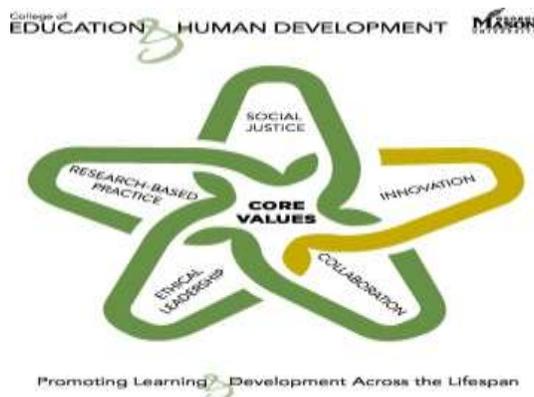


George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners



EDCI 516-DL1 Bilingualism & Language Acquisition Research
3 Credits, Summer - 2018
Independent Study, June 18th – August 5th

Faculty

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Prerequisites/Corequisites

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

University Catalog Course Description

Examines research in first and second language acquisition, including interaction of bilingual person's two languages with applications for the classroom. Requires 20 hours of PK-12 classroom fieldwork.

Course Overview

This course is required for candidates pursuing an initial teacher licensure in English as a Second Language (ESL/ESOL) or Foreign Language education. It is also required for teachers pursuing endorsement in ESL/ESOL K-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 an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Monday, June 18th at 8:00 a.m.**

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

Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, **our week will start on Monday and finish on Sunday.**
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

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

Professional Standards (TESOL/CAEP, ACTFL, ISTE Standards)

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

TESOL Standards:

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

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

Standard 1.b. Language Acquisition and Development - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

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

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

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

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

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

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

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

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

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

ACTFL Addressed:

1. **ACTFL Standard 2.** *Cultures, Literatures, Cross-Disciplinary Texts:*
 - 2a. Demonstrating cultural understanding
2. **ACTFL Standard 3.** *Language Acquisition Theories and Instructional Practices:*
 - 3a. Understanding language acquisition and creating a supportive classroom
 - 3b. Developing instructional practices that reflect language outcomes and learner diversity
3. **ACTFL Standard 4.** *Integration of Student Standards into Curriculum and Instruction:*
 - 4a. Understanding and integrating student standards in planning
4. **ACTFL Standard 5.** *Assessment of Languages and Cultures:*
 - 5a. Knowing assessment models and using them appropriately

- 5b. Reflecting on assessment
- 5. **ACTFL Standard 6. Professionalism:**
 - 6a. Engaging in professional development
 - 6b. Knowing the value of foreign language learning

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

ISTE Standard 1 - Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- 1a. Promote, support, and model creative and innovative thinking and inventiveness
- 1d. Model collaborative knowledge construction by engaging in learning with students and others in face-to-face and virtual environments

ISTE Standard 2 - Design and Develop Digital Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes, identified in the NETS·S.

- 2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- 2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

ISTE Standard 3 - Model Digital Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- 3a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- 3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- 3c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- 3d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

ISTE Standard 4 - Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- 4c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- 4d. Develop and model understanding and global awareness by engaging with colleagues and students or other cultures using digital age communication

and collaboration tools

ISTE Standard 5 - *Engage in Professional Growth and Leadership*: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

5c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

Relationship to INTSAC Principles:

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

REQUIRED TEXT:

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 (2009). *Publication manual of the American Psychological Association (6th 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,).

TK20 Performance-Based Assessment Submission Requirements

Philosophy of Teaching and Language Acquisition Case Study (LACS)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Forms to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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

Field Experience Record and Evaluation

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to TK20 on Blackboard.** The forms are located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."*
The deadline to submit your field experience placement is Week 2 of class. Failure to do so will

result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here:

<https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). **The deadline to submit your field experience placement is Week 2 of class.** Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

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

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

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

- **Assignments and/or Examinations**

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
Informed Participation	Candidates are expected to actively participate in every class session and online by critically analyzing, asking questions, or making observations about the readings, thereby indicating they	20 percent	Each week

	<p>have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected.</p> <p><i>TESOL/NCATE Standards: 1b, 3a, 4a, & 5a</i> <i>ACTFL/NCATE Standards: 3a, 4a, 6a</i></p>		
Philosophy of Teaching Statement (PBA)	<p>Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning and language learners, candidates will write an opening Philosophy of Teaching Statement. The Philosophy of Teaching Statement will include reflections on the role of culture, instructional practices and assessment. It will be reviewed and updated in later coursework.</p>	15 percent	By July 22nd at midnight Must upload to TK20 and Blackboard link
Critical Topic Response Paper (Theory & Research)	<p>Using traditional and online sources, candidates will demonstrate an understanding of the course objectives by reviewing connections between selected readings (juried articles or short book/monograph), class activities, and its connection to their own personal/ professional classroom experiences.</p> <p><i>TESOL/NCATE Standards 1b, 2a & 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i></p>	15 percent	By July 15th at midnight
Multimedia Research Presentation	<p>In conjunction with the research you will conduct as part of the critical topic response paper, you will create a multimedia presentation summarizing your findings and post it on Blackboard for class input and discussion.</p> <p><i>TESOL/NCATE Standards 1b, 2a & 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i></p>	10 percent	By July 15th at midnight
Language Acquisition Case Study (PBA) (Theory, Research, Professional Collaboration & Practice)	<p>Candidates will work individually to collect, record, and analyze oral and written language samples from a language learner in their current teaching environment. You will provide a written commentary connecting this experience to course readings, SLA research and theory. Students will also be expected to present their findings to a colleague or family member of the learner and provide personal reflection of the entire experience. References as well as examples of the data collection are required.</p> <p><i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, & 5a, 5b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i></p>	30 percent	By August 5th at midnight Must upload to TK20 and Blackboard link
Field Experience Documentation	<p>Candidates will complete a minimum of 20 hours of school-based field experiences including observing and interacting with an ELL student in school and taking language samples for the Language Acquisition Case Study Project. Field experience must be documented by submitting a Field Experience Log of Hours and Evaluation forms found on Blackboard.</p>	10 percent	By August 5th at midnight Must Upload to TK20

- **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*	<69	0.00	

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

Students must maintain a 3.0 average and a grade of B or higher for licensure and master’s degree. *All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.*

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

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 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

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.

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.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Detailed Descriptions of Assignments

Each course assignment is described below. TK20 evaluation criteria for the two Performance-Based Assessments in this course are located at the end of the syllabus. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

Class participation (20%)

The main participatory activity in this Independent Study course is completing any and all learning activities each week, including Discussion Board posts. **The Discussion Board posts and any other activities within a Weekly Module (e.g., a journal entry, addition to a Wiki page, Word Press blog entry, etc.) are opportunities for candidates to demonstrate thorough engagement with all course content in the Weekly Modules. A class participation rubric that outlines these expectations is located on Blackboard.**

Candidates are expected to complete an **initial Discussion Board post (IF included in any given weekly module) post by FRIDAY night at midnight and to respond briefly but thoughtfully to peer's post by SUNDAY night at midnight.** Initial Discussion Board posts must be two well-developed, carefully constructed, concise paragraphs, written in professional language, that **synthesize** candidates' thinking around the prompts for the post with insights gained through readings/videos in the Weekly Module. In other words, the questions in the prompts are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question. **Responses to peer's post can be a few sentences to a paragraph and must be thoughtful and respectful.** Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of ourselves as culturally responsive educators as well as of the strengths and needs of bilingual and multilingual students.

Any and all other learning tasks within a Weekly Module must be completed by SUNDAY night at midnight of the week in which they are situated.

Critical Topic Response Paper

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

The CTR should be a **maximum of 6 double-spaced pages** excluding title page and References page. Please use *Times New Roman, 12-pt font* and follow APA-6 style for within-text citations as well as for citations on the References page. The CTR should reflect what the readings *mean to you* as an educator, *how you relate to the ideas of the authors*, and how and why you *can or cannot apply* these ideas into your current or future practice.

In connection with the CTR, candidates will create a **co-constructed multimedia presentation** (see below). This presentation will be shared via Discussion Board on Blackboard. The purpose is to make your research and analysis available to your peer in order to enhance his/her growth and learning as an educator of culturally and linguistically diverse learners. Your peers will have the opportunity to comment on your analysis and reflection in order to identify ways that these findings can be helpful to him/her in current or future educational settings. **Please refer to the rubric for this assignment on Blackboard.**

The CTR comprises three parts: 1) ***Part One: description/summary of topic based on chapter and article***; 2) ***Part Two: analysis, application, and interpretation***, and 3) ***Part Three: reflection***.

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

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

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

Multimedia Research Presentation—Connected to CTR Paper

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

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

This initial Philosophy of Teaching statement will focus on principles and practices that you will apply to teaching Culturally Linguistically Diverse (CLD) students with or without exceptionalities that reflect important concepts from first and second language acquisition theory(ies) as well as research related to bilingual education. Candidates should continually reflect on revising their Philosophy of Teaching as they expand their professional knowledge throughout the program. A revised Philosophy of Teaching will be submitted during EDRD 610 Content Literacy for English Language Learners.

Your statement must be written as a cohesive, **first-person narrative**. Your paper must be organized with headings and subheadings that make sense to you. **Follow APA-6 style for formatting, citations, and references.** 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**.

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

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

Community Resources

ELL Advocate

SLA theories research

Professional goals

Partnerships w/colleagues, Students' Families

Instructional Techniques

Effective teacher role/ELL classroom environment

Policy Issues

Culturally Responsive Teaching principles

Keep the following in mind as you develop this initial Philosophy of Teaching:

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

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

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

This paper must be reflective. Reflective writing needs to go beyond descriptions of events, readings, or personal experience. Strive to step back, explore, and analyze; consider different perspectives such as those from your own teaching practice/field site observations, discussions in class, or other materials you may have studied; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences. In short, use what you have learned from your studies as a foundation for developing your Philosophy of Teaching. This synthesis could include implications, predictions, or conclusions you have drawn about your development as a career educator. By including very specific examples of your teaching practices and their research-based foundation, you help readers visualize what actually happens (or will happen) in your current or future classroom.

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

Language Acquisition Case Study This is a Performance-Based Assessment that must be uploaded via TK20 and the Blackboard Assignment Link.

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

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

Collecting the Oral and Written Language Samples for Analysis: Each candidate will collect an authentic language sample from a second language learner. The sample should include both written and oral language.

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

Written Sample: Candidates will obtain a sample of the language learner’s written work. You can ask the mentor teacher for this sample. This written sample can be any piece of writing the learner has completed in school (e.g., a story summary, a short report, a descriptive piece, etc.). The amount and kind of writing in the sample will depend on the language learner’s age. You may also wish to use your own idea for eliciting the written sample. For example, you may ask the learner to

write in response to a story that was recently read in school or to show understanding about a content concept that was recently learned. Strive to collect a writing sample with an *academic focus* as this will be useful in your analysis.

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

Conducting the Language Analysis: To conduct your analysis, refer to TESOL/WIDA or ACTFL speaking and writing proficiency rubrics or any other language production proficiency rubric your school may be using. If you wish, you may analyze the language samples using other language proficiency rubrics or tools (e.g., from your school). The WIDA Amplified Frameworks and Can-DO Descriptors (on Blackboard) are also useful tools. Be sure to cite the sources for the language analysis rubrics/tools that you use.

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

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

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

What do these language samples tell me about this child's developing oral and written language proficiency in English?

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

- *World Class Instructional Design and Assessment (WIDA) Standards and levels of English language proficiency development
- *Cummins' theories – there are several in Baker (including difference between BICS and CALP)
- *Sociocultural perspectives on language learning
- *Sociolinguistic, Discourse, Strategic & Social Competence
- *Cognitive theories of language learning
- *Krashen's Affective Filter and Comprehensible Input
- *Swain's Output theory

- *Functional Theories (e.g. *systemic functional linguistics* and genre pedagogy) that inform speaking & writing according to topic, audience, and social purpose/organizational structure
- *Constructivist perspective on language learning
- *Multiliteracies and Critical Literacy theory
- *Translanguaging

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

- *L1 oral language and literacy development—L1 strengths that help the child to learn English
- *L1 “similarity to” or “distance from” English
- *Foundational language & literacy skills in L2 English (for young learners; e.g., phonemic awareness and phonological knowledge)
- *L2 English language and literacy development—L2 strengths and areas for growth
- *Knowledge of syntax (language forms and conventions)
- *Vocabulary & morphological (word roots & parts) knowledge and strengths/areas for growth
- *Semantic (meaning-making/comprehension, pragmatics) knowledge and strengths/areas for growth
- *Self-awareness as a language learner

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

Writing the LACS Report: Each candidate will submit a report following these recommended page lengths and containing the following sections: The report must be double-spaced, use *Times New Roman 12-pt font*, and have 1-inch margins. Within text citations and References must be in APA-6 style. Do not include an abstract.

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

Part I- Introduction – Refer to both the first category on the LACS rubric—Cultural Context, Description of Learner and Learner’s language Development to write an introduction that describes various aspects of the learner. Please include the reason you chose this child for your case study (remember to use a pseudonym to protect the anonymity of the child) and the setting in which the language samples were obtained (TESOL Std. 2). Provide a brief description of the learner’s personal and educational history including:

- Age, place of birth, countries and cities where s/he has lived, if born overseas, and age when immigrated. State why this individual was chosen for the language sample. Previous schooling and accompanying details – participant and family, if possible.
- Social, educational, and personal background
- Academic history in the U.S. or overseas (e.g., grade level, type of educational background)
- Linguistic, cognitive, and sociocultural variables
- Various learner variables that may have (or have had) an effect on L2 acquisition

If possible, include brief information about the participant’s family. For example, how did you establish a relationship with the child’s family (TESOL Std. 2, 5b)?

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

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

Part III - Exploratory Action Plan: For this section, refer to the fourth category on LACS rubric—Action Plan/Application of SLA Theories. The **GOAL** of this section is to **offer and explain recommendations for strengthening this child’s oral and written English language proficiency**, including attention to his/her academic English language proficiency.

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

Possibilities for inclusion in the Exploratory Action Plan:

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

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

Make clear:

*Your expanded knowledge *gained from the project* about second language learning and acquisition

*Personal and professional application of this knowledge to your teaching practice – use concrete examples from your own thinking to illustrate deep connections between knowledge gained and classroom practice.

Part V - References – Include a list of references at the end of your analysis project. Please use APA-6. Your sources should include a rich selection of the course readings to support your analysis and provide evidence of your knowledge base.

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

COURSE SCHEDULE

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

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

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA)
Week One June 18 to June 24	Course Introduction Understanding Bilingualism: Definitions and Distinctions The Landscape of Language Vitality	<p>Read Welcome & Getting Started Message AND Syllabus thoroughly;</p> <p>READ: Baker & Wright (2017) Chapters 1 and 3; Chapter 4 is OPTIONAL</p> <p>AND *Gándara, P. (2015). Rethinking bilingual instruction. <i>Educational Leadership, March 2015</i>, pp. 60-74</p> <p>*King, K. & Fogle, L. (2006). “Raising bilingual children: Common parental concerns and current research</p> <p>*TESOL Connections (June, 2018) 5 Ways Second Language Acquisition is Relevant to English Language Teaching.</p> <p>Complete assignments in Module 1 on Blackboard</p>
Week Two June 25 to July 1	Bilingualism: Assessment & Measurement Assessing Language Development; Assessing Content Addressing Bias in Assessment Formative Assessment Practices Selection of topic for Critical Topic Response Paper & Presentation	<p>READ: Baker & Wright (2017) Chapter 2</p> <p>AND *Abedi, J., & Levine, H. (Jan/Feb 2013). Fairness in assessing English learners, <i>Educational Measurement: Issues & Practice</i>, 26-38 *WIDA (2009) Bulletin on Formative Assessment</p> <p>Montgomery, C. (Feb. 2014). The transformative power of performance-based assessment, <i>The Language Educator</i>, 9(2), p. 42</p> <p>*Alvarez, L. Amanda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). Focusing formative assessment on the needs of English language learners. WestED (www.WestEd.org) p. 1-23.</p> <p>Complete assignments in Module 2 on Blackboard</p>

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA)
<p>Week Three July 2 to July 8</p>	<p>L1 Research in Children L2 Research: Young Children and Development of Bilingualism Second Language Learning and Social Identity Translanguaging</p>	<p>READ: Baker & Wright (2017) Chapters 5 & 6 AND *Barrueco, S., Smith, S., & Stephens, S. (2015). Supporting parent engagement in linguistically diverse families to promote young children’s learning: Implications for early care and education policy. New York, NY: Child Care & Early Education Research Connections</p> <p>*Cenoz, J. (2017). Translanguaging in school contexts: International perspectives. <i>Journal of Language, Identity & Education</i>, 16(4), 193-198.</p> <p>*Wagner, C. J. (2016). Teaching young dual language learners to be writers: Rethinking writing instruction through the lens of identity. <i>Journal of Education</i> 196(1), 31-40.</p> <p>Complete assignments in Module 3 on Blackboard</p>
<p>Week Four July 9 to July 15</p>	<p>Bilingualism, Cognition, & the Brain The Academic Registers of School Standards for Teachers and PK-12 Students: TESOL, WIDA Amplified Frameworks, ACTFL</p> <p>DUE: Critical Topic Response Paper & Presentation – before or by July 15 at midnight</p>	<p>Baker & Wright Chapters 7 & 8 AND *WIDA (2013) Amplified Frameworks for Eng. Lang. Development, 1-14 *Wright, W. (Feb., 2016). Let them talk! <i>Educational Leadership</i>, 73(5), 24-29. *Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. <i>The International Journal of Bilingual Education and Bilingualism</i>, 9(2), 159-178.</p> <p>Complete assignments in Module 4 on Blackboard</p>

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA)
<p>Week Five July 16 to July 22</p>	<p>Bilingual Education: Bilingualism, & Biliteracy</p> <p>Models of Bilingual Education</p> <p>DUE: Philosophy of Teaching – before or by July 22nd at midnight</p>	<p>Baker & Wright – Chapters 9, 10 & 12 AND *Lopez Estrada, V., Gomez, L., & Ruiz-Escalante, J.A. (April, 2009). Let’s make dual language the norm. <i>Educational Leadership</i>, 66(7), 54-58</p> <p>*Umansky, I., Valentino, R., & Reardon, S. (Feb. 2016). The promise of two-language education. <i>Educational Leadership</i>, 73(5), 11-17</p> <p>*Wong Fillmore, L. (2009). English language development: Acquiring the language needed for literacy and learning. <i>Research into Practice: Pearson monograph</i>, 1-16</p> <p>*Robertson, K. (2016). A lesson in taking flight. <i>Educational Leadership, Feb. 2016</i>, 56-61.</p> <p>Complete assignments in Module 5 on Blackboard;</p>
<p>Week Six July 23 to July 29</p>	<p>The Effectiveness of Bilingual Education: Dual Language Education Immersion Bilingual Education Heritage Language Education</p> <p>Literacy, Biliteracy & Multiliteracies for Bilinguals</p> <p>Affective, Social, and Cultural Perspectives SLA</p>	<p>DUE: Critical Topic Response Paper & Presentation via Blackboard Assignment Link</p> <p>Baker & Wright. Chapter 11, 13 & 14 AND *Cummins, Hu, Markus, & Montero (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. <i>TESOL Quarterly</i>, 49(3), 555-581.</p> <p>*Jang, E., & Jiménez, R. T. (2011). A sociocultural perspective on second language learner strategies: Focus on the social context. <i>Theory Into Practice</i>, 50, 141-148.</p> <p>Choose ONE: *Otcu, B. (2010). Heritage language maintenance and cultural identity formation: The case of a Turkish Saturday school in New York City, <i>Heritage Language Journal</i>, 7(2), 273-298. OR</p> <p>*Jean, M., & Geva, E. (2012). Through the eyes and from the mouths of young heritage-language learners: How children feel and think about their two languages. <i>TESL Canada Journal</i>, 29(6), 49-74.</p> <p>Complete assignments in Module 6 on Blackboard</p>

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week Some supplemental readings TBA)
<p>Week Seven July 30 to August 5th</p>	<p>Effective Schools & Instruction for Second Language Learner</p> <p>The role of Comprehensible Input: The SIOP and the CALLA models.</p> <p>Assessing and Supporting ELs with Special Education Needs</p> <p>DUE: Language Acquisition Case Study (LACS) AND Field Experience Documentation before or by midnight on Sunday, August 5th.</p>	<p>Baker & Wright- Chapters 15, 17, & 18; chapters 16 and 19 OPTIONAL AND</p> <p>*Echevarria, J., Frey, N., & Fisher, D. (March 2015). What it takes for English learners to succeed, <i>Educational Leadership</i>, 72(6), 22-26.</p> <p>*Gándara (2015). <i>The implications of deeper learning for adolescent immigrants and English language learners.</i> Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future.</p> <p>*Brown, J., & Doolittle, J. (2008). A cultural, linguistic, and ecological framework for Response to Intervention with English language learners. Practitioner Brief, NCCREST, 1-13.</p> <p>*Ortiz, et al. (2011). The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: Implications for response to intervention. <i>Bilingual Research Journal: The Journal of the National Association for Bilingual Education</i>, 34(3), 316-333.</p> <p>Complete assignments in Module 7 on Blackboard</p>

Performance Based Assessment Rubric – Language Acquisition Case Study

Category	TESOL Domain	Score			
		1	2	3	4
		Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
Cultural Context, Description of Learner & Learner’s Language Development	2a	Introduction is cursory or includes two or fewer descriptive elements that does not fully address the socio-cultural context	Description/introduction only briefly discusses socio-cultural context as it relates to the learner’s language development and lacks depth of analysis	Description/introduction thoroughly addresses the socio-cultural background of the learner as it relates to language development providing a rich context for the language acquisition analysis.	Description/Introduction includes all six elements described, including a detailed rationale, description of the language learner and his/her language development history, and specifically addresses how the cultural context influences language acquisition and learning
Language Proficiency Assessment	1a	Candidates are aware of the components of language and language as a system but do not use this knowledge to inform the case study	Candidates identify specific components of language and language as an integrative system to identify child’s language ability and weaknesses	Candidates identify many components of language and language as an integrative system	Candidates identify all appropriate components of language and language as a system, including phonology, morphology, syntax, pragmatics and semantics. Analysis is clear and thorough, with appropriate evidence for each assessment.
Language Analysis & Application of Language Acquisition Theories	1b	Cursory analysis of language learner, or may indicate misconceptions about SLA theories studied in EDCI 516	Minimal analysis of language learner, or does not include accurate application of SLA theories connected to this learner; only addresses 4 – 5 theories/readings in 516	Analysis of language learner provides adequate evidence of understanding of SLA theory & research through discussion of 6– 7 SLA theories in EDCI 516	Analysis of language learner provides strong evidence of understanding of SLA theory & research through a thoughtful, thorough, and reflective discussion of at least 8 SLA theories studied in EDCI 516

<p>Action Plan Application of SLA Theories</p>	<p>3a</p>	<p>Does not include an Exploratory Action Plan, or Plan contains considerable errors or lack of cultural relativity</p>	<p>Presents only cursory action plan for language learner that lacks in individualization or differentiation and may connect only minimally to learner’s background or SLA theories</p>	<p>Presents realistic, culturally grounded exploratory action plan for language learner but may need additional individualization to meet learner needs and connects adequately to SLA theories studied in EDCI 516, but may need stronger grounding</p>	<p>Presents realistic and individualized action plan for language learner that is culturally grounded and based on oral and written samples that differentiate instruction based on individual learner needs and connects to SLA theories, as described in the instructions</p>
<p>Professional Communication as evidenced by overall writing, format and referencing</p>	<p>5a, 5b</p>	<p>Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication</p>	<p>Candidate provides a cursory reflection that contains misses some elements of the assignment. Some APA formatting errors prevent professional communication</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Few APA formatting errors but do not hinder the reader significantly.</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No APA errors present.</p>

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
Understand and apply knowledge about teacher's cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching ACTFL 4.1 TESOL 2	Candidate does not address how cultural values have an effect on language learning in the philosophy of teaching	Candidate creates a philosophy that takes into consideration a variety of concepts of culture but does not connect these concepts to specific teaching practices or how to address cultural bias in teaching	Candidate creates a philosophy that takes into consideration a variety of concepts of culture and provides ways to address bias and infuse cross-cultural appreciation in teaching practice	Candidate consistently uses cultural knowledge throughout the philosophy of teaching to address his/her own biases and creates a plan of action to remove any and all bias in teaching practice and support cross-cultural appreciation in their classroom
Dispositions for create a supportive, accepting classroom environment to adapt instruction to address student needs in multiple ways ACTFL 3a TESOL 3b	Candidate creates a philosophy of teaching that does not address the needs of diverse learners or provide ideas for adapting instruction	Candidate creates a philosophy of teaching that contains some activities for adapting instruction based on student needs but which do not provide significant support for linguistically and culturally diverse learners	Candidate creates a philosophy that demonstrates an understanding of a supportive classroom environment by providing specific strategies to adapt instruction to address needs of linguistically and culturally diverse learners	Candidate creates a philosophy of teaching that is student-centered and incorporates several specific ideas to address the needs of linguistically and culturally diverse students
Understand and apply concepts of language acquisition and theory and the interrelationship between language and culture ACTFL 3a TESOL 1b	Candidate does not include an understanding of language acquisition or includes incorrect understanding of language acquisition in the philosophy of teaching. There is no evidence of awareness between language and culture.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels, but provides limited strategies or activities demonstrated a limited knowledge of language acquisition theories	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels. Candidate provide a variety of techniques and activities in the philosophy of teaching that reflect his/her knowledge of culture and language acquisition.	Candidates demonstrate an understanding of how language acquisition occurs at various developmental levels within and outside of the formal classroom setting. The philosophy of teaching has a wide variety of strategies to meet the linguistic needs of students and demonstrates originality in planning and creation of instruction that reflect language acquisition theories

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Clearly establish professional goals that will help the candidate create supportive learning environments for Language Learners TESOL 5b ACTFL 6a	Candidate does not clearly articulate professional goals or goals do provide ways to create a successful and supportive learning environment	Candidate creates vague or unmeasurable professional goals that are based on personal interest and clear self-reflection; goals may or may not create positive outcomes for language learners	Candidate creates several well-articulated and measurable professional goals that are based on personal interest and clear self-reflection; goals are tailored to create positive outcomes for language learners	Candidate creates several professional goals and include a series of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes
Demonstrate knowledge of language teaching methods in their historical contexts and the evolution of laws, policies and practices in their profession. ACTFL 6b TESOL 5a	Describes few or inappropriate theories, teaching methods and history of second language teaching with many inaccuracies and does not clearly apply these to making informed instructional decisions.	Describes some theories, teaching methods and history of language teaching with some inaccuracies and incompletely applies these to making informed instructional decisions.	Describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and describes how this applies to making informed instructional decisions.	Accurately and thoroughly describes theories, teaching methods and history of language teaching including applicable laws, policies, and guidelines related to their area of study and thoroughly describes how this applies to making informed instructional decisions that are effective for all language learners.

Performance Indicator	Does not Meet the Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<p>Understand the responsibilities inherent in being a professional language educator, and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs</p> <p>ACTFL 6b</p> <p>TESOL 5b</p>	<p>Describes few and unrealistic ways s/he will collaborate with colleagues. Does not provide appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Describes how s/he will collaborate with colleagues in to find appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Describes how s/he will collaborate with colleagues, families, and students and describes appropriate techniques and dispositions to work with language learners effectively.</p>	<p>Candidates clearly understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders. Describes self as professional resource in schools by identifying a variety of appropriate techniques and dispositions required to work effectively with language learners, collaborate with colleagues, and serve as an advocate for students and their families.</p>

Professional Dispositions

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

GMU Policies and Resources for Students

Policies

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

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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