is strongly committed to equitable and ethical interactions with all stakeholders. Clearly describes self as professional resource in schools by identifying a wide variety of appropriate techniques and dispositions for working with language learners, collaborating with colleagues, and serving as an advocate for students and their families in a highly effective way.

Core Values Commitment

The College of Education and 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/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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