



## FAST TRAIN Programs

**EDCI 516.601**  
**BILINGUAL AND LANGUAGE ACQUISITION RESEARCH**  
**27 June – 7 July, 2011**

**Professor: Dr. Lesley Fern Snowball, CertEd., DipEd., MPhil., PhD**  
Email: lsnowbal@gmu.edu

### **Course Description**

This course provides students with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom. This is a required course for Virginia State PK - 12 ESL licensure and for FAST TRAIN Elementary masters program teachers. Students will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing

### **Course Delivery**

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

- *Presentations* (i.e., lectures assisted by PowerPoint and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student presentations*;
- *Video presentations*;
- *Blackboard 9.1™* web-based course management system.

The seminar format of EDCI 516 requires the active participation of all students. As an experiential course, it is structured around discussion, hands-on activities, and small group projects. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings. Students should be prepared to discuss the content readings in class in relation to teaching culturally

and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion.

### **Course Outcomes**

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

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

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

Language is the most human form of behavior, and the investigation of what research shows us about how language is acquired and the study of how language interacts with culture are essential areas of information that individuals seeking to teach world languages must know and understand. Exploring how languages are acquired and the link between culture and communication will help develop a knowledge base appropriate for individuals teaching in today's multicultural world. Emphasis will be on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.

#### *TESOL/NCATE Standards Addressed:*

Domain 1. Language - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. Language as a System - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development - Candidates understand and apply theories

and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Domain 2. Culture - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 3. Planning, Implementing, and Managing Instruction - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

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

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

Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History - Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

## **College of Education & Human Development Expectations**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## **Additional Course Policies**

**Attendance Policy:** FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In-class participation is important not only to the individual student but to the class as a whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the participation grade as stated in the course syllabus (Mason catalog). Each unexcused absence will result in a “0.5” point deduction from your participation grade.

**Technology in Class:** Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session unless the faculty member gives permission. Students may not use laptops unless specifically directed by the instructor to do so during class.

**GMU E-mail & Web Policy:** Mason uses electronic mail ([www.gmu.edu/email](http://www.gmu.edu/email)) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication with the instructor will be through the Mason e-mail system.

**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 FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

## **Texts and Resources**

### **Required Texts:**

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Clevedon, UK: Multilingual Matters.

### **Recommended Books:**

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

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: L. Erlbaum.

## Course Requirements

EDCI 516 is comprised of class meetings (see Schedule) and a series of course products and assessments aimed toward providing evidence of meeting the course objectives. It will include a hands-on learning project where you will spend time working and interacting with a language learner analyzing his/her language acquisition and presenting an exploratory action plan to ensure growth, development, and academic success.

Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Students are ***expected to attend all class sessions***, to participate actively during large and small group discussion and activities. Students will also lead warm up discussions on the class readings during the semester. Because this course is interactive in nature, your active participation in class and on Blackboard provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points. Time should be spent going over lecture notes, answering discussion questions and completing assignments in and out of class. A large portion of your grade is based on class participation, students will be expected to first respond to all discussion questions/activities, **and then** engage in discussing other student's answers during our class sessions.

Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline (0.5/day), unless special arrangements have been made with the professor in advance. If you believe you will have difficulty meeting course requirements in a timely manner, please discuss your situation with the instructor as soon as possible.

Assignments and Evaluation Overview	
Preparation and Participation <i>TESOL/NCATE Standards: 1b, 3a, 4a, &amp; 5a</i>	20%
Philosophy of Teaching statement <i>TESOL/NCATE Standards 2, 4a, 5c</i>	10%
Critical Journal Response <i>TESOL/NCATE Standards 1b, 2a &amp; 2b</i>	10%
Comparative Language Policy Analysis <i>TESOL/NCATE Standards, 5a</i>	10%
Group Case Study and Presentation <i>TESOL/NCATE Standards - 1a, 1b, 2, 3a, 3b, 3c and 5a, 5b</i>	10%
Language Acquisition Case Study and Presentation <i>TESOL/NCATE Standards - 1a, 1b, 2, 3a, 3b, 3c, and 5a, 5b</i>	40%
<b>Total</b>	<b>100%</b>

Evaluation Criteria are listed with each assignment.

Grading Scale:

**GRADING**

<http://jju.gmu.edu/catalog/apolicies/gradstandards.html>

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

All students will receive an IP or "In Progress" at the conclusion of this course. Students will be required to turn in the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted here: <http://fasttrain.gmu.edu/current-students/field-req/>. The deadline for posting the PBA to TaskStream and for completing the required fieldwork documents in the course is **November 15, 2011**. Failure to submit this work to the instructor and in TaskStream by this deadline will result in an "F" 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 the summer term, and the instructor must turn in the final grade by the end of the 10<sup>th</sup> week. Unless an explicit written extension is filed with the 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 FAST TRAIN office.

### **ESL Students & The Professional Development Portfolio**

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. As performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is **Language Acquisition Case Study**. This assignment must be posted

to TaskStream, where it will be reviewed and graded. Please see the FAST TRAIN website: [http://fasttrain.gmu.edu/assets/docs/fast\\_train/PortfolioGuidelines.pdf](http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf) for more information.

**Elementary Students & The Performance Based Assessment:** Although the Language Acquisition Case Study is the performance based assessment for all students in this course, Elementary students are not required to post this assignment to TaskStream. **Only Elementary students should plan to post this assignment to Blackboard to receive a final grade.**

## Course Schedule for EDCI 516:601 Summer 2011

<b>Day /Date</b>	<b>Topic/Learning Experiences</b> (activities will be amended or added, depending on need)	<b>Preparatory Readings</b> (additional readings of articles, research papers etc. will be assigned in class)
<b>Prior to first class</b>	Familiarization with bilingual education and bilingualism Making personal connections	<b>Skim all chapters of Baker (required text) to gain overview of content</b> <b>Choose one chapter that particular interests you or draws your attention – prepare an outline explaining why to be shared during Warm-up Discussion 1</b>
<b>Day 1</b> <b>June 27<sup>th</sup></b> <b>Monday</b>	Introductions Course Overview Warm-up Discussion 1 Key Issues in Second Language Acquisition (SLA) Research Myths and misconceptions about SLA Discussion on Philosophy of Teaching paper Reflection Student consultations by appointment	<b>Baker Chapters 1, 3, 4, 9</b>
<b>Day 2</b> <b>June 28<sup>th</sup></b> <b>Tuesday</b>	Warm-up Discussion 2 SLA Research and its implications for classroom practice L1 Research in Children L2 Research: Children and SLA Introduction to Critical Journal Response (CJR) Sign up for audio essays online Reflection Student consultations by appointment	<b>Baker Chapters 5, 6</b>
<b>Day 3</b> <b>June 29<sup>th</sup></b> <b>Wednesday</b>	<b>Philosophy of Teaching paper due</b> Warm-up Discussion 3	<b>Baker Chapter 2</b> <b>Explore the audio essays online at <a href="http://www.yearof">http://www.yearof</a></b>

	<p>Adolescents/Adults and SLA</p> <p>Intro to Language Analysis Case Study Project (sign up for LACSP groups)</p> <p>FL/WL Standards and Measurement</p> <p>Group work on CJR</p> <p>Reflection</p> <p>Student consultations by appointment</p>	<p><a href="http://languages.org/i4a/pages/index.cfm?pageid=3963">languages.org/i4a/pages/index.cfm?pageid=3963</a></p> <p><b>Choose one each and give a summary</b></p>
<p><b>Day 4</b> <b>June 30<sup>th</sup></b> <b>Thursday</b></p>	<p><b>Critical Journal Response due</b></p> <p>Warm-up Discussion 4</p> <p>Bilingualism and Cognition</p> <p>Cognitive Theories and the curriculum</p> <p>School Issues and Special Needs Learners</p> <p>Reflection</p> <p>Student consultations by appointment</p>	<p><b>Baker Chapters 7, 8, 15, 16</b></p>
<p><b>Day 5</b> <b>July 1<sup>st</sup></b> <b>Friday</b></p>	<p>Warm-up Discussion 5</p> <p>Models of bilingual education</p> <p>Bilingualism, biliteracy and language learners</p> <p>Group work on Language Analysis Case Study</p> <p>Reflection</p> <p>Student consultations by appointment</p>	<p><b>Baker Chapters 10, 12, 13, 14</b></p>
<p><b>Day 6</b> <b>July 5<sup>th</sup></b> <b>Tuesday</b></p>	<p>Warm-up Discussion 6</p> <p>Bilingualism and Special Needs</p> <p>Implications of Learner Similarities/ Differences for the Classroom</p>	<p><b>Baker Chapter 11</b></p>

	<p>Input and Interaction in SLA: A Brief Look at the Multiple Intelligences</p> <p>Reflection</p> <p>Student consultations by appointment</p>	
<p><b>Day 7</b> <b>July 6th</b> <b>Wednesday</b></p>	<p><b>Comparative Language Policy Analysis due</b></p> <p>Warm-up Discussion 7</p> <p>Politics of Bilingualism: The Socio-political Debate</p> <p>Comparative Language Policy Analysis presentations</p> <p>Reflection</p> <p>Student consultations by appointment</p>	<p><b>Baker Chapters 17, 18, 19</b></p>
<p><b>Day 8</b> <b>July 7th</b> <b>Thursday</b></p>	<p><b>Language Analysis Case Study Projects (written papers) and Group Presentations due</b></p> <p>Warm-up Discussion 8</p> <p>Language Analysis Group Presentations</p> <p>Presentations debrief and implications for PBA</p> <p>EDCI 516 Course synthesis and evaluations</p>	

## Detailed Assignment Descriptions and Evaluation

### Preparation and Participation (15%)

*Bilingualism and Language Acquisition Research* is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental.

### Expectations

During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):

- Listen actively and thoughtfully – *consider perspectives different from your own.*
- Speak from your own experience or from the readings – *avoid interpreting for others.*
- Respectfully challenge others' ideas: if you disagree with something, respectfully disagree with the *idea* – *and please do not “attack” the person.*
- Diverse views are welcome and enrich the discussion.
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion.
- New policy: Laptops are allowed only *during small group work for research purposes or for presentations.* Laptop use is not allowed during whole class discussions.

**Students are expected to complete all required readings prior to class, to attend 100% of all class sessions and to arrive on time and prepared to actively engage in thoughtful and respectful dialogues with their peers and the instructor or guest lecturers.** For most issues, there is not one “correct” answer and students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. Students are expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice.

There are three types of participation:

- 1) Classroom Engagement in whole and small group discussion;
- 2) Leading a whole-class warm-up discussion at least once.
- 3) Daily participation in the discussion board forums in Blackboard.

### Discussion Leader

Each day, a small group of students will lead a warm-up discussion based on the required readings for that class. The discussion leaders should write questions that elicit critical analysis of the readings' themes and plan to lead and facilitate a 10-15 minute discussion that creatively includes all members of the class and ensures the audience is engaged. An important part of this assignment is to successfully moderate the group discussion – a great teaching opportunity!

## Preparation and Participation Evaluation Rubric

<b>Criteria:</b>	<b>Beginning: Little or No Evidence 1</b>	<b>Developing: Approaches Expectations 2</b>	<b>Accomplished: Meets Expectations Adequately 3</b>	<b>Exemplary: Strongly Meets Expectations 4</b>
<b>Attendance</b>	Two or more unexcused absences.	One unexcused absence	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy
<b>Preparation of readings</b>	No evidence of reading or preparation for class discussions.	Prepared some of the time for thoughtful contribution to class.	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions
<b>Participation in activities, discussions, projects</b>	Little to no participation in discussions, activities, or projects.	Minimal participation in discussions, activities, and projects.	Always participates in discussion, activities, and projects.	Takes leadership in engaging peers in participation in discussions, activities, and projects
<b>Homework, assignments</b>	Rarely or never prepared with assignments or group work.	Usually prepared with assignments or group work	Always prepared with assignments or group work.	Always prepared with assignments and assumes leadership role for group work
<b>Blackboard</b>	No constructive comments to help class discussion. No depth of presentation, no research base. All posts made same day of class.	Limited contribution to the quality of discussion. Few postings but all on same day. Limited referenced other research, gave examples, and evoked follow-up responses from other students.	Enhanced quality of discussion. Several posts but all on same day. Referenced other research, gave examples, and evoked follow-up responses from other students	Demonstrated leadership in discussion; Substantially enhanced quality of discussion (e.g., illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion)

## **Philosophy of Teaching Statement (15%)**

### **Objective**

Students will draft and update a philosophy of teaching that reflects their understanding of and commitment to the critical issues related to teaching second language learners. *There is no right or wrong way to write a philosophy statement, which is why it is so challenging for many people to write one.* You may decide to write in prose, use famous quotes, create visuals, use a question/answer format, etc. However, your philosophy of teaching statement should include the following elements:

- Your **OWN** beliefs about and reflections on the purpose of teaching and learning
- Your goals for P-12 students
- Your reflection on the role and characteristics of an effective teacher
- Your goals and expectations about the nature of the student-teacher relationship
- Your beliefs about your own professional development as a teacher

**It should be reflective and personal.** What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of you as a teacher, as a person who is intentional about teaching practices and committed to students. **It is generally 4 – 5 pages in length.** For some purposes, an extended description is appropriate, but length should suit the context. **It is written in first person, in most cases.** Writing in first person is most common and is the easiest for your audience to read. **“Own” your philosophy.** Write about *your* experiences and *your* beliefs. Explain what you believe and why you believe it, and make this clear to the reader.

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

**Include teaching strategies and methods to help people “see” you in the classroom.** By including very specific examples of teaching strategies, assignments, discussions, etc, you help readers visualize what actually happens (or will happen) in your learning environment.

You will post a summary of your Philosophy of Teaching paper in BB so others may appreciate what you bring as a teacher to the discussion.

## Teaching Philosophy Statement Evaluation Rubric

<b>Criteria:</b>	<b>Beginning: Little or No Evidence</b>	<b>Developing: Approaches Expectations</b>	<b>Accomplished: Meets Expectations Adequately</b>	<b>Exemplary: Strongly Meets Expectations</b>
<b>Criteria:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Statement of Beliefs &amp; Views of the Teacher</b>	Terms absent or confusing	Limited presentation of the terms <i>teaching</i> and <i>learning</i> and their relationship  Examples and reflection about beliefs, attitudes are inappropriate or missing  Does not adequately articulate his/her view of the role of the teacher within the classroom or teaching setting  Statement provides limited expression of the characteristics of an effective teacher and their influence on students	Defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship  Includes appropriate examples and reflection about beliefs, attitudes  Adequately articulates his/her view of the role of the teacher within the classroom or teaching setting  States the characteristics of an effective teacher and their influence on students, but the statement may lack some clarity	Clearly and personally defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship  Convincing and consistent examples and reflection about beliefs, attitudes  Clearly articulates his/her view of the role of the teacher within the classroom or teaching setting  States clearly and convincingly the characteristics of an effective teacher and their influence on students
<b>Goals for Students</b>	Is not included or not an obvious section of the philosophy statement	Articulates limited understanding of his/her view of the learner within the classroom or other learning setting  Demonstrates little understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting	*Articulates his/her view of the learner within the classroom or other learning setting  Demonstrates some understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting	Clearly articulates his/her view of the learner within the classroom or other learning setting  Demonstrates superior understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting
<b>Plans for</b>	Not an obvious	Demonstrates a	Demonstrates a	Demonstrates a clear

<b>Professional Development as a Teacher</b>	section of the document	limited understanding of his/her own development, or does not identify the need for continued professional development.	general understanding of his/her own development by identifying the need for <i>one</i> of the following: Continuing professional education and/or life-long learning experiences, ongoing reflection of teaching practices, or the application of “scientific teaching” methods (i.e., teacher action research, assessment of teaching practice, etc.)	understanding of his/her own development by identifying the need of <i>at least two</i> of the following: Continuing professional education and/or life-long learning experiences, ongoing reflection of teaching practices, or the application of “scientific teaching” methods (i.e., teacher action research, assessment of teaching practice, etc.)
<b>Literature References and APA Format</b>	Connections to broader literature are not appropriate, or are missing  Statement does not meet philosophy guidelines, and provides little or no evidence, citing two or fewer sources  Does not follow APA format, or contains multiple errors in form, format, or referencing	Includes appropriate connections to broader literature, but may need further explanation about connections  Statement meets philosophy guidelines, but provides limited evidence, citing fewer than 3 sources  Generally follows APA format for headings, citations, and references, but contains several errors	Includes thoughtful connections to broader literature  Statement adequately meets philosophy guidelines, but cites fewer than 5 sources  Some incomplete APA referencing, or may contain APA errors in text or list of references	Includes thoughtful and thorough connections to broader literature  Clear, consistent, and convincing citations of more than 5 sources, including salient class/course materials & readings  Paper follows APA Style Guidelines in form and format, referencing
<b>Overall Style</b>	Poorly organized and/or inconsistent voice used  Has grammatical or stylistic needs; contains errors and error patterns that prevent the reader	Generally well organized but has some problems or the voice is not consistently presented  Generally well written, but may have some problems with clarity of expression, or may have	Well organized across all or most sections of the statement with consistent or clear voice used  Grammatically and stylistically well written, may contain a few errors	Well organized with clear and consistent voice used  Grammatically and stylistically well written with few to no errors, and no error patterns

	from understanding the message	errors/error patterns	Clearly written overall and conveys information well to the reader	Clearly organized and conveys information succinctly to the reader
--	--------------------------------	-----------------------	--	--

EDCI 516 Faculty Team (Osterling, Fox, Buchanan, Koenig) – adapted from National Board Scoring Rubric Formatting and from: Schonwetter, D.J., Sokal, L., Friesen, M. & Taylor, K.L. (2002). Teaching philosophies reconsidered: A Conceptual model for the development and evaluation of teaching philosophy statements. *The International Journal for Academic Development*. 7(1) p. 83-97.

## Critical Journal Response (CJR) (15%)

**Objective:** To engage learners thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The reading of current research is important for professional growth and development.

The Critical Journal Response engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. CJRs will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your CJR should be **between 2-5 pages** in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the author*, and how and why you *can or cannot apply* these ideas into your current or future practice.

The response should be comprised of three parts (or levels):

- 1) **Level One: description/article abstract,**
- 2) **Level Two: analysis, application, and interpretation, and**
- 3) **Level Three: reflection** on the content and its meaning to you in your current/future professional role and application to your classroom.

**Level One – Description/Abstract:** A short paragraph. This paragraph describes the article and captures its salient points. This tells briefly **what** the article is about, captures the central idea of the article, and provides an overview, or abstract, for your reader.

**Level Two - Analysis, Application, and Interpretation** of the material is the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article. It concerns your interpretation of the material based on the readings we have done in class to date. In this section, utilize **at least three supporting sources (references)** from your readings, using APA style, 6<sup>th</sup> edition. Cite references at the end of your journal critique on a page entitled References. These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own or for another class.

**Level Three - Reflection:** This is a section where you will reflect on what the article means to you and how you connect to it. For example: Why did this article appeal to you, or why did you select this particular article? You should include a section that states what this research, or information in the article, means to you as an educator and how you might use it (or portions of it) in your (future) classroom. You might tell what you would do **similarly** or **differently**, and **why**, to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular environment. This section personalizes the description, analysis, and interpretation to your individual situation.

### Critical Response Journal Evaluation Rubric

	<b>Little or no evidence</b>	<b>Beginning: Approaches, but does not adequately meet expectations</b>	<b>Developing: Meets Expectations Adequately</b>	<b>Accomplished: Strongly Meets Expectations</b>
<b>Criteria/ Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Organization</b>	Thesis statement, introduction, body and close essentially indistinguishable.	Has some of the essential components but is disorganized; no real movement from generalities to specifics.	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics.	Thesis statement, introduction, body and close clearly discernable. CJR moves regularly from generalities to specifics.
<b>Interpretation</b>	Fails to question data. Ignores bias Misses major content areas.	Identifies some questions. Notes some bias Recognizes basic content States some inconsistencies.	Asks insightful questions. Detect bias Recognizes context.	Asks insightful questions. Refutes bias Examines inconsistencies.
<b>Analysis and Evaluation</b>	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research.	Identifies some conclusions Sees some arguments Identifies some differences Assumes information valid.	Formulates conclusions Recognizes arguments Evaluates data Seeks out information.	Examines conclusions Uses reasonable judgment Synthesizes data Views information critically.
<b>Mechanics/ Writing</b>	Poorly written with numerous spelling, grammatical, and / or punctuation errors; a number of major and minor grammatical mistakes. Essentially unreadable.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing.	Reasonable well written; a few minor spelling, grammatical or punctuation errors; easy and interesting reading; evidence of regular revision and proof reading.	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors; clear evidence of regular revision and proofing.

## **Comparative Language Policy Analysis (15%)**

**Objective:** To engage learners with international aspects of the legal processes, mandates, and public policies that continue to effect ELLs and their subsequent application to the instruction of ELLs.

The Comparative Language Policy analysis requires groups of students to research one western and one non-western country's bilingual or English language policy as it concerns K-12 students. Students should reference published curriculum, teacher preparation programs, scholarly articles, and other sources e.g., ministry websites, and present a clear picture of language learning classrooms within the selected country. (Students who have taught in a particular country may provide limited references to their own experiences in country.) Students will compare the two countries policies, drawing connections between policy, ESL history, and current classroom practice.

Student should address the following questions in a 2-5 page paper:

- What are the current policies on second language acquisition outlined for each country?
- In what ways do the policy statements reflect research on second language acquisition?
- Locate and describe specific instances of curricular approaches (K-6, 4-9, 10-12) that reflect the implementation of current research on second language acquisition.
- Locate and describe evidence of teacher preparation that reflects research on second language acquisition.
- If you were teaching in this country, what potential impact could these policies have on student learning in your classroom or school community.

Students will also give a presentation of their findings in class. As a group (each person must present) create a brief presentation about your non-western country. Identify where your information was derived, what the policy is on second language acquisition, specific examples of curriculum (use Google translate if needed), comparison to the research knowledge of language acquisition and implications for teaching and learning in that country. Identify, as a group your potential biases as well as any influences from teaching in that country. Finally, identify what your group has learned from this comparison.

	<b>Little or no evidence</b>	<b>Beginning: Approaches, but does not adequately meet expectations</b>	<b>Developing: Meets Expectations Adequately</b>	<b>Accomplished” Strongly Meets Expectations</b>
<i>Criteria:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Analysis</b>	Provides very weak and unsupported analysis of language policies. No connection to SLA research or context.	Shows some similarities and differences in countries’ language policies but make minimal effort to connect policies to SLA research. Provides limited context with which to examine policy decisions	Compares and contrasts countries’ policies identifying some SLA theories and research. Identifies strengths and weaknesses in policy approaches and provides some historical and cultural context for these decisions	Provides in depth comparative analysis highlighting cultural and historical of policies and makes clear connections to SLA research. Provides ways in which to improve policies to align with best practices for each country and potential implementation problems
<b>Connections</b>	Makes no connection between policy and classroom practice	Some connections, though superficial, are made between policy and classroom practice	Clear connections made between policy and practice. Gives specific examples of impact on teaching on day-to-day basis.	Makes several specific connections between policy and classroom practice. Identifies potential implications for school culture and community.
<b>Reflection</b>	Provides no critical reflection	Provide modest reflection that lacks depth. Does not examine any potential biases in analysis and does not	Provides some reflection that imagines what it would be like to teach in these countries. Addresses potential biases limitedly	Provides well thought out and clear reflection on potential biases; draws connections to philosophy of teaching. Make clear and concise examination of what it would be like to teach in these countries
<b>Mechanics/ Writing</b>	Poorly written with numerous spelling, grammatical, and / or punctuation errors; a number of major and minor grammatical mistakes. No clear organization. Essentially unreadable.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; organization lacks coherence. No evidence of regular revision and proofing.	Reasonable well written; a few minor spelling, grammatical or punctuation errors; easy and interesting reading that flows from generalities to specifics; evidence of regular revision and proof reading.	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors; Well-organized with references and clear evidence of regular revision and proofing.

## **Group Case Study and Presentation (10%)**

**and**

## **Language Acquisition Case Study and Presentation (30%)**

This assignment is completed in two phases, the first acting as a rehearsal for the second. The first phase is a group assignment where teams of students will complete a language case study with a language learner. The group will complete a paper collaboratively and give a joint presentation during the last day of class.

The second phase of this assignment is the individual Language Acquisition Case Study, which is the performance based assessment for this course. Each student will complete their own language case study with one child. You will present the findings of your study to a partner, either a colleague or staff member or to the child's family. ESL students will post this assignment to TaskStream while Elementary students will post this assignment to Blackboard.

In this assignment you will use your knowledge of theories and research in language acquisition and development to conduct a case study in which you analyze second language acquisition patterns to support ELLs' English language and literacy learning and content-area achievement.

You will:

- select an ELL child (K-12) from your current class or teaching placement (provide a pseudonym to protect this child's anonymity in your report) and obtain permission from the family to complete the case study
- establish a relationship with the child's family and learn about the family (e.g. goals, primary language, culture, and individual characteristics). Your aim is to understand the cultural and linguistic influences on the child
- choose at least two authentic language samples from the child, one written sample and one oral sample. These samples could be collected in the natural classroom setting, however, the oral sample must be recorded to aid transcription later
- analyze the language samples for language acquisition and error patterns connecting the analysis with SLA theory and research
- provide an action plan that could help the child attain higher levels of language competence including recommendations and specific tasks to be completed in school and at home or in the community
- present your findings and recommendations to another individual either a colleague, content teacher, or family member
- evaluate your experience, plan, and presentation and provide critical reflection and implications for teaching
- write a paper addressing the questions below and submit, along with your complete transcription of the oral sample, the written sample, any other data collected for this assignment and a copy of your presentation (or report) given to the colleague or family member.

## **Language Acquisition Case Study Instructions and Questions:**

Step one: Identify and provide a brief context for child whom you have completed this case study.

1. Why did you choose this child for your case study?
  - a. Be sure to provide an accurate description of your language learner based on several observations. Include basic information such as age, country of origin, primary language, language proficiency, educational background, and linguistic, cognitive, and sociocultural variables that influence the child's learning. (*TESOL Standard 2*)
2. How did you establish a relationship with the child's family?
  - a. What approaches did you take to better understand the child's family, their community, values, and culture? If your initial approaches were unsuccessful, discuss how you modified your efforts to involve the family. (*TESOL Standard 5b*)
3. What did you learn about the child's family and their language and culture? How did you learn it?
  - a. Provide a complete picture of the family and their culture. Be sure to include how the family communicates and what if any assumptions they may have about language acquisition or literacy. (*TESOL Standard 2*)

Step two: Obtain at least one written and one oral language sample from the child and analyze using SLA theory and research.

4. Based on your initial listening of the oral sample, what observations can you make about the learner? Does this sample tell you all you need to know about this language learner? Why, or why not?
  - a. Identify phonemic acquisition (words and letters) and the relationship between L1 and L2. What components (phonology, morphology, syntax, semantics, pragmatics, discourse varieties) of L1 might be transferring to L2? What is the relationship between L1 and L2? Is the child translating from L1 to L2 or is there thinking or processing occurring in L1 to L2? What evidence can you provide for your analysis? (*TESOL Standard 1a, 1b*)
5. Based on a transcription of the oral sample, what additional observations can you make about the learner?
  - a. Identify specific error patterns, hesitations, and transfer errors. Identify the level of proficiency of the learner using scoring rubrics referenced in class. Did the child complete any self-corrections? What evidence can you provide for your analysis? (*TESOL Standard 1a, 1b*)
6. Based on your review of the written sample, what observations can you make about the learner?
  - a. Identify the grammatical error patterns. Are these predictable? Does the child apply grammar rules from L1 to L2 writing? What evidence can you provide for your

analysis? (TESOL Standard 1a, 1b)

Step Three: Create an action plan that can help increase the child's language competence

7. What variety of activities, tasks, and assignments that develop authentic use of language and integrate listening, speaking, writing, and reading have you included in this unit?
  - a. In your response to this question, be sure to explain why you selected specific activities and how they were used to create a multileveled plan for instruction. (TESOL Domain 3b)
8. In what ways was it necessary to adapt materials and activities to support ELLs in this unit?
  - a. Identify specific student needs addressed through the adaptation of materials. Explain how these materials are age appropriate, culturally responsive, and linguistically accessible. How could you enhance the unit by using technology to support student learning. (TESOL Domain 3c)

Step Four: Present findings and recommendations to an individual in the child's life who could support the child further. This could be a colleague teacher, family member, tutor or someone else.

9. Why did you choose this person to present your findings to? How did you present this information?
  - a. Be sure address how you approached the person in the child's life. Did you invite participation in the recommendations? Did you seek feedback or otherwise attempt to build a partnership with this individual? (TESOL Domain 5b)
10. If you were the individual receiving your recommendations, what would be your next steps and why? Did you share this with your partner?
  - a. Identify any next steps, weaknesses in the unit in addressing reading, speaking, listening and writing, and/or additional materials you would adapt to continue learning. (TESOL Domain 3a, 3b, 3c, 5b)

Step Five: Provide self-evaluation and critical reflection on the case study

11. Do you feel you presented your recommendations clearly? Do you believe your recommendations will be effective?
  - a. Address specific feedback you received from your presentation and expand on their analysis. What might you have missed from your recommendations? Did you fail to take into account any cultural influences on the implementation? (TESOL Domain 1a, 1b, 2)
12. Do you feel you served as an appropriate advocate for the student? In what ways could you have improved this process to keep the child's interest in mind?

- a. Identify whether this case study allowed you to serve as an advocate for this child. In what ways could you improve your process to build a stronger partnership with the parents, teachers, or others in the child's life? (*TESOL Domain 5b*)

Category	TESOL Domain	Score		
		1	2	3
		Approaches Standard	Meets Standard	Exceeds Standard
Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study	2a	Candidates are aware that cultural values have an effect on ELL learning but do not use this knowledge to approach the case study	Candidates create a plan for the case study that takes into consideration knowledge of students' culture and how it impacts student learning	Candidates consistently uses cultural knowledge throughout the case study to allow students to share and apply cultural perspectives to meet learning objectives
Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy	1a	Candidates are aware of the components of language and language as a system but do not use this knowledge to inform the case study	Candidates identify specific components of language and language as an integrative system to identify child's language ability and weaknesses	Candidates identify many components of language and language as an integrative system and develop strategies to help the child monitor their own use of English
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidate is aware of some aspects of language acquisition theory and research but cannot identify many theories to analysis	Candidates identify and reference language acquisition theory and research repeatedly to provide a clear and concise analysis of child's language ability	Candidates use their understanding of language acquisition theory and research to conduct theory based research during the case study that
Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs.	3a	Candidates are aware of standards based ESL and content instruction but do not plan for these learning needs in case study	Candidates plan standards based ESL and content instruction that use instructional models appropriate to individual student needs	Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives

Provide a variety of activities and materials that integrate listening, speaking, writing, and reading and incorporate tasks that develop authentic uses of language as students learn	3b	Candidates are aware that integrated and authentic learning activities build meaning through practice but offer few opportunities for the child to refine these skills in the action plan	Candidates provide integrated learning and authentic activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice in the action plan.	Candidates design activities, tasks, and assignments that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills in the action plan.
Select and provide plans for adaptation of a variety of materials, resources, and technologies that are appropriate for student's language development	3c	Candidates are aware that materials should be appropriate for student's age and language proficiency but do not provide adapted materials in the action plan	Candidates select print and visual materials that are appropriate for students age, learning style, and language proficiency and provide means to adapt these materials if necessary in the action plan	Candidates build on student's culture in selecting, adapting, and sequencing ESL and content-area materials and communicate with family and community to locate and develop culturally appropriate materials
Demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform action plan	5a	Candidate are familiar with different and well established teaching methodologies and theories in their historical context	Candidates use their knowledge of the evolution and research in the field of ESL to provide an effective action plan for child	Candidates use their knowledge of the evolution of the field of ESL to design instruction and make instructional and assessment decisions in their action plan
Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	5b	Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners during presentation and follow up	Candidates advocate for child throughout presentation of findings and provide ways to work collaboratively among teachers, staff, and the child's family	Candidates provide leadership to staff by developing collaborative instructional models that can be replicated among many ELLs and provide many resources to support ELLs and their families to make appropriate decisions for the child.

<p>Clearly and professionally communicate detailed self-reflection and analysis of the language case study process</p>	<p>5a, 5b</p>	<p>Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching.</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context</p>
--	---------------	---	--	---