

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



EDCI 516 6F1 – Bilingualism & Language Acquisition Research
3 Credits, Fall 2020
Synchronous Online, Oct 21st to Dec. 9th, 2020

Faculty

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Prerequisites/Corequisites

Required Prerequisites: [EDRD 515](#)*B-, [EDUC 511](#)B- and [537](#)B-.

* 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.

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 is required for candidates pursuing an initial teacher licensure in English as a Second Language (ESOL) or Foreign/World Language education. It is also required for teachers pursuing endorsement in 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 (76% or more) using a mostly synchronous 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 by **Tuesday, October 14, 2020 at 8:00 p.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.
- 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: We will meet synchronously **most** classes on Wednesday at 7:30pm. Therefore, our week will start on **Wednesday and end on Tuesday**.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week**.
- Participation:
Students are expected to be online and actively engaged in all course activities throughout the semester, which include 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:
Since most classes will be held synchronously on Blackboard Collaborate, students should make sure that they have a working webcam and microphone. 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 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 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 since this is a condensed course, we will use only the **Baker and Wright (2017) book. Make sure that you have the 2017 edition.** Any additional readings will be in the folder for that week.

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

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 Performance-Based Assessment Submission Requirements

(Philosophy of Teaching and Language Acquisition Case Study (LACS))

NOTE: Submission of Performance-Based Assessments to TK20 will NOT be required during fall 2020. Students will submit instructor-designed Alternative Performance-Based Assessments via Blackboard Assignment links as per directions on Bb.

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 to 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 Blackboard. Failure to submit the assessment will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

Field Experience Record and Evaluation

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 who will create accounts using Mason emails via directions provided on Blackboard) will be required and linked to alternative performance-based assessments

- **Assignments and/or Examinations**

| Class Assignments | | | |
|-------------------|------|---------------------|----------|
| Project | Goal | Percentage of Grade | Due Date |
| | | | |

| | | | |
|---|---|-------------|--|
| Informed Participation | Candidates are expected to actively participate in every class session and 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 |
| Discussion Board postings | Candidates will have at least 6 discussion board responses which carry point value for adding to the discussion by answering specific questions. See the description of Discussion Board postings below. | 20 percent | Most weeks |
| 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 a Philosophy of Teaching Statement. The Philosophy of Teaching Statement provides an opportunity to apply learning to develop a vision for current and future teaching. It will be reviewed and revised in EDRD 610 . <i>TESOL/CAEP Standards: 1a-1d; 2a-2d; 3a, 3b, 3e; 5a-5c</i> <i>ACTFL/CAEP Standards: 3a, 3b, 4a, 4b, 6a-6c</i> | 20 percent | Nov. 11th at midnight through Bb Assignment Link |
| Teaching Channel Peer Feedback | In conjunction with the Mason Teaching Channel observations you will share your notes with a small group for peer feedback and further discussion. <i>TESOL/CAEP 2b</i> <i>ACTFL/CAEP 6a; ISTE 1c</i> | 10 percent | Dec. 2 during Collaborate for peer feedback |
| Alternative LACS (Theory, Research, Professional Collaboration & Practice) | This revised assignment still provides candidates with an opportunity to use video observations to analyze emergent bilingual children’s oral and written language usage from a strengths-based lens and make significant connections to key theories and instructional practices learned in EDCI 516 <i>TESOL/CAEP Standards 1a-1d; 2a, 2c, 2d; 3a, 3b, 3d, 3e; 5a, 5c</i> <i>ACTFL/CAEP Standards 6a</i> | 30 percent | Wed. Dec. 9th by midnight via Bb Assignment Link |

Requirements

Class participation (20%) Since this class will be mostly synchronous, participants will be expected to log in on time and participate in both small group discussions and whole group activities. **On Collaborate, use of the webcam while speaking and in small group is required.** You will have at least six discussion board assignments worth 20 % of your grade. These assignments will be in the weekly folders and linked to Discussion Board.

Discussion Board

The main participatory activity other than Collaborate sessions, is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other activities within a Weekly Module are opportunities for candidates to demonstrate thorough engagement with and application of content each week.** Candidates are expected to complete an **initial Discussion Board post by Saturday night at midnight and to respond briefly but thoughtfully to two peers’ posts by Tuesday night at midnight.** 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 robust 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/policies-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 withdrawals 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 one or more absences in this 7.5-week course 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

Philosophy of Teaching *This is a Performance-Based Assessment that must be uploaded via the Blackboard Assessments Tab.*

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 not exceed 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.**

EDCI 516 - Language Acquisition Case Study REVISED ASSIGNMENT Fall 2020

Given school closures, due to global pandemic since spring 2020, the Language Acquisition Case Study will be replaced with the revised assignment described below. This revised assignment still provides candidates with an opportunity to **use video observations** to analyze emergent bilingual children’s oral and written language usage from a strengths-based lens and make significant connections to key theories and instructional practices learned in EDCI 516.

You will watch the Mason Teaching Channel videos indicated in the graphic organizer, which is a *scaffolding tool for organizing the revised Language Acquisition Case study paper that you will write*. You will not submit the graphic organizer as part of your final project, but completing it will be important for writing your paper.

For ALL video observations, please keep these overarching questions in mind:

*Why is it imperative for educators to focus on emergent bilingual children’s strengths, on what they CAN do rather than on what they cannot do?
How does a strengths-based focus inform teachers’ instructional decisions?
What implications does a strength-based focus have for supporting emergent bilingual children’s language and literacy development?
What have I learned that I can use to **anchor** my answers to these questions?*

For each video, a set of “thought starters” to consider is included along with a space for you to take notes based on the “thought starters” **AND** the overarching questions above. Other columns are provided to jot your specific connections to relevant theory/research **AND** effective instructional practices from learning in EDCI 516.

Keep in mind that Baker and Wright (2017) is the principal source of learning in this course for key theories and promising instructional environments and practices with emergent bilingual children. You have also learned theory and instructional practices/strategies from supplementary texts and videos. It will be very useful to note/list the specific sections of the textbook and/or supplementary texts that connect to your thinking around the thinking prompts for each video.

I recommend that you *review the videos across Weeks 5 and 6* to allow yourself an opportunity to reflect and return to textbook and other readings/content for connections in response to each video. You may want to watch each video more than once. After you have reviewed each video, taken notes based on “thought starters,” and made connections to relevant theory/research and instructional practices, you will draft your alternative LACS paper by Week 6 . You will revise (e.g., improve, refine) and peer edit (e.g., mechanics) during Week 7 and submit your final paper via the Blackboard Assignment Link for that purpose by or before midnight on the last day of class (Dec. 9).

A *LACS Structure and Evaluation Tool* has been provided on Bb for you to follow as you write and revise your final paper. You will find this graphic organizer by clicking on the Assignments tab on Blackboard.

EDCI 516 LACS Graphic Organizer for Video Observations from The Teaching Channel

| Video Title & Length (minutes) Video Context & Link for REQUIRED Videos | Thought Starters (along w. Overarching Questions) | My Notes re Thought Starters AND Overarching Questions | My Connections to Theory/Research from 516 (w. source) | My Connections to Instructional Practices from 516 (w. source) |
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| <p><i>Dual Language Learners: Developing Literacy</i> (4:08) (PK-K)</p> <p>https://learn.teachingchannel.com/video/dual-language-learners-literacy-skills</p> | <p>How does Ms. Ngan help her students develop language and literacy skills?</p> <p>Why is it important to connect to students' home languages and cultures?</p> <p>What are the benefits of asking open-ended questions?</p> | | | |
| <p><i>Newcomer Instruction: Supporting Language & Content Learning in Math</i> (9:26) 9th grade Algebra</p> <p>https://learn.teachingchannel.com/video/math-for-newcomers-ousd</p> | <p>What are the benefits of allowing newcomer students to use their home language during math class?</p> <p>How does Ms. Segura scaffold the instruction throughout the lesson?</p> <p>What does Ms. Segura learn about the</p> | | | |

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| | <p>language demands of this lesson, and how does she use that knowledge to alter her instruction for the next class?</p> | | | |
| <p><i>Preparing Learners: Activating Prior Knowledge</i> (5:40) Grades 6-8 English Language Arts</p> <p>https://learn.teachingchannel.com/video/activating-prior-knowledge</p> | <p>This lesson asks students to utilize various forms of "communicative functions" through the three-step interview. Why is this important for ELLs?</p> <p>How does the structure of this task ensure that all students are engaged in the work?</p> <p>How did Ms. Park-Friend activate her students' prior knowledge?</p> | | | |
| <p><i>Asking and Answering Questions about Soil</i> (11:27) 2nd Grade</p> <p>https://learn.teachingchannel.com/video/ask-answer-questions-nea</p> | <p>How does Ms. Rodriguez help her students build academic language?</p> <p>What strategies does Ms. Rodriguez use to</p> | | | |

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| | <p>support English Language Learners?</p> <p>How does Ms. Rodriguez support the small group working on the rug?</p> | | | |
| <p><i>Listening & Speaking: Formative Assessment</i> (3:41) 4th grade</p> <p>https://learn.teachingchannel.com/video/assessment-listening-speaking-skills-ousd</p> | <p>How does Ms. Horwitz's use of the checklist help students focus on their speaking and listening goals?</p> <p>How does Ms. Horwitz use the data from the checklist?</p> <p>How could you adapt this checklist for use in your own classroom?</p> | | | |
| <p><i>My Thinking Logs: A Literacy Practice for Math</i> (1:47) 5th grade</p> <p>https://learn.teachingchannel.com/video/student-thinking-logs</p> | <p>Why is it important for students to talk it out before writing?</p> <p>What supports are in place to help students write out their ideas?</p> <p>Why is this an especially effective strategy for English Language Learners?</p> | | | |

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| <p><i>Scaffolding Text Structure for ELLs (2:26)</i> Gr 9-12</p> <p>https://learn.teachingchannel.com/video/scaffolding-text-structure</p> | <p>How do the colors guide students in their writing?</p> <p>What sentence starters do the students use for each section?</p> <p>How can this strategy be applied across subjects areas?</p> | | | |
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COURSE SCHEDULE—condensed format

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

NOTE: The weekly folder will have the most up-to-date information about the readings/assignments for the week.

| Class | Theme/Topic | Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA) |
|--|---|---|
| Week One Wed. Oct. 21- Tues. Oct. 27 | Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements Intro to Blackboard Understanding Bilingualism Assessment and Measurement | Introduction to EDCI 516 Baker & Wright text: Chapters 1 & 2 WIDA 2020 Guiding Principles Complete assignments (Introductory Discussion Board Post) in Module 1 on Blackboard |
| Week Two Wed. Oct. 28- Tues. Nov. 3 | SLA Research and its implications for classroom practice L1 Research in Children L2 Research: Young Children and Development of Bilingualism Translanguaging Multiliteracies & Transliterations | Baker & Wright (2017) Chapter 5 and 6 Complete readings and assignments in Module 2 on Blackboard |
| Week Three Wed. Nov. 4— Tues. Nov. 10 | Bilingualism, Cognition, & the Brain Theories of Bilingualism | Baker & Wright (2017) Chapters 7 & 8 Complete readings and assignments in Module 3 on Blackboard |
| Week Four Wed. Nov. 11— Tues. Nov. 17 asynchronous | The Effectiveness of Bilingual Education: Dual Language Education Immersion Bilingual Education Heritage Language Education | Baker & Wright (2017) Chapters 11 & 12 Complete assignments in Module 4 on Blackboard |

| Class | Theme/Topic | Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA) |
|--|---|--|
| <p>Week Five Wed. Nov. 18— Tues. Nov. 24</p> | <p>Literacies, Bi-literacies and Multi-literacies for Bilinguals</p> <p>Effective Programs for Bilinguals</p> | <p>Baker & Wright (2017) Chapters 13 & 14</p> <p>AND</p> <p>*Wright, W. (Feb., 2016). Let them talk! <i>Educational Leadership</i>, 73(5), 24-29.</p> <p>Complete readings and assignments in Module 5</p> |
| <p>Week Six Wed. Nov. 25- Tue. Dec. 1st Asynchronous</p> | <p>Special Education and Language Learners</p> <p>Exploring Aida Walqui/s webinar series</p> | <p>Baker & Wright. Chapter 15</p> <p>https://www.wested.org/wested_event/qtel-conversation-series-2020/</p> <p>Complete readings and assignments in Module 6</p> |
| <p>Week Seven Wed. Dec. 2- Tues. Dec. 8th</p> | <p>Policy & Politics of Bilingualism: The Socio-political Debate</p> <p>Classroom Discourse: The role of authentic communicative situations</p> | <p>Baker & Wright Chapters 17 & 18 (selected sections)</p> <p>Finalize Alternative Language Acquisition Report from your graphic organizer notes.</p> <p>Complete readings and assignments in Module 7</p> |
| <p>Week 7.5 Wed. Dec. 9th</p> | <p>Alternative LACS PROJECTS DUE via Blackboard Assignment Link</p> | <p>Chapters 9 & 10 (sections)</p> <p>Finalize Alternative Language Acquisition Case Study Report.</p> <p>Complete Online Student Rating of Instruction</p> |

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 |
|--|---|--|---|--|
| <p>Identify and apply knowledge about teacher’s identity, cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching</p> <p>ACTFL 6c TESOL 2e</p> | <p>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</p> | <p>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</p> | <p>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</p> | <p>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</p> |
| <p>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.</p> <p>ACTFL 2a, 2c;3a, 3b; 4a,4b TESOL 2c, 3a, 3b</p> | <p>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</p> | <p>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</p> | <p>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</p> | <p>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</p> |

| 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> |

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

- 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/> .