GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Multilingual/ Multicultural Education Program

EDCI 516-001
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
CRN 10665

Monday, 4:30 p.m. – 7:10 p.m.	**Spring 2011**
Innovation Hall, 133	**Jan 24, 2011 – May 18, 2011**
Professor	**Jorge P. Osterling**
Office phone	**703-993-81236**
Office location	**A-323 Robinson Hall, Fairfax**
Office hours	**Monday, 1:30 p.m. – 4:00 p.m.**
	or by appointment
E-Mail address	**<josterli@gmu.edu>**
Telephone	**703-993-8136**
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COURSE DESCRIPTION:

A. Prerequisites

Admission to Graduate School of Education in CIMM, CISL, or CIFL program

B. Course description from the university catalog

Examines research in first and second language acquisition, including interaction of bilingual person's two languages, with applications for classroom.

COURSE DELIVERY:

EDCI 516 is highly interactive by design. It is predicated upon learning by doing and discovery learning. Assessment is based on performance-based assignments.

This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection. Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles through a variety of in-class, on-line, and individualized instructional To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, students are expected to post emergent thoughts and responded regularly on the class *Blackboard ™* site

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https://courses.gmu.edu/webct/urw/lc5116001.tp0/cobaltMainFrame.dowebct and
should, thus, have regular access to a computer with internet access.

LEARNER OUTCOMES:

EDCI 516 is designed to enable students to:

1.   Demonstrate knowledge of key foundational theory and research related to first
      and second language acquisition processes, factors, proficiency levels
2.   Demonstrate understanding of current and historical theories and research in
      language acquisition as applied to second language learners.
3.   Demonstrate knowledge, understanding and ability to use major concepts,
      principles, theories, and research related to the nature and role of culture and
      cultural groups to construct supportive learning environments for second
      language learners.
4.   Demonstrate knowledge, understanding and ability to use evidence-based
      practices and strategies related to planning, implementing, and managing
      standards-based standards-based second language education.
5.   Demonstrate the ability to identify and discuss the social, cultural, affective, and
      cognitive factors playing a role in L2 acquisition.
6.   Identify the characteristics of second language learners by conducting case
      studies.
7.   Understand the relationships among teaching practice and second language
      acquisition (SLA) research, methods of teaching foreign/ second/ world (FL/ SL/
      WL) languages and language assessment practices.

The following 'Technology Outcomes' are infused into the learning opportunities
throughout EDCI 516. Students are expected to demonstrate the following skills:
  • Ability to use email, course website tools including online discussion and chat
  • Ability to use word processor to produce quality written documents
  • Ability to create Power Point documents and produce a quality presentations
  • Ability to post comments and use blogging Task Stream.

PROFESSIONAL STANDARDS:

EDCI 516 follows the guidelines and recommendations made by the:
  • Teachers of English for Speakers of Other Languages (TESOL),
  • American Council on the Teaching of Foreign Languages (ACTFL),
  • National Association for Bilingual Education (NABE), and the
  • National Association for Multicultural Education (NAME).

   ACTFL and TESOL, along with NABE and NAME, are the largest professional

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organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. TESOL and ACTFL have the more specialized mission of developing the expertise of their members and other educators involved in teaching world languages, to help them foster an effective learning environment while accomplishing the goal of effective communication in diverse settings and oral and written language proficiency while respecting individuals rights and needs.

EDCI 516 complies with the:

- Revised TESOL/NCATE Standards for the Recognition of Initial TESOL, Programs in P-12 ESL Teacher Education (December 2009) http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689
- ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers.   http://www.actfl.org/i4a/pages/Index.cfm?pageid=3384

REQUIRED TEXTS:

Baker, Colin (2006). *Foundations of bilingual education and bilingualism.* 4th edition. Clevedon ; Buffalo : Multilingual Matters

Collier, Virginia and Thomas, Wayne (2009). *Educating English learners for a transformed world.* Albuquerque, N.M. : Dual Language Education of New Mexico/Fuente Press, Dual Language Education of New Mexico/Fuente Press

RELATED RESOURCES
American Psychological Association (2009*). Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

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COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

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

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

Students are expected to attend all *Blackboard* sessions, to participate actively on the *Blackboard* discussion board, and take part in all on-line activities. Because this course is interactive in nature, your active participation on *Blackboard* provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points. Time should be spent going over lecture notes, answering discussion questions and completing assignments on *Blackboard* . Since a large portion of your grade is based on class participation, students will be expected to, first, respond to all discussion questions/activities, and then engage in discussing 6 other student's answers per *Blackboard* session.

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.

Spring 2011 EDCI 516 course requirements will be met as follows

A. Requirements

Project	Goal	Percentage of Grade	Due Date
In-class Participation and Readings	Students are expected to actively participate in every weekly session—in class and electronically— by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Students will also lead one warm-up discussion based on the readings. Student will need to develop discussion questions	25 percent	Each class meeting throughout the semester

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	based on the reading for that class, and facilitate discussion Students must inform instructor of the need for an absence from class. *TESOL/NCATE Standards: 1b, 3a, 4a, & 5a* *ACTFL/NCATE Standards: 3a, 4a, 6a*		
Critical Journal Response *(Theory & Research)*	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. *TESOL/NCATE Standards 1b, 2a & 2b* *ACTFL/NCATE Standards 3a, 5a, 6a*	15 percent	Class 6 March 1
Philosophy of Teaching *(Professionalism, Theory,& Research)*	<u>This Teaching Philosophy is a Performance-based Assessment required for the portfolio for MME program students.</u> Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning and learners, students will write an emergent *Philosophy of Teaching* statement. This will include reflections on the role of culture, instructional practices, and assessment. It will be reviewed and updated in later coursework and is one of the program's **official NCATE Performance Assessments.** *TESOL/NCATE Standards2a, 2b, 4a, 5c* *ACTFL/NCATE Standards2a, 2b, 6b*	15 percent	Class 10 April 5
Language Acquisition Case Study (LACS) and Presentation	This case study of a second language learner is the principle **EDCI 516 Performance-based Assessment.** Students will work in small groups to collect, record, and analyze oral and written language samples from a second language learner. A written commentary connecting	45 percent	Presentations in Classes Class 13 & 14

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(Theory, Research, Professional Collaboration & Practice)	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. *TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b* *ACTFL/NCATE Standards 2a, 3a, 3b,5a, 5b, 5c, 6b*		Written Component due no later than Class14.

Additional Information

GMU E-mail: Web Policy: Students must use their *MASONLIVE* email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Students will be expected to use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet.

Students are encouraged to attend any professional conferences in the Metro area.

Students will be expected to:
- Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
- Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.
- Purchase and maintain a three-ring binder, which will be used for all course materials and should be brought to class every week.

B. Performance-based assessments

All CEHD licensure courses have a required *Performance Based Assessment* (PBA). In EDCI 516, two assignments must be posted to Task Stream, where it will be reviewed and graded. The first one is the Teaching Philosophy, and the second one is the Language Case Analysis Project.

Additionally, students are required to submit both a mid-point portfolio reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines.

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C. Criteria for Evaluation

Criteria for evaluation includes attendance in class, active participation in class and on-line discussions and in small group activities, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice.

Criteria for assessment include evidence of serious reflection and analysis, clear organization and clear writing. This paper is the culminating activity of the course and is due at the beginning of the last class meeting (12/14).
All assignments must be completed in MSWord, should reflect APA style (6th edition) and sent to me as an attachment via regular email prior to class. Late assignments will not be accepted without making prior arrangements with me.

D. Grading Scale
http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli

At George Mason University, course work is assessed 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

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* **_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.

GMU STUDENT RESOURCES ON CAMPUS

ACADEMIC INTEGRITY

Mason is an _Honor Code university_; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely.

What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

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OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

OTHER USEFUL CAMPUS RESOURCES:

a) WRITING CENTER: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
b) UNIVERSITY LIBRARIES "Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html
c) COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; http://caps.gmu.edu
d) UNIVERSITY POLICIES

The University Catalog, http://catalog.gmu.edu is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/
.All members of the university community are responsible for knowing and following established policies.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must 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://academicintegrity.gmu.edu/honorcode/ for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html.
 Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to access the ODS.

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Tentative Course Schedule for EDCI 516 - 001: Spring 2011

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared b date
Class One January 24	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements	Part One Introduction to EDCI 516, Syllabus, Course Overview Part Two *Blackboard* ™ Briefing & GMU Email accounts Please begin reading the Collier & Thomas (2009) book: Chapters 1-4 (pp. vii – 46).	
Two January 31	Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research Myths and misconceptions about second language learning	Baker text: Chapters 1 and 2 Continue reading the posted readings for the first three classes, and: McLaughlin, B. (1992). "Myths and misconceptions about second language learning" found on *Blackboard* in readings. Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/esl%5Fresources/digests/myths.html Time for questions about syllabus and requirements	Beginning this week, you will be able to participate in our *Blackboard* electronic discussion forum. Weekly "strands" will be posted, as appropriate, to extend our discussions. The opening strand will be whole class. After this week, we may divide into smaller groups. http://courses.gmu.edu Begin to formulate your thoughts about teaching and learning in the second language classroom. During this week and next, please post your current thoughts and beliefs about teaching (this may begin to formulate your emergent teaching philosophy) in our *Blackboard* ™ discussion forum in the space provided.
Three February 7	Continuing: SLA Research and	Book review by groups. If time permits, read: Crandall, J. (2003). They DO speak English: World	Participate in *Blackboard* electronic discussion group. Ongoing, as determined weekly in class:

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared b date
	its implications for classroom practice \	Englishes in U.S. Schools. http://www.cal.org/resources/archive/news/2003summer/englishes.html In-class Video: Speaking in Tongues: Four kids, four languages, one city, one world. http://speakingintonguesfilm.info/ [Another excellent site supports PBS documentary Do You Speak American?: http://www.pbs.org/speak/about/guide - vocabulary lists -- it is similar to American Tongues] Introduction to the Critical Journal Response – CJR format, article selection, rubric	
Four February 14	L1 Research in Children L2 Research: Children and Second Language Acquisition Language Acquisition Case Study	Readings: Baker, C. (2006). Chapter 5, pp. 96-100 & 109-117; Chapter 6, pp. 120-124 & 127-140 Lightbown, 1999. How languages are Learned (e-reserves) Wong Fillmore (1991.) Language Processing in Bilingual Children (e-reserves) Introduction to Language Acquisition Case Study & Presentation	Ongoing, as determined in class. Video: Fear and Learning at Hoover Elementary. http://www.pbs.org/pov/fearandlearning/
Five February 21	Adolescents/ Adults and Second Language Acquisition	Collier & Thomas (2009). Chapters 5 – 8 (pp. 47 – 100). Thomas, W. P., & Collier, V. P. (2002). Download report, read abstract and executive summary: http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&context=crede Short, D & Fitzsimmons, S. (2007) Double the Work:	Ongoing, as determined in class. Establish groups for LACS Project and start planning your project.

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by date
		Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary on *Blackboard* ™ (Documents.)	
Six February 28	The TESOL and FL/WL Standards Definitions, & Measurement	Review Baker: Chapter 2 on measurement as we consider the role of standards in teaching and learning The ESL and Foreign/ World Language standards for Pre-K-12 Students – please download from *Blackboard* ™ (Documents) http://www.actfl.org/i4a/pages/index.cfm?pageid=3324 Finalize groups for LACS Project	**Critical Journal Response, due (15%)**
Seven March 7	Bilingualism and Cognition Cognitive Theories and the Curriculum	Baker, C. (2006). Chapters 7 and 8, pp. 143-186. Cummins, Jim. Bilingual children's mother tongue: why is it important for education. http://www.fiplv.org/Issues/CumminsENG.pdf Genesee, F. (2000). 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 : http://www.flbrain.org/ Begin to draft Philosophy thoughts (final due April 4)	**Mid Course Evaluations – to do in class**
Spring Break – Mon March 14 – Sun March 20			

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared b date
Eight March 21	School Issues And Special Needs Learners	Readings: Baker, C. (2006). Ch. 16 pp.370-379 Baker, C. (2006). Ch. 15, pp. 347-366	Ongoing.
Nine March 28	Affective, Social, and Cultural Processes Input and Interaction in SLA	Vollmer, G. (2002). Sociocultural perspectives on second language writing. (e-reserves) Christison, D, (1996). Teaching and Learning Languages through multiple intelligences. TESOL Journal 10-14. Take an MI inventory of your own: http://surfaquarium.com/MI/inventory.htm Time for peer feedback on Philosophy drafts	Bring draft of your Philosophy statement for peer suggestions and feedback
Ten April 4	Theory to Practice Group Work on Language Analysis Case Studies	Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. Educational Leadership, 61(2). Available on e-reserves. Baker, C. (2006). Chapter 10 Tonight you may meet with your groups during the second half of class. I will circulate to facilitate and support, as needed	Philosophy of Teaching. Paper due (15%). You may send by email
Annual AERA Friday, April 8 – Tuesday, April 12 New Orleans, Louisiana			
Eleven April 11	Literacy and Second Language Learners	August, D. & Shanahan, T. (2006). Executive Summary: Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language-Minority Youth and Children. *Blackboard* ™ (see Documents.)	Work in Language Analysis Groups.

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared b date
		Armstrong (2004): Making the Words Roar (e-reserves) Baker, C. (2006). Chapter 11(skim) and 14	
Twelve April 18	Politics of Bilingualism: The Socio-political Debate	NCLB & ESEA Reauthorization Crawford, J. Language Policy web site: http://www.languagepolicy.net/ Contrast this perspective with that of the English First web site at http://www.englishfirst.org Baker, C. (2006). Chapter 9.	Work in Language Analysis Groups.
Thirteen April 25	Social Justice and the Teacher: Implications for our Classroom Practice Language Analysis Group Presentations	Language Acquisition Case Study (LACS) due. Begin Team Presentations of language analysis case studies.	Continue posting discussion and progress in Bb groups for Case Study finalization Presentations Language Acquisition Case Study (LACS) Project Group written reports with individual personal reflections may be submitted now and next week (45%). Please submit electronically to Dr. Osterling
Fourteen May 2	Pulling It All Together Language Analysis Group Presentations	Language Acquisition Case Study (LACS) Due LACS Team Presentations Course Evaluations and wind-up discussion	Presentations Language Acquisition Case Study (LACS) Project Group written reports with individual personal reflections also due (45%). Please submit electronically to Dr. Osterling
Fifteen May 9	Pulling It All Together Language Analysis Group Presentations	Language Acquisition Case Study (LACS) Due LACS Team Presentations Course evaluations and wind-up discussions. Wind-up discussion	Presentations Language Acquisition Case Study (LACS) Project Please submit electronically to Prof. Osterlling.

Guidelines and Rubrics for EDCI 516
Assignments and Requirements

**Student Participation -- Classroom, Online Participation,
Required Course Products and Performance-Based Assessments
Weekly
(January 24 – May 18)**

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.

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There are three types of participation:

1. Classroom engagement in whole and small group discussion;
2. *Blackboard ™* posted strands and peer responses that relate specifically to course readings;
3. In-depth, personal reflections that may be included in papers or on a *Blackboard ™* forum.

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.

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2.   *Blackboard*

As a follow-up to class discussions, students continue the critical analysis of the themes discussed during class by posting on discussion strands, or forums.

Students should review the *Blackboard* discussion after each class session. Each student will be required to contribute responses to seven or more topics throughout our 14 week semester. You may post your own reflection, or respond thoughtfully to that of a colleague. If the latter, please select one or more reflections posted by your peers, read it carefully, and comment on it thoughtfully, referring to the readings and other relevant life experiences. You may either respond directly to the reflection or initiate a puzzlement of your own based on the reading.

Out of respect for your colleagues' time, and to prevent massive internet-induced eyestrain, please keep your response thoughtful but brief (no more than 1 – 3 paragraphs and leaving one empty line between paragraphs).

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EDCI 516-001 – Course Rubric for Student Evaluation

Criteria	Little or No Evidence 0	Beginning: Does not Adequately Meet Expectations 1	Developing: Meets Expectations Adequately 2	Accomplished: Strongly Meets Expectations 3
ATTENDANCE	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.
PREPARATION OF READINGS	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.
PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	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.
HOMEWORK, PROJECTS, EXEMPLARS	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.
BLACKBOARD	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)

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<u>**Critical Journal Response (CRJ)**</u>
<u>**Due date: February 28, Class 6**</u>

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):
* *Level One: description/article abstract,*
* *Level Two: analysis, application, and interpretation,* and
* *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.

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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 are 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, 5th 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.

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EDCI 516-001 – Course Rubric for Critical Journal Response

Criteria	Little or No Evidence 0	Beginning: Does not Adequately Meet Expectations 1	Developing: Meets Expectations Adequately 2	Accomplished: Strongly Meets Expectations 3
ORGANIZATION	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.	Follows all requirements in syllabus. Critique well organized with a clear description, a section for analysis, interpretation and connection to readings, and a personal connection and reflection.
INTERPRETATION	Fails to question data. Ignores bias Misses major content areas.	Identifies some questions. Recognizes basic content. States some inconsistencies.	Asks insightful questions. Recognizes context.	Asks insightful questions. Examines points made in article and discusses potential inconsistencies.
ANALYSIS AND PERSONAL CONNECTIONS TO ARTICLE	Fails to draw conclusions Sees no arguments or does not connect to 516 research literature. Does not contain reflection. Overlooks differences Repeats data Omits research.	Identifies some conclusions. Minimal connections to 516 readings/ research literature. Minimal reflection to practice included.	Formulates conclusions Recognizes arguments Seeks out information. Connections to 516 readings. Reflection may not be connected to classroom practice.	Views information critically, and uses reasonable judgment to synthesize information and make connections to 516 readings and to classroom practice. Includes a strong reflection.

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MECHANICS/ WRITING [APA STYLE]	Poorly written with numerous spelling, grammatical, and / or punctuation errors. A number of major and minor grammatical mistakes. Significant APA errors, or not in APA format and style.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing. Significant APA errors.	Reasonable well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors.	Well written with few or no errors or error patterns. Clear evidence of regular revision and proofing. Referencing done in correct APA style.

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<u>Philosophy of Teaching Statement</u>
<u>Guidelines and Rubrics</u>
15% of Grade Due date: Class 10, April 4
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

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appropriate, but the 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

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

	Little or No Evidence 0	Beginning: Does not Adequately Meet Expectations 1	Developing: Meets Expectations Adequately 2	Accomplished: Strongly Meets Expectations 3
STATEMENT OF BELIEFS & VIEWS OF THE TEACHER	* Terms absent or confusing.	* Limited presentation of the terms teaching and learning 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 teaching and learning 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 teaching and learning 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

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GOALS FOR STUDENTS	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 settings; * Demonstrates superior understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting.
PLANS FOR PROFESSIONAL DEVELOPMENT AS A TEACHER	* 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 one 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 at least two 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.).
LITERATURE AND REFERENCES AND APA FORMAT	* Connections to broader literature are not appropriate, or are missing; * Statement does not meet	* Includes connections to broader literature, but may need further explanation about connections;	* Includes connections to broader literature; * Statement adequately meets philosophy guidelines, but	* Includes thoughtful and thorough connections to broader literature; * Clear, consistent, and convincing

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	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.	* 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.	cites fewer than 5 sources; * Some incomplete APA referencing, or may contain APA errors in text or list of References.	citations of more than 5 sources, including salient class/course materials & readings; * Paper follows APA Style Guidelines in form and format, referencing.
OVERALL STYLE [MECHANICS/ WRITING]	* 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.	* 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 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.

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.

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Language Analysis Case Study and Presentation

Case of
Enrolled at George Mason University

Project Guidelines

Due Date for Submission of Written Report: May 9
Concurrent with group oral presentation (preferred) or on the last night of class
Group Presentations: Beginning April 25 by sign up

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* (LACS) of a language learner and presentation for EDCI 516 in the MME teacher licensure program is designed to engage graduate students in a performance-based assessment task in which they will analyze second language analysis patterns of second language learners.

As a final course assessment, the LACS require 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 a world/ second language classroom. It enables EDCI 516 students to connect theory, research, and practice with English Language Learners (ELL) and to engage in the assessment of a -post-graduate students, analysis of her/ his English language acquisition, and suggest an exploratory action plan for increasing her/ his language proficiency (speaking, listening, reading writing).

To promote collaborative research and a professional community of learners, two EDCI 516 students will work in bilingual cooperative groups and present their findings and recommendations to colleagues. This project helps students develop perspectives

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that will contribute to their professional knowledge base and identity.

The Language Analysis Case Study (LACS) is appropriate for all EDCI 516 students, whether they are 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) 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**			
First	Collecting the Oral and Writing Language Samples for Analysis		
Second	Writing the Report		
	Part I	Introduction	
	Part II	Analysis of the Oral and Written Language Samples	
		Step One	
		Step Two	
	Part III	Exploratory Action Plan	
	Part IV	Individual reflections [one from each group member**]**	
	Part V	References [following APA Style 5th edition guidelines]	
	Part VI	Appendixes	

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

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Each group of two students will collect an authentic language sample from a second language learner. The sample should include <u>both written and oral language</u>.

Oral Sample: Students may use an interview or conversation format, or any other activity that elicits language production in as natural and relaxed a setting as possible. Researchers may consider audio or video-taping the sample for transcription.

Written Sample: Each group of EDCI 516 students will request a sample of the English-language leaner's work or request other written material written by the individual. This may be a letter, an essay, a short report, or any method or media that will help you gain access to the written domain of their language acquisition.

Additional details:

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

<u>**SECOND:**</u> *Writing the Report*

Each group of two EDCI students 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

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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:

Step 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 proficiency level of this ELL. 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 ELL? Why or why not?

Step Two:

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- You should *now* <u>transcribe</u> *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.

- *Study* this transcription. What *more* do you see that may not have been evident while only listening to the language? For example, does the transcript show hesitations, L1 to L2 transfer errors. In what proficiency level of language acquisition would you estimate this learner might be at n each of the four domains —speaking, listening, reading, and writing: beginner, intermediate, advance, superior?

Consider: In conducting your analysis, you may want to review: [see in Task Stream – section *Assessment instruments & tests to determine language proficiency*].

- Student Oral Language Observation matrix (SOLOM)
- Fairfax *County Public Schools' Oral Proficiency Scoring Rubric*
- Bob Schawb web page
- Kerper Mora's web page
- GMU's Oral Proficiency Rubric

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 (5th edition).

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Brief reference to the five domains (e.g., listening, speaking, reading, writing, and thinking) and the participant's fluency level (social and academic). Do you see a difference 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 Pronouncing "r" like "l" Rolling the /r/ Dropping the endings of words (especially those ending in /s/ Confusing prepositions, such as from, for, to, and of. Confusion among articles: a, an, the Confusion: me, my and I Verb tense errors. Pronoun usage and reference
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

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Part III

Exploratory Action Plan

Each group will prescribe an **<u>exploratory action plan</u>** to help the -ELL attain a higher proficiency level of English-language competence. This may focus on some ideas to correct, or overcome, possible language difficulties, or provide steps to help the ELL reach a more advanced cognitive academic language proficiency (CALP) level. This should include r**ecommendations and/or conclusion(s)** you can make, and should include tasks for the university and home/community integration. What steps might the -ELL take to improve his/her language skills? What should the ELL do next? What steps might the language instructor/ tutor take to facilitate progress?

Part IV

Individual Reflections – One from each Group Member

In a final section, **each EDCI 516 student (i.e., group member)** <u>will write his/her own thoughts and assessment of the experience, a reflection on the process, and its implications for teaching</u>. 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 your final paper or to the professor in an individual file. (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.

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- 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 (6th[h] 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. *All GROUP MEMBERS SHOULD PARTICIPATE IN THE FINAL 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

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Language Analysis Case Study and Presentation Rubric
Course Performance-based Assessment

	Little or No Evidence	Beginning: Does not Adequately Meet Expectations	Developing: Meets Expectations Adequately	Accomplished: Strongly Meets Expectations.
FORMAT AND ORGANIZATION	Poorly organized. Important parts are missing or unfinished. Work appears rushed, messy and/ or careless.	Non-professional appearance. Weak organization. Does not show much effort or time. Does not respond adequately to all parts of the assignment.	Professional in appearance and well organized. Quality effort. LACS clearly meets the expectations of the assignment but does not go beyond them.	Well organized. Overall presentation enhances the work and makes it easy to understand. Team has exceeded the expectations of the assignment.
ACTION PLAN	Develops no action plan based on the analysis of oral and written language samples.	Develops limited action plan based on the analysis oral and written language samples.	Develops insufficient action plan based on the analysis of oral and written language samples or makes recommendations that are not based on data.	Develops comprehensive and realistic action plan based on the analysis oral and written language samples..

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COMPLETENESS	Addresses full range of second language acquisition poorly.	Addresses full range of second language acquisition irregularly	Addresses full range of second language acquisition adequately	Address full range of second language acquisition very thoroughly.
PRESENTATION	Omits argument Misrepresents issues Excludes data Draws faulty conclusions Shows intellectual dishonesty.	Misconstructs arguments. Generalizes issues Cites sources Presents few options Overlooks some information.	Argues clearly Identifies issues Attributes courses naturally Suggests solutions Incorporates information.	Reasonable well written; a few minor spelling, grammatical or punctuation errors; easy and interesting reading; evidence of regular revision and proof reading.
MECHANICS AND WRITING	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.	Argues succinctly. Discusses issues thoroughly . Shows intellectual honesty Justifies decisions Assimilates information.	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors; clear evidence of regular revision and proofing.

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