

*George Mason University*  
*College of Education and Human Development*

**EDCI 516-A01**  
**BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH**  
*Fall 2009*

<b>Professor:</b>	<b>Kelly Lusk</b>
<b>Class Day &amp; Time:</b>	<b>Wednesday 7:20-10:00</b>
<b>Class Location:</b>	<b>Robinson A105</b>

<b>Contact Information:</b>	
<b>Office Hours</b>	<b>Before class and by appointment</b>
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**COURSE OUTLINE**

**A. 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/FL licensure and for foreign language immersion 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.

**B. 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);
- *Guest lectures*;
- *Student presentations*;
- *Video presentations*;
- *Blackboard 6™* 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.

### **C. College of Education and Human Development Statement of Expectations:**

#### **George Mason University Statement of Professional Behavior and Dispositions, Honor Code, and Policy on Disabilities:**

The Graduate School of Education (GSE) in the College of Education and Human Development expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

### **D. 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 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.

## E. 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.

*EDCI 516: Bilingualism and Language Acquisition Research* is a 3 credit course designed to meet the needs of graduate students who are seeking a Master's degree in Curriculum and Instruction, with tracks in bilingual/multicultural education, foreign/world language education, and teaching English to speakers of other languages. It is one of the first courses of the master's degree and licensure programs and is required of all program participants.

The *EDCI 516* relationship to the GSE program goals includes:

1. *Knowledge base for teaching in the second language classroom.* Learn the fundamental concepts of the knowledge base pertaining to ESL, English for Speakers of Other Languages, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. *Utilization of research.* EDCI 516 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others' teaching practices.

3. *Classroom teaching.* EDCI 516 students should be able to plan for and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. *Curriculum.* Students will develop the skills needed to design, implement and evaluate a second language teaching program. They will be able to conduct an analysis of culturally and linguistically diverse students' needs; set course goals and objectives; design and revise tests; select, adapt and create appropriate teaching materials; and evaluate the program overall or at the classroom level.

EDCI 516 follows the guidelines and recommendations made by:

The American Council on the Teaching of Foreign Languages	ACTFL
Teachers of English for Speakers of Other Languages	TESOL
The National Association for Bilingual Education	NABE
The National Association for Multicultural Education	NAME

TESOL, ACTFL, NABE, and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations and foreign/second language learning and acquisition. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches society and rejects the view that diversity threatens the fabric of society. ACTFL and TESOL have the more specialized mission of developing the expertise of their members and other

educators involved in teaching second/world languages. This mission encourages the fostering of an effective learning environment, accomplishing the goal of effective communication in diverse settings, and respecting an individual's rights and needs.

#### **F. Academic Standards:**

The following standards aim to provide consistency in teacher education programs across the United States in terms of what EFL/ ESL/ FL (WL) teachers need to know and be able to do – that is, the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

Licensure courses are aligned specifically with the national standards of two governing professional organizations: the American Council on the Teaching of Foreign Languages and the Teachers of English for Speakers of Others Languages. Courses also follow the INTASC guidelines (Interstate New Teacher Assessment and Support Consortium) that identify those principles that should be present in all teaching environments, regardless of the subject or grade level. The **ACTFL/NCATE Standards for the Preparation of P-12 Foreign Language Teachers** articulate what beginning foreign language teachers need to know in order to be successful teachers of foreign languages. They were approved in 2002. The **TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education** serve as a bridge to the general education standards expected of all students in the United States and were approved by the TESOL Board of Directors October, 2002. These three sets of national professional standards serve as a framework for systematic teacher preparation and professional development programs. Evidence of the degree to which the standards have been met is compiled in a program participant's **Professional Development Portfolio** (refer to the program's PDP Guidelines) throughout the licensure component of the program and presented to faculty at the conclusion of the licensure internship. Information about these standards may be found at:

<http://www.ncate.org/documents/ProgramStandards/tesol.pdf>

<http://www.ncate.org/documents/ProgramStandards/actfl2002.pdf>

The ACTFL/NCATE Standards cover the following six domains:

<b>ACTFL/NCATE STANDARDS FOR P-12 FOREIGN LANGUAGE TEACHER EDUCATION PROGRAMS</b>			
<b>Domains</b>		<b>Standards</b>	<b>Standards specifically met by EDCI 516</b>
<b>One</b>	<b>Language, Linguistics, Comparisons</b>	1a. Proficiency in the TL	
		1b. Linguistic elements of TL	
		1c. Comparisons	
<b>Two</b>	<b>Cultures, Literatures, Cross-disciplinary texts</b>	2a. Cultural understanding	2a
		2b. Nature and role of literary and cultural texts	
		2c. Integration	
<b>Three</b>	<b>Language Acquisition Theories &amp; Instructional Practices</b>	3a. Understands and uses LA theory to inform instruction and create meaningful TL interaction	3a
		3b Develops instructional practices that meet needs of diverse learners	3b
<b>Four</b>	<b>Integrate Standards into Curriculum &amp; Instruction</b>	4a. Understands Standards	4a
		4b. Integrates Standards	
		4c. Uses Standards to design & evaluate learning	-
<b>Five</b>	<b>Assessment of Language &amp; Culture</b>	5a. Demonstrates understanding of multiple ways of assessment	5a
		5b. Reflects on results	5b
		5c. Reports results	
<b>Six</b>	<b>Professionalism</b>	6a. Professional development	6a
		6b. FL advocates	6b

The **TESOL/NCATE** Standards cover the following five domains:

<b>TESOL/NCATE STANDARDS FOR P-12 TEACHER EDUCATION PROGRAMS</b>			
<b>Domains</b>		<b>Standards</b>	<b>Standards specifically met by EDCI 516</b>
<b>One</b>	<b>Language</b>	1a. Describing Language	1a5, 6, 8, 9, & 10
		1b. Language acquisition and development	1b1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13
<b>Two</b>	<b>Culture</b>	2a. Nature and role of culture	2a1, 3, & 4
		2b. Cultural groups and identity	2a1, 3, & 4
<b>Three</b>	<b>Planning, Implementing, and Managing Instruction</b>	3a. Planning for Standards Based ESL & content instruction	3a3
		3b. Managing and implementing Standards Based ESL and content instruction	3b2
		3c. Using resources effectively in ESL instruction	3c1, 3, 4, & 5
<b>Four</b>	<b>Assessment</b>	4a. Issues of Assessment for ESL	4a1 & 3
		4b. Language proficiency assessment	4b2 & 3
		4c. Classroom-based assessment for ESL	-
<b>Five</b>	<b>Professionalism</b>	5a. ESL research and history	5a1 & 2
		5b. Partnerships and advocacy	5b2 & 3
		5c. Professional development and collaboration	5c1 & 4

## **H. Texts and Resources:**

### **1. Required Texts:**

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

Collier, V.P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Woodside, NY: Bastos Educational Books.

Tse, L. (2001). *"Why don't they learn English?" Separating fact from fallacy in the U.S. language debate*. New York: Teacher College Press.

**Additional resources will be available from GMU e-reserves at:** <http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi> You will receive log-in information and a password at the first class session.

### **2. Recommended Books:**

American Psychological Association (2002). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

[*Note:* All papers and professional writing in the GMU Graduate School of Education follow the APA Style Manual (Fifth Edition).]

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

## **I. 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.

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 one warm-up discussion at some point during the semester.

Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline, 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.

Fall 2009 EDCI 516–001 course requirements will be met as follows:

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
<b>In-class Participation and Discussion</b>	<p>Students are expected to actively participate in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class.</p> <p>Students will also lead one warm-up discussion based on the readings. Student will need to develop discussion questions based on the reading for that class, and facilitate discussion.</p> <p>Students must inform instructor of the need for an absence from class.</p> <p><i>TESOL/NCATE Standards: 1b, 3a, 4a, &amp; 5a</i> <i>ACTFL/NCATE Standards: 3a, 4a, 6a</i></p>	25 percent	Each class meeting throughout the semester
<b>Critical Journal Response</b> <i>(Theory &amp; Research)</i>	<p>Using traditional and on-line sources, students 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 &amp; 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i></p>	15 percent	Class 6 October 7
<b>Philosophy of Teaching</b> <i>(Professionalism, Theory, &amp; Research)</i>	<p>Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning, and learners, candidates will write an opening Philosophy of Teaching statement. This will include reflections on the role of culture, instructional practices, &amp; assessment. It will be reviewed and updated in later coursework and is one of the program's <i>official NCATE Performance Assessments</i>.</p> <p><i>TESOL/NCATE Standards 2a, 2b, 4a, 5c</i> <i>ACTFL/NCATE Standards 2a, 2b, 6b</i></p>	15 percent	Class 10 November 4
<b>Language Acquisition Case Study and</b>	<p>This case study of a language learner is the principle <i>EDCI 516 Performance-based Assessment</i>. Students will work in small groups</p>		Presentations in Classes



<p><b>Presentation</b> <i>(Theory, Research, Professional Collaboration &amp; Practice)</i></p>	<p>to collect, record, and analyze oral and written language samples from a language learner. A written commentary connecting this hands-on experience to course readings, SLA research and theory, a personal reflection, and a list of references will accompany the analysis. Each group will share findings in a formal research presentation at the end of the semester. <i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b</i> <i>ACTFL/NCATE Standards 2a, 3a, 3b, 5a, 5b, 5c, 6b</i></p>	<p>45 percent</p>	<p>Class 13 &amp; 14 Dec. 2 &amp; 9  Written Component due no later than Class 14.  December 9</p>
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### Graduate Grades

<http://jjju.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	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

\* **Note:** GSE students are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

**Course Schedule for EDCI 516 - 001: Fall 2009**

<b>Class</b>	<b>Theme/Topic</b>	<b>Preparation and Readings</b>	<b>Assignments to be prepared by this date</b>
<b>Class One Wednesday September 2</b>	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements	<i>Introduction to EDCI 516, Syllabus, Course Overview</i>  <i>Discussion of projects for the semester</i>  Note: Please read by Class 4: Tse, L. (2001). "Why Don't They Learn English?"	After this class, please subscribe to The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) newsletter by going to: <a href="http://www.ncela.gwu.edu/enews/subscribe.htm">http://www.ncela.gwu.edu/enews/subscribe.htm</a>
<b>Two Wednesday September 9</b>	Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research  Myths and misconceptions about second language learning	<b>Baker</b> text: Chapters 1 and 2  Continue reading the posted readings for the first three classes, and:  <b>McLaughlin, B.</b> (1992). "Myths and misconceptions about second language learning" found at: <a href="http://www.ncela.gwu.edu/pubs/symposia/reading/article6/mclaughlin93.html">http://www.ncela.gwu.edu/pubs/symposia/reading/article6/mclaughlin93.html</a>  <b>Wiley, T.G.</b> (1997). "Myths about language diversity and literacy in the United States" found at: <a href="http://www.cal.org/caela/esl%5Fresources/digests/myths.html">http://www.cal.org/caela/esl%5Fresources/digests/myths.html</a>  Time for questions about syllabus and requirements	Begin to formulate your thoughts about teaching and learning in the second language classroom. This will help you to develop your emergent teaching philosophy. Use the readings to refine your opinion and support your ideas. When you read or hear something in class that resonates, make a note of it. You will use those references in your Teaching Philosophy
<b>Three</b>	Continuing: SLA Research and its implications for	<b>Readings: Baker, C.</b> (2006). Chapter 5, pp. 96-100 & 109-117; Chapter 6, pp. 120-124 & 127-140	

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
<b>Wednesday</b>  <b>September 16</b>	classroom practice  Language Acquisition Case Study	<p><b>Crandall, J.</b> (2003). They DO speak English: World Englishes in U.S. Schools. Here's the URL. <a href="http://www.cal.org/resources/archive/news/2003summer/englishes.html">http://www.cal.org/resources/archive/news/2003summer/englishes.html</a></p> <p><b>In-class Video: American Tongues</b> (with debrief)</p> <p>[Another excellent site supports PBS documentary <i>Do You Speak American?</i>: <a href="http://www.pbs.org/speak/about/guide">http://www.pbs.org/speak/about/guide</a> - vocabulary lists -- it is similar to American Tongues]</p> <p><i>Begin to Establish groups for LACS Project</i></p>	
<b>Four</b>  <b>Wednesday</b>  <b>September 23</b>  <i>NO CLASS MEETING</i>	The TESOL and FL/WL Standards  Definitions, & Measurement	<p>Debrief of the <b>Tse</b> book (reading should be completed by this class) <b>Review Baker:</b> Chapter 2 on measurement as we consider the role of Standards in teaching and learning</p> <p>The ESL Standards for Pre-K-12 Students – please download from Blackboard (Documents)</p> <p>Foreign/World Language Standards for PK-12 Students: <a href="http://www.actfl.org">http://www.actfl.org</a> (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary)</p>	We will have an online discussion in place of class tonight. Be sure you have completed Tse by this evening's class.
<b>Five</b>	L1 Research in Children  L2 Research: Children	<p><b>Lightbown,</b> 1999. How languages are Learned (e-reserves)</p>	Choose your subject for you case study.  Bring in a draft of your Critical Journal

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
<b>Wednesday</b> <b>Sept. 30</b>	and Second Language Acquisition	<b>Wong Fillmore (1991.)</b> Language Processing in Bilingual Children (e-reserves)	Response.
<b>Six</b> <b>Wednesday</b> <b>October 7</b>	Adolescents/ Adults and Second Language Acquisition	<b>Thomas, W. P., &amp; Collier, V. P. (2002).</b> Download report, read abstract and executive summary: <a href="http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&amp;context=crede">http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&amp;context=crede</a> <b>Short, D &amp; Fitzsimmons, S. (2007)</b> Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary on Blackboard (Documents.) Review APA Style	<p style="text-align: center;"><b>CRITICAL JOURNAL RESPONSE</b> DUE (15%)</p>
<b>Seven</b> <b>Wednesday</b> <b>October 14</b>	Bilingualism and Cognition  Cognitive Theories and the Curriculum	<b>Baker, C. (2006).</b> Chapters 7 and 8, pp. 143-186. <b>Genesee, F. (2000).</b> Brain research: Implications for second language learning (e-reserves, or posted in Bb folder)  In class, as we have time, we will delve into this website on brain research in the FL classroom: <a href="http://www.teresakennedy.com/research.htm">http://www.teresakennedy.com/research.htm</a>  Mid Course Evaluations – to do in class Begin to draft Philosophy thoughts (final due Nov. 4)	

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
<p><b>Eight</b> <b>Wednesday</b> <b>October 21</b></p>	<p>Affective, Social, and Cultural Processes  Input and Interaction in SLA</p>	<p><b>Vollmer, G.</b> (2002). Sociocultural perspectives on second language writing. (e-reserves) <b>August, D. &amp; Shanahan, T.</b> (2006). Executive Summary: Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language-Minority Youth and Children. Blackboard (see Documents.) [Recommended: <b>Collier, V.P.</b> (1995). Review pp. 21 – 29 of monograph.]</p>	
<p><b>Nine</b> <b>Wednesday</b> <b>October 28</b></p>	<p>School Issues And Special Needs Learners</p>	<p><b>Readings: Baker, C.</b> (2006). Ch. 16 pp.370-379 <b>Baker, C.</b> (2006). Ch. 15, pp. 347-366 <b>Time for peer feedback on Philosophy drafts</b></p>	<p>Bring <i>draft</i> of your Philosophy statement for peer suggestions and feedback</p>
<p><b>Ten</b> <b>Wednesday</b> <b>November 4</b></p>	<p>Group Work on Language Analysis Case Studies</p>	<p><i>Tonight you may meet with your groups during class, or you may work at another time. I will be here during class time to facilitate and support, as needed.</i></p> <p><b>Continue your reading:</b></p> <p><b>Thomas, W. P., &amp; Collier, V. P.</b> (2003). The multiple benefits of dual language. <i>Educational Leadership</i>, 61(2). Available on e-reserves.</p>	<p><b>Philosophy of Teaching Paper due (15%).</b> You may send by email</p>

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
		<b>Baker, C.</b> (2006). Chapter 10	
<b>Eleven</b> <b>Wednesday</b> <b>Nov. 11</b>	<b>Politics of Bilingualism: The Socio-political Debate</b>	NCLB & ESEA Reauthorization Crawford, J. Language Policy web site: <a href="http://ourworld.compuserve.com/homepages/JWCRAWFORD/">http://ourworld.compuserve.com/homepages/JWCRAWFORD/</a>  Contrast this perspective with that of the English First web site at <a href="http://www.englishfirst.org">http://www.englishfirst.org</a>  <b>Baker, C.</b> (2006). Chapter 9.	Work in Language Analysis Groups
<b>Twelve</b> <b>Wednesday</b> <b>Nov. 18</b>	<b>Literacy and Second Language Learners</b>	Readings: <b>Armstrong</b> (2004): Making the Words Roar (e-reserves)  <b>Baker, C.</b> (2006). Chapter 11(skim) and 14	Work in Language Analysis Groups
<b>Thirteen</b> <b>Wednesday</b> <b>December 2</b>	Implications of Learner Similarities/ Differences for the Classroom  <b>Language Analysis Group</b>	<b>Christison, D.</b> (1996). Teaching and Learning Languages through multiple intelligences. TESOL Journal 10-14. Available on e-reserves.  Take an MI inventory of your own: <a href="http://surfaquarium.com/MI/inventory.htm">http://surfaquarium.com/MI/inventory.htm</a> or <a href="http://www.spannj.org/BasicRights/appendix_b.htm">http://www.spannj.org/BasicRights/appendix_b.htm</a>	<b>Presentations</b> <b>Language Analysis Project</b> Group written reports with individual personal reflections may be submitted now and next week (45%). Please submit electronically.

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this date
	<b>Presentations</b>	Language Analysis Projects Due /Team Presentations of language analysis projects.	
<b>Fourteen Wednesday December 9</b>	Pulling It All Together <b>Language Analysis Group Presentations</b>	Language Analysis Projects Due /Team Presentations of language analysis projects.  Course Evaluations and wind-up discussion	<b>Presentations Language Analysis Project</b> Group written reports with individual personal reflections also due (45%). Please submit electronically

**Guidelines and Rubrics for EDCI 516 Assignments and Requirements**  
**[Classroom, Online Participation, Required Course Products and Performance-Based Assessments]**

*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.

**Class 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.

There are two types of participation:

- 1) Classroom Engagement in whole and small group discussion;
- 2) Directing and facilitating a whole-class warm-up discussion at least once during the semester.

**1) Classroom Participation**

Students are expected to complete all required readings prior to class, to attend 100% of the 14 weekly 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 may not be one “correct” answer, but students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. As the semester progresses, students will be 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.

Attendance: If for reasons beyond your control you are unable to attend class, you should notify the instructor at the earliest opportunity. Absences are considered excused at the instructor's discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. an additional 1 – 2 p. reflective response to the week's readings may be decided).

Tardiness: Please notify the professor by email if, due to unforeseen circumstances, you will not be able to make it to class on time. Three unexcused late arrivals will be counted as an unexcused absence. If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the semester.



## **2) *Discussion Leader***

To begin each class, one or two students will lead a warm-up discussion based on the required readings for that class. The questions should elicit critical analysis of the themes presented in the required readings. Each discussion leader should write questions and plan to lead and facilitate a 10-15 minute discussion. You are required to not only present the questions, but to creatively include all members of the class and make sure your audience is engaged. You can achieve that through a variety of questions, activities, handouts, etc. An important part of this assignment is to successfully moderate the group discussion – a great teaching opportunity!

**EDCI 516**  
**Critical Journal Response**  
**Due date: October 7, Class 6**

**Assignment Aligned with the NCATE/TESOL Standards 1b, 2a, & 2b, And with ACTFL/NCATE Standards 3a, 5a, 6a.**

**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.

***Details to guide you in your analysis process:***

\*\*Please give reference of your article and provide a copy for your professor if it is not available on e-reserves.

**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, 5<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.

**Philosophy of Teaching Statement  
Guidelines and Rubrics**

**15% of Grade      Due date: November 4, Class 10**

**Maximum length: five-double spaced pages.**

**REQUIRED MME/ ACTFL/ TESOL/ NCATE Course Assessment**

Assignment Aligned with: **TESOL/ NCATE Standards 2a, 2b, 4a, 5c, ACTFL/NCATE Standards 2a, 2b, 6b.**

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

***Language Analysis Case Study and Presentation***  
**EDCI 516-001 Fall 2009**  
**Project Guidelines**

**Due Date for Submission of Written Report:**  
**Concurrent with group oral presentation (preferred) or on the last night of class**  
**Group Presentations: Final two class sessions, by sign up**  
**December 2 & 9**

**Assignment aligns with TESOL/NCATE Standards 1b, 2a, 2b, 4a, 4b, 5a, 5b. and**  
**ACTFL/NCATE Standards 2a, 3a, 3b,5a, 5b, 5c, 6b**

**Objectives of Language Analysis Field Project & Presentation:**

The *Language Analysis Case Study of a Language Learner and Presentation* for EDCI 516 in the CEHD FL/ESL teacher licensure program is designed to engage students in a **performance-based assessment task** in which they will analyze second language analysis patterns in EFL/ESOL/FL/WL learners. As a final course assessment, the LACS requires students to apply all aspects of the EDCI 516 course materials. This project requires students to think critically about teaching and learning in the context of the world/second language classroom. It enables them to connect theory, research, and practice with language learners and to engage in the assessment of a language learner, analysis of language acquisition, and suggest an exploratory action plan for ongoing language acquisition. To promote collaborative research and a professional community of learners, program participants work in cooperative groups and present their findings and recommendations to colleagues. This project helps students develop a perspective that will contribute to their professional knowledge base and identity.

The Language Analysis Case Study is appropriate for all EDCI 516 students, whether currently teaching or not. It requires no prior knowledge of linguistics.

**Presentation Component Objective:** The purpose of the group presentation component of this project is two-fold:

- 1) To provide students the opportunity to collaborate with colleagues in a learning/professional community on a relevant topic of professional use (language assessment) in the second language classroom and to share the findings with colleagues (professional development),
- 2) To provide students the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students.

***Procedures and Suggested Format***  
**for Conducting the Case Study and**  
**Completing the Final Written Group Report with Individual Reflection**

**PROCEDURE:**

***First: Collecting the Oral and Writing Language Samples for Analysis***

Each group will collect an authentic language sample from a second language learner. The sample should include **both written and oral language**. The individual selected may be an early childhood, elementary, middle, high school student or an adult learner (i.e., from an ESL/EFL/FL/WL learner from any age or grade level).

**Oral Sample:** You may use an interview or conversation format, or any other activity that elicits

language production in as natural and relaxed a setting as possible. You need to audio- or video-tape the sample for transcription.

**Written Sample:** You may request a sample of the individual's school work or request other written material written by the individual, as appropriate. This may be a letter, an essay, a short report, or anything that will help you gain access to the written domain of their language acquisition.

**Additional details:**

1. You will need to gain appropriate permission from the individual.
2. If applicable, this language sample may be collected in the natural classroom setting, or it may be collected outside the school setting.
3. Find out as much as you can about the language, educational, cultural background of the person whose language sample you will be analyzing. **See guidelines for interview provided below.**

**Second: Writing the Report**

**Each group will submit one written Language Analysis Project AND include individually written Reflections at the end, one from each group member. We suggest that you submit the report with the sections in the following order.**

**Part I**

**Introduction** – please include a description of who the language learner is (a pseudonym is suggested to protect the anonymity of the individual), criteria for selecting the participant, setting in which the sample was conducted.

Description/Identification, brief personal history and education of the sample participant and, if possible, of the participant's family. This may include:

- 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

**Part II - Analysis of the Oral and Written Language Samples**

After you have obtained your language sample, we suggest that you analyze the **oral language sample** in two distinct steps:

**One:**

1. **Listen to, or watch the video, of the language sample several times.**
2. Make notes about what you hear/see about the language sample participant.
3. **Record/jot down your preliminary impressions.** Use one of our oral proficiency scales to assess the language of this learner. What observations can you make about the learner based only on this oral sample? Does this sample tell you all you need to know about this language learner? Why, or why not?

**Two:**

1. You should *now* transcribe some of the major parts of the language sample upon which your analysis will focus. A full transcription is not required, but you will want to transcribe enough of the sample so that it will provide you data for analysis. Rather than conducting a detailed linguistic transcription (most of you may not yet have taken a formal linguistics course), the purpose of this project is to analyze the tape for overall language acquisition and error patterns.
2. *Study* this transcription. What *more* do you see that may not have been evident while only listening to the language? Hesitations, L1 to L2 transfer errors. In what stage of language

acquisition would you estimate this learner might be?

Consider: In conducting your analysis, you may want to review: 1) Fairfax County Public Schools' Oral Proficiency Scoring Rubric, 2) GMU's Oral Proficiency Rubric, or 3) Ask NCELA No. 25 [http://www.ncela.gwu.edu/askncela/25tests.htm].

If you wish, you may rate the language sample according to other rating scales. You and your group should discuss your findings from **BOTH the oral and written samples**. The idea is to take the language sample, interpret both the oral and written language domains, and link/relate them concretely to SLA theory and research (e.g., Baker, Bialystok, Collier, Ellis, Hakuta, Krashen, McLaughlin, Peale and Lambert, Snow, Wong Fillmore, Walqui & West, etc.) When citing these course (and other) readings, please follow the guidelines of APA style (5<sup>th</sup> edition).

To guide you in your analysis, you might want to discuss the similarities or differences between both languages. Brief reference to the five domains (e.g., listening, speaking, reading, writing, and thinking) and the participant's fluency level (social and academic). Is there a difference you see in these two areas?

Also, consider the following factors that play an overall role in your analysis:

L1 educational foundation: amount, level, and quality.	Environment (L1, L2) and expectations for learning and success.
Communicative competency and functional proficiency.	Individual learner differences: linguistic, cognitive, and sociocultural development.
Phonemic acquisition: how L2 learner pronounces English/FL/WL words and sounds out English/FL/WL letters. Relationship with his/her L1.	BICS & CALP - perceived and/or know skills that relate to the Basic Interpersonal Communicative Skills & Cognitive Academic Language Proficiency (Cummins, 1979).
L2: situational? Sociocultural? Academic?	Code-switching
General language proficiency rating using ESL/TESOL (or other language scale)	Body language (e.g., hand movements, proximity, eye contact).
Grammatical errors or error patterns. Are these predictable? Stage of L2 acquisition (e.g., Rod Ellis, 1994; Collier, 1995).	Filling gaps between words learner does not know or remember. How is this accomplished? What does it reveal?
Relationship between L1 & L2: potential role of phonology, morphology, syntax. Are there difficulties with syntax, grammar, and tenses? Is there a transfer of cognitive strategies learned in L1? Applying L1 grammar rules to L2. Is informant Thinking/ processing occurring in L1 or L2; is there "translating" from L1 to L2? What transference of skills is there from L1 to L2?	Examples of some common errors: Trouble with /th/ sound while speaking Rolling the /r/ Dropping the endings of words (especially those ending in /s/ Confusing prepositions, such as form for to and of Confusion among articles: a, an, the Confusion: me, my and I
Consider: Potential social settings and opportunities to interact with fellow L2 and TL speakers	Level of self-awareness: L2 strengths and weaknesses, self-correction in the L2

### Part III Exploratory Action Plan

Students will prescribe an **exploratory action plan** to help the individual attain higher levels of language competence. These may focus on some ideas to correct, or overcome, possible language

difficulties, or provide steps to help your learner reach a language level supporting academic success in school. This should include **recommendations and/or conclusion(s)** you can make, and should include tasks for school (teacher and/or student) and home/community (learner/family) integration. What steps might the learner take to improve his/her language skills? What should the learner do next? What steps might the teacher take to facilitate progress?

#### ***Part IV – Individual Reflections – one from each group member***

In a final section, **each student** will write his/her own thoughts and assessment of the experience, a reflection on the process, and its implications for teaching. Tell about what **you** learned through this project, and how you have made personal and professional connections to our readings as a result of conducting this study. This reflection may be submitted as an addendum to the Group paper or to the professor in an individual file. (For example, a group of 4 students would submit one language analysis and report with 4 individual personal reflections.) In the personal reflection, you should include the following information:

- Reflection on personal and professional knowledge/growth,
- Connections you have found important to course content and its application to the classroom setting,
- Thoughts on how you might use this process, or portions of this process, in the future,
- How this knowledge might contribute to your role as classroom teacher and facilitator?
- What you perceive to be the professional and personal strengths you were able to contribute to the group's work. Will this self knowledge serve you in the future?

Please see the Rubric for additional guidelines.

***Part V - References*** – Include a list of references at the end of your analysis project. Please use APA Style (5<sup>th</sup> edition). These should include a rich selection of course readings to support your analysis and provide evidence of your knowledge base.

***Part VI - Appendixes*** – Please include your transcription, written language sample, or other data collected for the sample, as applicable

#### ***Group Presentation Guidelines***

1. Groups of four (or five) make an optimal working group. **ALL GROUP MEMBERS SHOULD PARTICIPATE IN THE PRESENTATION.** Some groups find it helpful to guide their presentation using PowerPoint or other presentation software, and although an excellent idea, it is not required.
2. Play a *short* excerpt of the language sample tape and examples of the written language sample.
3. Provide a short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted.
4. Be sure to include time for audience interaction/questions.

**Total Presentation Time: Maximum 20 minutes per group.** (You will need to plan your presentation time carefully.)

### EDCI 516 Course Rubrics for Student Evaluation

<b>Class Participation</b>	<b>Little or No Evidence</b>	<b>Beginning: Approaches Expectations</b>	<b>Developing: Meets Expectations Adequately</b>	<b>Accomplished: Strongly Meets Expectations</b>
<i>Criteria:</i>				
<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, PROJECTS, EXEMPLARS</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)



**EDCI 516 – Fall 2009**  
**Critical Journal Response Rubric**  
**15% of Course Grade**

<i>Criteria:</i>	<b>Little or no evidence</b> <b>F: &lt; 7 points</b>	<b>Beginning: Approaches, but does not adequately meet expectations</b> <b>C: 7 – 9 points</b>	<b>Developing: Meets Expectations Adequately</b> <b>B: 10-12 points</b>	<b>Accomplished” Strongly Meets Expectations</b> <b>A: 13-15 points</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.

**Philosophy of Teaching Rubric**  
**NCATE Unit Standard #1, Assessment 6**  
**[Required for Portfolio and ACTFL and TESOL NCATE accreditation]**

No Evidence Little or No Evidence	Beginning: Approaches Standard	Developing: Meets Expectations Adequately. Clear Evidence	Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence
<7 points F	7-9 points C	10-12 points B	13-15 points A
<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 Professional Development as a Teacher</b>			
*Not an obvious section of the document	*Demonstrates a limited understanding of his/her own development, or does not identify the need for continued professional development.	*Demonstrates a 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.)	*Demonstrates a clear 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 and 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 from understanding the message	*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 errors/error patterns	*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 *Clearly written overall and conveys information well to the reader	*Well organized with clear and consistent voice used *Grammatically and stylistically well written with few to no errors, and no error patterns * 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.

**EDCI 516: Bilingualism and Language Acquisition Research  
Language Analysis Case Study and Presentation Rubric  
Course Performance-based Assessment**

<b>Total Project Points</b>	<b>45 Points</b>	<b>1</b> Does Not Meet Standard (F)	<b>2</b> Approaches Standard (C)	<b>3</b> Meets Standard (B)	<b>4</b> Exceeds Standard (A)
<b>Cultural Context, Description of Learner &amp; Learner's Language Development</b>	<b>5 points</b>	<b>0 – 1 points</b> *Introduction is cursory or includes two or fewer descriptive elements listed under the Excellent category (see right) in this project component	<b>1 – 2 points</b> *Description/Introduction includes only three of these six descriptive elements listed under the Excellent category (see right) in this project component	<b>3 – 4 points</b> *Description/Introduction includes only four or five of the six descriptive elements listed under Excellent	<b>5 points</b> *Description/Introduction includes all six elements described, including a detailed rationale, description of the language learner and his/her language development history, including the socio-cultural context
<b>Language Proficiency Assessment</b>	<b>5 points</b>	<b>0-1 point</b> *Does not conduct language sample, as described in syllabus, or does not include both written and oral language samples for analysis or does not use a Language Proficiency Assessment to report the findings	<b>2-3 points</b> *Conducted the language sample, but did not adequately follow the guidelines set forth in syllabus, or did not apply knowledge or report findings accurately	<b>3-4 points</b> *Conducted/collected the language sample as described, but may be incomplete or did not report the findings of the Language Proficiency Assessment	<b>5 points</b> *Conducted/collected the written and oral language samples, as described in the project guidelines in the syllabus, and reports findings using a Language Proficiency Assessment
<b>Language Analysis &amp; Application of Language Acquisition Theories</b>	<b>15 points</b>	<b>&lt; 7 points</b> *Cursory analysis of language learner, or may indicate misconceptions about SLA theories studied in EDCI 516	<b>7 – 9 points</b> *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	<b>10 – 12 points</b> *Analysis of language learner provides adequate evidence of understanding of SLA theory & research through discussion of 6 – 7 SLA theories in EDCI 516	<b>13 – 15 points</b> *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 align="center"><b>Action Plan – Application of SLA Theories</b></p>	<p align="center"><b>5 points</b></p>	<p align="center"><b>0 points</b></p> <p>*Does not include an Exploratory Action Plan, or Plan contains considerable errors or lack of cultural relativity</p>	<p align="center"><b>1 – 2 points</b></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 align="center"><b>3 – 4 points</b></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 align="center"><b>5 points</b></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 align="center"><b>Reflection On Teaching and Learning</b></p>	<p align="center"><b>5 points</b></p>	<p align="center"><b>0 – 1 points</b></p> <p>*Reflection may be missing or only brief, or * Lacks focus or clarity of thought</p>	<p align="center"><b>1 – 2 points</b></p> <p>*Very limited discussion or reflection OR Three of the five elements listed are missing</p>	<p align="center"><b>3 – 4 points</b></p> <p>*Cursory reflection that only contains some of the elements in the</p>	<p align="center"><b>5 points</b></p> <p>*Includes a rich, thorough individual reflection that addresses all the elements as described in the instructions: .</p>
<p align="center"><b>Overall Writing, Format, and Referencing</b></p>	<p align="center"><b>5 Points</b></p>	<p align="center"><b>0 points</b></p> <p>*Contains includes only minimal references or citations (less than 3) or does not follow APA style *Paper is not organized well or contains many grammatical errors or error patterns</p>	<p align="center"><b>1– 2 points</b></p> <p>*Contains 3 – 4 citations and references with considerable APA referencing errors *Paper needs work in grammatical, organizational, or stylistic form OR contains several errors or error patterns</p>	<p align="center"><b>3-4 points</b></p> <p>*Contains 5 – 7 citations and references may be limited in scope with incomplete APA referencing, or errors *Organized adequately and grammatically; generally well written,; may contain some errors/ error patterns</p>	<p align="center"><b>5 points</b></p> <p>*Contains a minimum of 8 citations and references of SLA theories/theorists that are in correct APA style *Clearly organized and grammatically and stylistically well written with few to no errors, and no error patterns</p>
<p align="center"><b>Oral Group Presentation</b></p>	<p align="center"><b>5 points</b></p>	<p align="center"><b>0 points</b></p> <p>*No Group Presentation, or does not include all members *No handout included, or group does not follow presentation guidelines in syllabus</p>	<p align="center"><b>1 – 2 points</b></p> <p>*Group Presentation does not adequately comply with guidelines, or all members do not participate equally; *Cursory handout provided</p>	<p align="center"><b>3 – 4 points</b></p> <p>*Group Presentation generally meets with guidelines; members participate equally *Handout included, may not adequately represent project content</p>	<p align="center"><b>5 points</b></p> <p>*Group Presentation well planned &amp; presented, meets all guidelines; members participate equally *Includes well prepared handout that contains salient points of project</p>