

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



EDRD 610 [6F1/DL1]– Content Literacy for English Language Learners, PK-12
3 Credits, Fall 2020
Asynchronous Online, August 24th to December 5th 2020

Faculty

Name: Nora El-Bilawi, Ph.D.
Office Hours: By appointment—online
Phone: 703-991-9261 (cell)
Email Address: nelbila1@gmu.edu

Prerequisites/Corequisites

Required Prerequisites: [EDCI 519B-](#) and [520*B-](#).
* May be taken concurrently.
B- Requires minimum grade of B-.

University Catalog Course Description

Focuses on research-based instructional strategies for integrating development of English learners' academic language and literacy skills with learning of content concepts across grade levels and disciplinary areas. Emphasizes sociocultural practices that leverage ELs' social, cultural, linguistic, and knowledge capitals to strengthen academic achievement in content classrooms. Requires 15 hours of PK-12 classroom fieldwork.

Important Note: For Fall 2020, in-school and/or virtual field experiences with PreK-12 mentor teacher will NOT be required. In this course, video-based field experience via Mason Teaching Channel--free access for Mason students via directions provided on Blackboard) will be required and linked to alternative performance-based assessments.

For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>

Course Overview

This course provides a specific focus on content area literacy for English language learners (ELs) and other language minority (LM) students at all levels. Candidates in this course will examine literacy research and instruction related to teaching specific subject matter including social studies, science, mathematics, and the arts to ELs. Participants critically analyze and demonstrate teaching approaches for English literacy and biliteracy in content areas. An important goal for this course is promoting collaboration between grade-level teachers, as well as literacy and language personnel, to support the academic success of ELs and LM students. The cultural context of learning is also considered. Among the topics addressed are: sociocultural and sociopolitical dimensions of teaching academic content; principles for content area instruction; identity and self-concept formation; learning and collaboration across the curriculum; differentiated instruction for ELs/LM students; strategies for reading and writing for academic purposes; formative assessment in the content areas; analyzing resources and materials; dimensions of learning social studies, science, and math content; students with interrupted schooling; critical literacy; and advocacy in support of academic equity for language learners.

Course Delivery Method (For Online Courses)

This course will be delivered fully online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. 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 **Sunday, August 23, 2020 at 12:00 a.m.**

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 a headset microphone for use with the Blackboard Collaborate web conferencing tool when needed.

- 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 **Tuesday and will end 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;** in other words, your workload should **be between 10 to 15 hours a week.**
- 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.
- 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.
- Instructor Support:
Students may schedule a one-on-one zoom or web conference meeting, or a telephone meeting to discuss course requirements, content or other course-related issues. 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. Identify language and literacy skills critical for EL success in the content areas.
2. Plan and execute literacy activities across a range of content areas for ELs.
3. Apply first and second language acquisition theory and praxis to developing literacy, especially reading /writing, for ELs in the content areas.
4. Utilize current theory and praxis in literacy and bi-literacy to analyze resources and materials for teaching secondary and post-secondary ELs in the content areas.
5. Analyze research from newer perspectives concerning implications for teachers of older children, youth, and adults from culturally diverse and second language backgrounds.
6. Use content-language integrative approaches to teach pre-reading, during-reading, and post-reading and writing strategies.
7. Model for students reading and writing strategies appropriate to various learning tasks in content area subject matter.
8. Develop performance-based assessment activities in determining the content instruction for ELs.
9. Identify major pedagogical approaches to teaching reading and writing and explain applicability to teaching English learners of various language backgrounds and ability.

Professional Standards: TESOL Standards, InTASC (Interstate Teacher Assessment and Support Consortium) Standards and CAEP (Council for the Accreditation of Educator Preparation) 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.

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.

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.

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 4 Assessment and Evaluation

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

4b. Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.

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.

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

Interstate New Teacher Assessment and Support Consortium (InTASC) & International Society for Technology in Education (ISTE) Standards

EDRD 610 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (InTASC) and the International Society for Technology in Education (ISTE). EDRD 610 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ISTE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Value #5 Social Justice
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #9 Professional Learning and Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Required Texts

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed). Portsmouth, NH: Heinemann.

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines*. (2nd ed.). San Francisco, CA: Jossey-Bass.

Recommended Books:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.
- Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic language in diverse classrooms: Definitions and contexts*. Corwin Press.
- Reiss, J. (2012). *120 content strategies for English language learners* (2nd ed.). New York, NY: Allyn & Bacon.

Course Performance Evaluation

Candidates are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

Assignments and/or Examinations

Project	Goal	Percentage of Grade	Due Date
Participation	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: 5c</i>	40 percent	Each week
Philosophy of Teaching (Update) PBA	Revise your Philosophy of Teaching statement that you wrote in EDCI 516 to reflect your professional growth to date. <i>TESOL/NCATE Standards – 1a-d, 2a,b,c,e, 3a,b,d, 5a-c</i>	20 percent	Via Bb Assignment link
Content Literacy Project PBA	Plan collaboratively with other colleagues to improve language, literacy, and content instruction for ELL/LMS and reflect upon literacy practices across the curriculum for ELL/LMS <i>TESOL/NCATE Standards – 2b, 3a,e, 4b, 5a,</i>	40 percent	End of course Via Bb Assignment link
Field Experience Log & Evaluation Forms		N/A	N/A for Fall 2020

Other Requirements

Attendance Policy

Students are expected to participate in **all** learning activities within each weekly module. Not participating in all learning activities within each weekly module will be reflected with a zero for the week and as an absence. **Students with one or more absences will not receive credit for the course.**

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and learning activities to do. You are expected to participate in the class discussions and learning activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the course.

The discussion board is where the real learning begins—through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course.

Follow these parameters for your discussion board participation:

- Good posts tend to be around **150 - 250 words** per post.
- You are expected to post, at a minimum, **3 times each week**.
- Deadline for initial post: **Friday 11:59pm EST**.
- Deadline for response posts: **Sunday 11:59pm EST**.

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	

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

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

DETAILED ASSIGNMENT INFORMATION

Each assignment is described below. **Faculty reserves the right to alter the schedule as necessary, with notification to students.**

Informed Participation (40%)

Class participation in an online asynchronous course is evidenced by thorough and thoughtful completion of **all** activities in the Weekly Modules. These activities **are opportunities for candidates to demonstrate thorough engagement with all course content (readings, videos, PowerPoints, etc.) in the Weekly Modules.** While your current knowledge as an 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 Weekly 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. **Class participation will be assessed via the rubric provided on Blackboard.**

The main participatory activity is engaging in conversation with classmates via Discussion Board posts, moderating DB discussion, and other learning activities. The Discussion Board posts and any other learning activities within a Weekly Module (e.g., a journal entry, Voice Thread, Wiki, WordPress Blog, visual representation of learning, etc.) are opportunities for candidates to demonstrate thorough engagement with all course content in the Weekly Modules. A class participation rubric that outlines these expectations is located on Blackboard.

Content Literacy Project (40%)– This is a Performance-Based Assessment (PBA)

This will be submitted via Blackboard-Assignment link in Fall 2020

This major assignment will provide candidates with the opportunity to design, implement, and reflect on a detailed, standards-aligned lesson plan with specific content learning and literacy/language development goals. A holistic rubric for evaluating the key pieces of this assignment will be shared on Blackboard. Candidates will design a lesson plan with a focus on young adolescents in grades 4-6, middle level (grades 7-8), secondary (grades 9-12), or post-secondary adult learners depending on your current or prospective teaching context. The candidate may use a lesson plan template from their current teaching context, but must ensure that the lesson plan *design and description* highlight the design features below. (Note: Candidates will draw on learning from the course to work across several modules to build and share the lesson plan with feedback from peers and the instructor).

Tasks:

Building upon your learning in the course, you will design and implement a lesson in your teaching context.

1. Identify the **specific content** you wish to teach to ELs within a unit in which your lesson plan is situated.
2. **TESOL Standards** (and/or **state standards** such as SOLs if applicable) addressed in the lesson plan.
3. The grade level, the number of students and EL students in particular in the classroom in which the lesson will be implemented along with the lesson length.

4. Consider the **background knowledge** you may need to build to teach this lesson. Think about the prior content knowledge students will need to understand this lesson and any gaps you may need to address.
5. Consider the academic language demands of the specific content that you wish to teach and develop **content and language objectives** for the lesson written in actionable, measurable, student-friendly (and grade/age appropriate) language. Ask yourself, “What do the students need to understand or be able to do with language to engage with the content in this lesson?”
6. Select at least two **instructional strategies** for inclusion in the lesson plan that support the content and language goals. Think about any scaffolds you may need to include to allow ELs with developing language proficiency levels to fully participate in the lesson.
7. Plan **instructional sequence** and **learning activities** that incorporate high levels of student-to-student interaction and require students to use academic language in authentic, contextualized ways read, write, listen, and speak about the content concept. Consider the way that ELs’ L1 may be useful in supporting language and content learning in the lesson.
8. Embed **formative assessments** in your lesson plan so that instruction and assessment are integrated.
9. Include a **digital tool(s)** in the lesson plan and note any adaptive materials that would be included. Only design activities that are tailored specifically for this semester and for this course.
10. Share the draft lesson plan with class members and receive feedback from your peers. Review the feedback and make changes to the lesson plan.
11. Reflect on the content literacy plan and its implications for future teaching incorporating your peers’ feedback; tie your conclusions to the research on integrating content and language instruction with ELs.

Writing Your Report:

Part A- Introduction (2 pgs)

- Describe the students in the class that you would implement the lesson (e.g., age range, grade level, language proficiency levels, language backgrounds, socioeconomic backgrounds, etc.).
- Indicate and briefly describe the purpose and basic content covered in the class.
- State the factors you considered that led you to design the lesson, such as, the need to foster skill development in a certain area or the need to support understanding of a particular content area skill or concept, in order to enhance student motivation through the innovative use of specific content area literacy strategies.
- Briefly describe how you would collaborate with your content-area colleagues and what they may inform you to develop your lesson.
- Show why the strategies you chose are precisely relevant to your students’ needs.
- ***Justify your choices using the course readings.***

Part B- Analysis of Your Planned Instruction (3 - 4 pgs)

- State the student content and language learning objectives and explain why you chose them (e.g., rationale for these instructional goals).
- Document any adaptations needed in the lesson to suit individual student needs.
- Briefly summarize how you would implement the strategies and your use of technology.

- Describe any envisioned challenges for your students. For example, how would your students at the lower proficiency level find your instruction? What kind of added challenges they might have found from your lesson? What other unforeseen challenges might there exist?
- How would you know whether your students met your instructional goals? Give an example.
- How would you know whether your students met the content and language objectives? What would be your evidence?
- ***Justify your thinking using the course readings.***

Part C-Conclusions and Reflections (4-5 pgs)

1. Based on the feedback from your peers in our course, please reflect on the following:

- How did you ensure that all learners make progress toward the content and language/literacy learning goals? Why or why not?
- Do adjustments need to be made to learning activities or to representations of understanding in order to more fully assess all learners' progress toward the lesson's goals? What and why?
- What did you learn from your peers' feedback? How might you incorporate this teacher-peer feedback in an iteration of the lesson? Why?

2. Engage in a critical reflection on the following:

- What did you learn about the nature of language, literacy, and content area instruction for ELs in your lesson design process?
- What is the role of collaboration in planning and implementing content area literacy for ELs?
- How can ESL/EFL/EAL teachers work to improve teaching in the content areas to foster ELs' academic language and literacy development and increase their academic achievement inside and outside of the ESL/EFL/EAL classroom?
- What information do you believe is critical for content area teachers to know about academic language and literacy development to support academic achievement for ELs?
- What additional knowledge, training, experiences do ESL/EFL/EAL and content area teachers need to effectively support ELs' academic language and literacy development and acquisition of content?
- Document how this project expanded your understanding of ways to collaborate to build partnerships with colleagues and/or students' families and why this effort is important in strengthening ELs' academic language and literacy development and content learning.
- ***Justify your thinking using the course readings*** - Be sure to use course readings to support your comments in this section.

Part D-References

Cite the relevant course readings and other professional theory and research on literacy, language, and/or content area instruction for ELs to justify and support your work for this project. Be sure to use APA-7 style for your references.

Part E – Appendix

In this part, place your lesson plan for reference while reading the report.

Philosophy of Teaching (Update) (20%) —*This is a Performance-Based Assessment*

This will be submitted via Blackboard in Fall 2020

Your paper must be 6-7 pages, double-spaced, using *Times New Roman 12-pt font* with one-inch margins. In this revised philosophy of teaching statement from your earlier version in EDCI 516, **you will need to incorporate new knowledge, theoretical concepts, practices, and perspectives from courses you took after EDCI 516 and reflect the way that these important concepts shape your instruction and provide a vision of your classroom with CLD learners.** In other words, your updated philosophy of teaching paper should be different from your earlier version in significant ways (the SafeAssign program will be automatically applied to assess your paper to identify whether you have significantly updated your paper. If your paper demonstrates over 50% overlap with the earlier version, it will not be acceptable as an updated paper). Importantly, you need to describe potential steps for sharing professional staff development strategies based on your own personal reflections and collaborative experiences with other colleagues, especially content-area teachers. Lastly, you need to describe how you will develop partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class Session	Topic	Preparation: Main Readings	Assignments
Week 1 8/25-31	Course Intro	*Read syllabus thoroughly * watch orientation video	<ul style="list-style-type: none"> ▪ post an introduction of yourself following instructions under discussion board
Week 2 9/1-7	Content Area Literacy: What is it and why is it important? Text complexity: What makes complex texts challenging for EL/CLD learners?	Read: * Brozo, W. (2010). The role of content literacy in an effective RTI program. <i>The Reading Teacher</i> , 64(2), 147-150. * Fang, Z. (2012). Approaches to developing content area literacies: A synthesis and a critique. <i>Journal of Adolescent & Adult Literacy</i> , 56(2), 103-108. * Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. <i>Reading: The Core Skill</i> , 69(6), 58-62.	Complete all activities and tasks in the module
Week 3 9/8-14	Social & Cultural Perspectives of Students' Language Usage: How do in-school and out-of-school language demands differ? How do students' social, cultural, knowledge, and linguistic capitals differ?	Read: * Zwiers Chapter 1 & 2 * Greenleaf, C., Schoenbach, R., & Murphy, L. (2014). Building a culture of engaged academic literacy in schools. <i>IRA e-essentials</i> , 1-15.	Complete all activities and tasks in the module
Week 4 9/15-21	ELs in the Mainstream Classroom: What helps ELs to learn academic language?	Read: * Gibbons Chapters 1 & 2 * Understanding Language Initiative (2013). Key principles for ELL instruction. * Lindahl, K., & Watkins, N. (2014). What's on the "LO" menu? Supporting academic language development. <i>The Clearing House</i> , 87, 197-203.	Complete all activities and tasks in the module
Week 5	Cultivating Academic	Read:	Complete all

9/22-28	<p>Language Development:</p> <p>What are key teacher habits & strategies for modeling and scaffolding academic language development across content areas?</p> <p>Accountable Talk:</p> <p>How to integrate more communication between students when discussing content?</p>	<p>* Zwiers Chapter 3</p> <p>* Fang, Z. (2008). Going beyond the fab five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. <i>Journal of Adolescent & Adult Literacy</i>, 51(6), 476-487.</p> <p>Optional:</p> <p>* Fisher, D., & Frey, N. (2007). Implementing a schoolwide literacy framework: Improving achievement in an urban elementary school. <i>The Reading Teacher</i>, 61(1), 32-43.</p>	activities and tasks in the module
Week 6 9/29-10/5	<p>Shifting from Content Area Literacy to Disciplinary Literacy:</p> <p>What is meant by Disciplinary Literacy?</p>	<p>Read:</p> <p>* Zwiers Chapter 4</p> <p>* Fang, Z., & Coatoam, S. (2013). Disciplinary literacy: What you want to know about it. <i>Journal of Adolescent & Adult Literacy</i>, 56(8), 627-632.</p> <p>* Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. <i>Harvard Educational Review</i>, 78(1), 40-59.</p>	Complete all activities and tasks in the module
Week 7 10/6-12	<p>Student-to-Student Interaction:</p> <p>How does interaction facilitate oral language development and academic language acquisition?</p>	<p>Read:</p> <p>* Zwiers Chapter 5</p> <p>* Gibbons Chapter 3</p>	Complete all activities and tasks in the module
Week 8 10/13-19	<p>Reading in a Second Language—Vocabulary and Beyond:</p> <p>What’s the role of vocabulary instruction?</p> <p>What other academic language features make complex texts challenging?</p>	<p>Read:</p> <p>* Zwiers Chapter 7</p> <p>* Gibbons Chapter 6</p> <p>* Kucan, L. (2012). What is most important to know about vocabulary? <i>The Reading Teacher</i>, 65(6), 360-366.</p>	Complete all activities and tasks in the module
Week 9 10/20-26	<p>Writing in a Second Language:</p> <p>How do students use academic language resources to write in the genres of school?</p>	<p>Read:</p> <p>* Zwiers Chapter 8</p> <p>* Gibbons Chapters 4 & 5</p> <p>* Resource Guide (2012). Engaging in and exploring explanation writing: A practical</p>	Complete all activities and tasks in the module

	How do teachers scaffold academic writing for ELs?	guide for classroom teachers, <i>Government of South Australia, Department of Education and Child Development</i> .	
Week 10 10/27-11/2	Spotlight on Technology: How can teachers use digital tools to foster ELs' academic language and literacy development?	Read: *Hill, A. (2014). Using interdisciplinary, project-based, multimodal activities to facilitate literacy across the content areas. <i>Journal of Adolescent & Adult Literacy</i> , 57(6), 450-460.	Complete all activities and tasks in the module Updated Philosophy of Teaching DUE
Week 11 11/3-9	Academic Listening & Thinking: How do teachers support small group and pair discussions to extend student thinking?	Read: * Zwiers Chapter 6 * Gibbons Chapter 7	Complete all activities and tasks in the module
Week 12 11/10-16	Learning Language, Learning through Language, & Learning about Language: How do we differentiate instruction for diverse learners with varied language and literacy needs?	Read: * Gibbons Chapter 8 * Watts-Taffe, S. et al., (2012). Differentiated instruction: Making informed teacher decisions. <i>The Reading Teacher</i> , 66(4), 303-314.	Content literacy project draft is due for feedback
Week 13 11/17-23	Integrating Academic Language Development in Lessons & Assessments: What do transformational opportunities for learning content and developing academic language and literacy practices look like in classrooms?	Read: * Zwiers Chapter 9 * Gibbons Chapter 8 * Kibler, A.K., Walqui, A., & Bunch, G. (2015). Transformational opportunities: Language and literacy instruction for English language learners in the Common Core era in the United States. <i>TESOL Journal</i> , 6(1), 9-35.	Complete all activities and tasks in the module
Week 14 11/24-30	Thanksgiving Break		
Week 15 12/1-5	All Assignments Due By Dec. 5 11:59	Content Area Literacy Project (via assignment link on Bb)	

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 <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 <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/>.
- **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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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
<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 emergent bilinguals.</p> <p>ACTFL 6a-6c TESOL 3d; 5a</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>