EDCI 516.601
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
June 25 – July 5
Monday thru Friday 8:30AM – 3:30PM

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Office Hours: By email appointment

Course Description

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

Course Delivery

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Instruction includes:

- *Presentations* (found in the weekly learning modules)
- *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);
- *Student presentations;*
- *Video presentations; webcasts, audiofiles*
- *Blackboard 9.1 ™* web-based course management system.

The seminar format of EDCI 516 requires the active participation of all students. As an experiential course, it is structured around discussion, and small group projects. Therefore, it is critical that students actively participate on Blackboard, and keep up with the readings. Students should be prepared to discuss on Blackboard or VoiceThread the content readings in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion.

Course Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

College of Education & Human Development Expectations
Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].
- The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

Additional Course Policies

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

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Texts and Resources

Required Texts:
Baker, C. (2011). *Foundations of bilingual education and bilingualism* (4th ed.). Clevedon, UK: Multilingual Matters.

Recommended Books:
American Psychological Association (2009). *Publication manual of the American Psychological Association* (**6th ed**.). Washington, DC: American Psychological Association.

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

Articles:

Horst, M., White, J., & Bell, P. (2010). First and second language knowledge in the language classroom. International Journal Of Bilingualism, 14(3), 331-349. doi:10.1177/1367006910367848

Gillanders, C. (2007). An English-Speaking Prekindergarten Teacher for Young Latino Children: Implications of the Teacher–Child Relationship on Second Language Learning. Early Childhood Education Journal, 35(1), 47-54. doi:10.1007/s10643-007-0163-x

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. Canadian Journal Of Applied Linguistics, 10(2), 221-240.

Suppiah, P. C., Subramaniam, S., & Subrayan, A. (2011). From Trash to Treasure: Grammar Practice for the Malaysian ESL Learners. Canadian Social Science, 7(5), 167-175. doi:10.3968/J.css.1923669720110705.430

Course Requirements

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 course sessions*, to participate actively in class, and take part in all activities. Because this course is interactive in nature, your active participation provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points.

Class Assignments			
Project	**Goal**	**Percentage of Grade**	**Due Date**
Participation	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. **Students will also lead one warm-up discussion based on the readings and will be required to peer-review at least one Philosophy of Teaching statement from a classmate.** Student will need to develop discussion questions based on the reading for the class discussion and	20 percent	**Each day**

	facilitate discussion. _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	**June 29**
Language Lesson Plan and Summary _(Theory, Research, Collaboration)_	Working in pairs, students will create a lesson plan that reflects language skill rather an content objectives. You will select a child's storybook (generally something you use in your school) and isolate two language skills (e.g. semantics, syntax, graphophonemic, morphology) and design a lesson that will teach the desired language skills to ELLs. You must include a hands-on activity, differentiation, and assessment as part of the lesson. You will write a brief paper summarizing the lesson and drawing connections to language acquisition theory in support of your instructional choices.	15 percent	**June 28**
Group Language Sample and Analysis Presentation **(Theory, Research, Professional Collaboration & Practice)**	Students will work in small groups to collect, record, and analyze oral and written language samples from a language learner. Groups will present their findings in light of SLA research and theory. This group project will help inform the final Language Acquisition Case Study that must be completed independently. Students should complete the group language sample with either a K-6 or 7-12 student and complete the Language Acquisition Case Study with a ELL from a different level. TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b	10 percent	**July 5**
Philosophy of Teaching **(Professionalism, Theory,& Research)**	This is a two-part assignment over two courses. The Philosophy of Teaching assignment is a Performance-Based Assessment required for all ESOL students. You will apply your knowledge about the principles and methods that influence successful second language acquisition for	10 percent	**Draft: July 2 Final: November 15, 2012 (Must be submitted to**

	linguistically and culturally diverse students and craft a Philosophy of Teaching statement. This assignment should be posted to Blackboard were it will be peer reviewed in Week 7. The final assignment must be posted to Taskstream (ESOL students only) or Blackboard (Elementary students only) where it will be scored in Week 10. TESOL/NCATE Standards2a, 2b, 4a, 5c ACTFL/NCATE Standards2a, 2b, 6b		**Taskstream)**
Language Acquisition Case Study *(Theory, Research, Professional Collaboration & Practice)*	This case study of a language learner is an ***EDCI 516 Performance-based Assessment required for the FASTTRAIN ESOL Portfolio for ESOL Program Students.*** Students will work individually to collect, record and analyze oral and written language samples from at least two language learners in their current teaching environment. Students will provide a written commentary connecting this experience to course readings, SLA research and theory. Students will also be expected to present their findings to a colleague or family member of the learner and provide personal reflection of the entire experience. References as well as examples of the data collection are required. *TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b*	30 percent	**November 15, 2012 (Must be submitted to Taskstream)**

Evaluation Criteria are listed with each assignment.

Grading Scale:
GRADING
http://jiju.gmu.edu/catalog/apolicies/gradstandards.html

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

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	

| C* | 70-79 | 2.00 | Denotes an unacceptable level of understanding and |
| F* | <69 | 0.00 | application of the basic elements of the course |

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

All students will receive an IP or "In Progress" at the conclusion of this course. Students will be required to turn in the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted here: http://fasttrain.gmu.edu/current-students/field-req/. Failure to submit this work to the instructor and in TaskStream by this deadline will result in an "F" for the course.

Incomplete (IN): This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Register's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

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

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is **Language Acquisition Case Study and Philosophy of Teaching** This assignment must be posted to TaskStream, where it will be reviewed and graded. Please see the FAST TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf for more information.

Elementary Students & The Performance Based Assessment: Although the Language Acquisition Case Study and Philosophy of Teaching are the performance based assessments for all students in this course, Elementary students are not required to post these assignments to TaskStream. Elementary students should only plan to post this assignment to Blackboard to receive a final grade.

Assignments

Course Schedule for EDCI 516: Online Fall 2011

Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
se tion: w of 516 yllabus ements to oard	**Part One**: *Introduction to EDCI 516, Syllabus and Overview* ***Webcam Instructor's Introduction*** *Blackboard usage *Class system *Papers and projects due *Modules *Introduction/get to know you paragraph *Group assignments/sign up sheets (three set)	*After this class*, please subscribe to The Office of English Language Acquisition (Dept of Ed)'s newsletter by going to (subscribe to the *NCELA-list*)**:** http://www.ncela.gwu.edu/listserv/ (Formerly the NCELA Newsletter, this is now the OELA Newsletter of the National Clearinghouse for English Language Acquisition) This Week's Activity **1. Post your "get to know you paragraph" on Blackboard after our first session. (May 15)**
of key Second age n (SLA) rch and ptions cond earning to ng phy ent gn groups	**Baker, C. (2011): Chapters 1 & 3** **McLaughlin, B.** (1992). "Myths and misconceptions about second language learning" found at: http://www.ericdigests.org/1992-1/myths.htm **Wiley, T.G.** (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/esl_resources/digests/myths.html **King, K. & Fogle, L.** (2006). "Raising bilingual children: Common parental concerns and current research" http://www.cal.org/resources/digest/RaiseBilingChild.html	This week's Activity **1. Read the assigned chapters from Baker's text.** **2. Check Blackboard for instructor's lesson content.** **3. Research one of the misconceptions and myths about SLA and post a critical statement or question on Blackboard for discussions.** ***Start to formulate your thoughts about teaching and learning in the second language classroom. Post your beginning ideas on Blackboard.*** ***This will help you to develop your emergent teaching philosophy. Use the readings to refine your opinion and support your ideas.*** ***When you read something in class that resonates, make a note of it. You will use those references in your Teaching Philosophy.***

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Three **May 28-June 3rd**	Standards for Teachers and P-12 Students: TESOL, ACTFL, NCATE Assessment Policy & Politics of Bilingualism: The Socio-political Debate	**Additional Readings from Blackboard** The ESL Standards for Pre-K-12 Students -- http://www.tesol.org/s_tesol/seccss.asp?CID=95&DID=1565 The Foreign/World Language Standards for PK-12 Students http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary) VA ELP SOLs: http://www.wida.us/standards/elp.aspx **Baker, C. (2011): Chapters 3, 4, 17, & 19**	This week's Activity **1. Read assigned readings.** **2. Check Blackboard for instructor lesson's content.** **3. Group 1: Posts discussion questions on "Language teaching standards and policies debate"** *Work on your Teaching Philosophy focusing on the theoretical framework building your ideas and practical work.* *Think of a metaphor that illustrates your theoretical framework and add it to your post. Think of examples that can clarify your ideas.* *If you wish, during this week post your working paper (draft of Teaching Philosophy) for a colleague feedback.* Module 2

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Four **June 4-10**	L1 Research in Children L2 Research: Children and Second Language Acquisition Adolescents/ Adults and Second Language Acquisition *Introduction to critical journal response	**Part I:** L1 & L2 Research and Children **Introduction to Critical Journal Response** **Readings:** Baker, C. (2011): Chapter 5 & 6 Webcast : http://ColorinColorado.org choice of webcast to reflect the age that you teach. **YouTube:** http://www.youtube.com/watch?v=IqukbEigUtk&feature=related http://www.youtube.com/watch?v=NiTsduRreug&feature=related http://www.youtube.com/watch?v=vh6Hy6El86Q&feature=related Walqui, A. (2000). Strategies for success: Engaging immigrant students in secondary schools: http://www.eric.ed.gov.mutex.gmu.edu/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/42/f2.pdf **Short, D & Fitzsimmons, S. (2007)** Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary: http://www.nwp.org/cs/public/download/nwp_file/9050/Double_the_Work.pdf?x-r=pcfile_d YouTube: The rest of Stephen Krashen's lectures. http://www.youtube.com/watch?v=ak3UrGCj71s&feature=related	This week's Activity **1. PHILOSOPHY OF EDUCATION.** DUE THIS WEEK(10%). **2. Read assigned readings.** **3. Check Blackboard for instructor's lesson content.** **4. Group 2: post discussions on "advantages of learning a language."** *Review the description, requirements, and rubric from the syllabus in relation to the Critical Journal Response, and find an empirical research article. Post the title and a brief description, and provide a link to the article.* Module 3

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Five June 11-17	Bilingualism & Cognition Cognitive Theories and the Curriculum	**Baker, C.** (2011): Chapters 7 & 8 **Genesee, F.** (2000). Brain research: Implications for second language learning. http://www.eric.ed.gov.mutex.gmu.edu/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/ae/37.pdf Brain research in the FL classroom: http://proquest.umi.com.mutex.gmu.edu/pqdweb?index=3&did=1145080471&SrchMode=2&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1261359294&clientId=31810 **YouTube:** **http://www.youtube.com/watch?v=hW_qpta6zb4&feature=relmfu**	This week's Activity **1. Read assigned readings.** **2. Check Blackboard for instructor's lesson content.** **3. Group 3: Posts discussion on** **4. Explore this website on brain research in the FL classroom**: http://www.flbrain.org/ *Small group work: Critical Journal Response and APA style discussion.* *Post a draft of your CJR no later than WEDNESDAY Read one of the CJR from another student and provide feedback based on the rubric provided by the instructor and on the APA specifications.* Module 4

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
<mark>Week Six</mark> <mark>June 18-24</mark>	Affective, Social, and Cultural Perspectives SLA Models Bilingual Education The role of Comprehensible Input: The SIOP and the CALLA models *Intro to Language Analysis Case Study Project	**Baker, C. (2011):** Chapters 12, 13 and 18 **Vollmer, G.** (2003). Risky Writing: Self-Disclosure and Self-Transformation in the Classroom. http://vnweb.hwwilsonweb.com.mutex.gmu.edu/hww/results/external_link_maincontentframe.jhtml?_DARGS=/hww/results/results_common.jhtml.42 *Recommended reading:* **Chapter 6 from Nieto's book**	This week's Activity **1. CRITICAL JOURNAL RESPONSE.** DUE THIS WEEK (15%) **2. Read assigned readings.** **3. Check Blackboard for instructor's lesson content.** **4. Group 4: Posts discussion thread on "Implication of cognitive theories on lesson planning..how we can use them."** **Review the description, requirements, and rubric from the syllabus in relation to the Language Analysis Policies Project. Post on your ideas in relation to the subject you'd like to focus on after reviewing the requirements, and based on this information, sign up for LA Project groups.* **Work with your LACS group. Decide on a learner and find a way to collect and distribute your oral and written language.* Module 5

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Seven **June 25-July 1st**	Bilingualism, Biliteracy, and Language Learners Bilingualism and Special Needs	**Baker, C.** (2011): Chapters 9, 10, & 15 **Rossell, Christine** (2004). Teaching English through English. Educational Leadership 62(4): 8-13. http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=4&hid=103&sid=0345af21-2410-49e9-8c4f-c626c86de29f%40sessionmgr114 *Recommended reading*: **Armstrong, T.** (2004). Making the Words Roar, *Educational Leadership 61(6) 78-81.* http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=4&hid=103&sid=c06c0411-5889-47af-84ff-7fdae9fe2380%40sessionmgr112 Watch video and delve into the following websites: **Snow, C.** (2002). www.whyreadingishard.com and Benefits of Language Learning (Blackboard, web links) ColorinColorado.org webcast on Learning Disabilities and English Learners. Year of Languages (ACTFL website) http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3963	This week's Activity **1. Read assigned readings.** **2. Check Blackboard for instructor's lesson content.** **3. Group 5: Posts discussion thread on "types of bilingual education."** *Comparative Language Policy Analysis paper is due next week. Make sure that your group is ready to post the paper and presentation.* *Post your presentations and handout for the Language Analysis Project on Blackboard by the end of the coming week.* Module 6

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Eight **July 2-8**	. Implications of Learner Similarities/ Differences for the Classroom Input and Interaction in SLA: A Brief Look at the Multiple Intelligences	**Amstrong, T.** Multiple Intelligences http://www.thomasarmstrong.com/multiple_intelligences.htm (Follow the links in the document for additional resources) **Gardner, H.** (2006). The Science of Multiple Intelligences Theory: http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=3&hid=103&sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110 **Moran, S.; Kornhaber, M.; Gardner, H**. Orchestrating Multiple Intelligences. http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=3&hid=103&sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110 **Christison, D; Kennedy, D.** (1999). Theory and Practice in Adult ESL at: http://www.eric.ed.gov.mutex.gmu.edu/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/38/5f.pdf MI Inventory at: http://surfaquarium.com/MI/inventory.htm or http://www.spannj.org/BasicRights/appendix_b.htm **Recommended Book:** **Gardner, H.** "Multiple intelligences theory: Eight ways of knowing" at: http://www.multi-intell.com	This week's Activity **1. COMPARATIVE LANGUAGE POLICY.** DUE THIS WEEK (15%) **2. Read assigned readings.** **3. Group 6: Posts a discussion thread on "instructional planning using brain and MI theories."** *In preparation for this week's work on multiple intelligences, you are requested to download the referenced MI Inventory. Please take the MI inventory, and score it yourself.* Module 7
Week Nine **July 9-15**	Research Implications on Bilingual Education	Read the articles posted on Blackboard	Weekly Activity **1. Group 7: moderate discussions and reflections on the readings.** *Work with your LACS group. Go over the oral language assessment Explore oral language rubrics. Work on analyzing your samples.* Module 8

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Ten July 16-22	Work with LCA group	As you continue to make progress in your group project, post questions or comments to other students in "Student Café" discussion board	This week's Activity -1. LANGUAGE ACQUISITION CASE STUDY PROJECTS. DUE THIS WEEK (10%) *POST YOUR PRESENTATION SLIDES to generate class feedbacks and discussions.* *A discussion board will be started for the projects. Review each of the presentations/handouts and post constructive questions for the groups to answer or generate comments about what you found interesting. This is not an evaluation, but an analysis of the learners involved so that we can learn to analyze our own students.* Module 9
Week Eleven July 23-29	Course Synthesis	**Synthesis of Research on Bilingual Education: (follow web-link)** http://www.stanford.edu/~hakuta/Publications/(1987)%20-%20SYSNTHESIS%20OF%20RESEARCH%20ON%20BILINGUAL%20EDUCATION.pdf Write a paragraph or an outline on what you have learned from this course, and how you can use this knowledge in your classroom teaching of a second language!	This week's Activity *Review the comments your classmates posted on your work and answer them as needed.* *Use this discussion to enrich your project. Each student must submit one paper (same for all group members) plus one reflection compiled into one single file.* *Your final project is due next week.* Module 10

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and used – Some supplemental readings TBA)	Assignments for This Date's Class
Week Twelve July 30-August 3rd	**Final 516 Class – Pulling It All Together Language Analysis Project**	Project Debrief discussion and Pulling it All Together Course Synthesis and Evaluations.	This week's Activity **1. LANGUGAE ACQUISITION CASE STUDY.** DUE THIS WEEK (30%) **Post your presentations and handout for the Language Analysis Project on Blackboard by the end of this week. Students, who submit their final paper via Task Stream, do not need to post on Blackboard. Final group papers and individual reflections due August 3rd by 12am.**

Detailed Assignment Descriptions and Evaluation

Preparation and Participation (20%)
Bilingualism and Language Acquisition Research is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental.

Expectations
During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):
- Listen actively and thoughtfully – *consider perspectives different from your own*.
- Speak from your own experience or from the readings – *avoid interpreting for others*.
- Respectfully challenge others' ideas: if you disagree with something, respectfully disagree with the *idea – and please do not "attack" the person*.
- Diverse views are welcome and enrich the discussion.

For Online classes
To get full credit every week in an on-line version of the course, the following should be completed by 12am on the last day listed on the syllabus (on some instances work has to be completed by Sunday of that week. Please refer to timeline on the weekly calendar for specifics).

- Complete the readings at the beginning of the week and go back to them during the week and the rest of the course to back up your opinions and comments.

- Post or respond to a post from another student reacting critically and analytically to one of the readings.

- Review/work through posted lessons' content.

- Comment on the activity (-ies) based on what you are learning. Some of the activity(ies) for the week will appear on the syllabus and additional ones will be posted on Blackboard.

- Go over your classmates' answers and comments to questions and activities and respond as needed.

- You always have the opportunity of posting additional comments or questions under "Student Café".

Discussion Leader
Each week/classes, a small group of students will lead a thread discussion based on the required readings for that class. The discussion leaders should write questions that elicit critical analysis of the readings' themes and plan to lead and facilitate these discussions and ensures the audience is engaged. An important part of this assignment is to successfully moderate the group discussion throughout the week – a great teaching opportunity!

Preparation and Participation Evaluation Rubric

Criteria:	Beginning: Little or No Evidence 1	Developing: Approaches Expectations 2	Accomplished: Meets Expectations Adequately 3	Exemplary: Strongly Meets Expectations 4
Overall participation	Misses more than 4 online sessions; fails to contribute 3 time/week or posts responses in final hours of the discussion.	Misses 3-4 online sessions, and/or fails to contribute regularly or in a timely manner 3 times/week.	Misses 1-2 online sessions, or posts responses on final day during one or two weeks but otherwise contributes 3 time/week.	Attends all online sessions and contributes 3 time/week to discussions in weekly modules throughout the week.
Completion of Readings	No evidence of having read or prepared for class.	Somewhat prepared for thoughtful contribution to BB discussions.	Mostly prepared for thoughtful contribution to BB discussions in response to both questions and peers.	Fully prepared for thoughtful contribution to BB discussions in response to both questions and peers.
Participation in discussions of projects	Little to no participation in project discussions.	Participates with 1-2 peers in discussions on most peer project presentations.	Participates with 1-2 peers in discussions on every peer project presentation	Actively participates with at least 3 peers in discussion on every peer project presentation.
Quality of responses	Adds little other than agreement to discussion by peers.	Provides some independent comments that stimulate little discussion.	Provides independent and well-reasoned comments in discussion that add to discussion and encourage reflection	Provides independent and well-reasoned comments in discussion that enhance discussion, encourage reflection and present new views.

Philosophy of Teaching Statement (10%)

In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise a Philosophy of Teaching statement. This is a two part assignment that begins in EDCI 516 or EDUC 537 and concludes in the alternate course.

In this course, you will create or update your Philosophy of Teaching to apply your knowledge about the principles and methods that influence successful second language acquisition for linguistically and culturally diverse students.   You should use resources including your growing knowledge of SLA theory and research and personal experiences to support your philosophy. Specifically you should address the following four questions:

1) How will your understanding of theories related to language learning shape your teaching in the future?
2) What information about ESL history, research, public policy, and current practice will inform your instruction?
3) Reflect on your role as a TESOL professional and describe your goals for ensuring success of your students and yourself as a professional?
4) How has your philosophy of teaching changed overtime? Give specific examples based on coursework, personal experiences, and, if applicable, your previous version of your philosophy of teaching.

This Philosophy of Teaching Statement should be integrated with any previously created statement while being sure to incorporate these specific ideas and questions. The statement should be a cohesive, first-person narrative of no more than 5 double spaced pages that provides a clear picture of your classroom and your role as a teacher. The statement should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development as a teacher. Finally, your statement should reflect your understanding of and commitment to the critical issues to teaching second language learners.

This assignment will be posted on Blackboard for peer-review and discussion. The final statement must be posted to Taskstream by _____ where it will be reviewed and scored by the instructor.

Additional Guidance for Philosophy of Teaching

It should be 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.

It should be reflective**.** To be effective and constructive, reflective writing needs to go beyond descriptions of events, readings or personal experience. You need to: step back, explore, analyze; consider different perspectives such as those found in your own teaching practice, discussions in class, or other materials you may have studies; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences; show what you have learned from your reading, this could include implications, predictions or conclusions you have drawn about your development as a career educator.

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.

Connect your philosophy with research, readings, and theories from your coursework. Your philosophy should not just be a personal statement, but should be grounded in theory and research to support your philosophical approach to education.

Philosophy of Teaching – Language Rubric

Category	TESOL Domain	Score		
		1	**2**	**3**
		Approaches Standard	**Meets Standard**	**Exceeds Standard**
Understand and apply theories and research in language acquisition development to support their ELLs English language and literacy learning	1b	Candidate provides minimal connection between theory and research and philosophy of teaching. Incorporation of theories into practical applications in classroom not clearly articulated	Candidate demonstrates connections between theories and research in language acquisition to articulate a philosophy of teaching that will support language development appropriated. Includes few practical applications of theory into classroom vision	• Candidate shows clear connections between theory, research, and practice in language acquisition. • Provides multiple examples of ways to incorporate theories into philosophy of teaching and future classroom instruction. • Vision of classroom clearly supports language acquisition for all ELLs
Uses instructional techniques, research, history of ESL, and policy issues to reflect on and clarify their philosophy of teaching	5a	Candidate demonstrates a growing ability to use knowledge about ESL history, research, public policy, and current practice to inform future instruction	Candidate demonstrates the ability to make connections between ESL history, research, public policy, and current practice to inform future instruction	Candidate demonstrates a firm grasp on the ways that ESL history, research, public policy, and current practice inform future instruction.
Clearly establish professional goals that will help the candidate create supportive learning environments for ELLS	5b	Candidates provides only one professional goal; goal does not seem to provide ways to create a successful and supportive learning environment	Candidates creates a two or three of professional goals that are based on personal interest and clear self reflection; goals are tailored to create positive outcomes for ELLs	Candidates create several professional goals and include a serious of professional development options that will create cycle of continuous of professional development; goals are clearly informed by instructional reflections and analysis and tied directly with student outcomes
Candidate demonstrates ability to build partnerships with colleagues and students' families, serve as community resource and advocate for ELLs	5b	Candidate demonstrates limited understanding of the importance of building partnerships to support ELLs. Few ideas or examples are provides for current or future partnerships	Candidate demonstrates understanding of the importance of building partnerships to support ELLs and provides examples of ways to engage partners effectively. Provides clearly articulated statement on the importance of advocating for ELLs	Candidate provides multiple ways to engage partners effectively and clearly demonstrates an understanding of the importance in building and maintaining partnerships. Provides compelling statement on the importance for advocating for ELLs with specific examples.

Critical Journal Response (CJR) (15%)

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

The Critical Journal Response engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. CJRs will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your CJR should be **between 3-5 pages** in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the author,* and how and why you *can or cannot apply* these ideas into your current or future practice.

> The response should be comprised of three parts (or levels):
> 1) *Level One: description/article abstract,*
> 2) *Level Two: analysis, application, and interpretation,* and
> 3) *Level Three: reflection* on the content and its meaning to you in your current/future professional role and application to your classroom.

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

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

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

Critical Response Journal Evaluation Rubric

Criteria/Evaluat-ion	Little or no evidence	Beginning: Approaches, but does not adequately meet expectations 2	Developing: Meets Expectations Adequately 3	Accomplished: Strongly Meets Expectations 4
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.	Thesis statement, introduction, body and close clearly discernable. CJR moves regularly from generalities to specifics.
Interpretation	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.
Analysis and Evaluation	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.
Mechanics/ 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.	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.

Language Lesson Plan and Summary (15%)

Objective: To plan instruction based on knowledge of SLA theory and research

The Language Lesson Plan requires students to create a lesson plan that reflects a language skill rather than a content objective. Students will choose a child's storybook (or other language material used in your teaching context) and isolate two language skills (e.g. semantics, syntax, graphophonemic, morphology) to be taught during the lesson. The lesson plan can be any format (fi you would like a format, one can be provided) and must include specific hands-on activities, differentiation for language learners, and a means for evaluating or assessing what students have learned. You will be required to write a 3-5 page paper addressing the following questions:

- Why did you choose this particular material to highlight these language skills?
- Who is the target group of students for whom this lesson is planned? In what ways was this material appropriate or inappropriate for your students?
- What are the particular difficulties in teaching these language skills to your group of students?
- How did you address differences in learning styles and language ability in the lesson?
- How was your assessment of the lesson appropriate for this group?

Throughout the summary paper, you should refer to the knowledge of second language acquisition you have gained throughout the course. Be sure to include citations and references to research as a means to justify instructional choices made in the lesson plan.

Criteria:	Little or no evidence 1	Beginning: Approaches, but does not adequately meet expectations 2	Developing: Meets Expectations Adequately 3	Accomplished" Strongly Meets Expectations 4
Understanding Language Acquisition	SLA theory and research are not clearly present in lesson planning or summary	Instructional choices in lesson plan show minimal connection to SLA theory and research	Instructional choices in lesson plan are based on SLA theory and research.	Instructional choices in lesson plan are clearly aligned with SLA theory and research. Language skills and material chosen are appropriate for students identified. .
Understanding of culture and language differences	No attempt to create culturally appropriate lesson for students. Lesson does not contain differentiation based on students needs.	Lesson is not appropriate for diverse students and little differentiation is demonstrated in lesson plan. No attempt is given to address cultural concerns	Lesson is planned appropriately for diverse students using differentiated instruction based on knowledge of SLA theory. There is some attempt to engage students cultural background in material choice and lesson structure	Lesson is planned appropriately for students and takes into consideration diverse culture and language abilities of students. Incorporates students native language in lesson plan to support students language development
Connections to Research	No connection to SLA theory and research is identified in summary paper. Lesson plan does not teach language skills appropriate to students	Identifies issues related to language skills chosen but does not clearly manage difficulties in lesson. Citations are weak to support instructional choices	Identifies and addresses one or more issues related to specific language skill development in the lesson plan. Cites few sources in SLA research to support lesson	Identifies and manages multiple issues related to specific language skill development and cites multiple sources in research to support instructional choices.
Mechanics/ 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.	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.

Group Language Sample and Analysis Presentation (10%)

In preparation for the Language Acquisition Case Study, and in groups, you will complete an interview with a K-12 ELL to better identify and understand language acquisition theory and research. This interview **cannot** be used for the Language Acquisition Case Study and must be from a different age group for your final project. (i.e. if you complete this assignment with a K-6 student, you must complete your Language Acquisition Case Study with a 7-12 student.)

With your group you must identify one English Language Learner to complete the interview. You must obtain two authentic language samples (a written sample can be obtained through normal classroom activities) including an independent oral interview with the child. You will review the language samples and answer the following questions in a 10-15 minute presentation in class:

1) Why did you choose this child for your interview? Identify the child's native and second language as well as other relevant information on educational and cultural background.
2) What observations can you make about the learner and his or her language development based on the oral sample? Identify phonetic acquisition and the relationship between L1 and L2 as well as specific error patterns, hesitations, and transfer errors.
3) What observations can you make about the learner and his or her language development based on the written sample. Identify grammatical error patterns and examine the cause for these errors (i.e. is the child using grammar rules from L1 to apply to L2?).
4) What evidence do you have for supporting your analysis? Clearly identify SLA theory and research completing your analysis.

Presentations must include specific transcriptions (or audio samples) of the oral interview as well as samples from the written portion. The presentation must clearly and coherently identify and apply SLA theory to the analysis of the interview.   The presentation should include a bibliography or reference list at the end and citations should be included throughout. Students will complete a group project evaluation to ensure that all members of the group fully participate in the assignment.

Group Language Sample and Analysis Presentation Rubric

Criteria:	Little or no evidence 1	Beginning: Approaches, but does not adequately meet expectations 2	Developing: Meets Expectations Adequately 3	Accomplished" Strongly Meets Expectations 4
Understanding of culture and language differences	No attempt to understand child's cultural background is presented. .	Presentation provides only superficial knowledge of student's cultural background which is not clearly connection to language ability	Presentation provides background information on student's culture and language ability and make some connections to current language ability	Presentation clearly identifies student's culture and language ability. Provides rich detail of child's native language, home environment, and educational experiences with clear connections made from culture to current language ability.
Understanding Language Acquisition	SLA theory and research are not clearly presented	Analysis of language interview shows minimal connection to SLA theory and research	Analysis of language interview is based on SLA theory and research with two to three major language components identified	Analysis of language interview is clearly aligned with SLA theory and research. Language skills and language components are identified and analyzed deeply using multiple sources .
Connections to Research	No connection to SLA theory and research is identified in presentation	Identifies issues related to language skills chosen but does connect with research. Citations are weak to support analysis	Identifies and addresses one or more issues related to specific language skill development in the analysis. Cites 2-3 sources in SLA research to support analysis	Identifies multiple issues related to specific language skill development and cites multiple sources in research to support analysis.
Presentation Style & Communication	Poorly communicated with little visual interest and with numerous spelling, grammatical, and / or punctuation errors.	Tolerably well presented; a fair number of minor spelling, grammatical, and/or punctuation errors. Little engagement with significant pauses	Reasonably well presented with few grammatical mistakes; limited pauses do not interview with presentation; At least one audiovisual component is included.	Well presented with no grammatical errors; engages audience with multiple audiovisual components and includes actual recording of interview appropriately edited

PEER GROUP EVALUATION (To be submitted to instructor)

Instructor/s_____ **Course**_____ **Semester** _____
Your Name _____ **Section** _____

I. Names of your group members. (The letter corresponds to the
student's name.)
a._____
b._____
c._____
d._____
e._____

Performance in the Learning Community
II. Rank each member (**a,b,c,d,e**) with a **1-5** (5=highest,1=lowest)

1. Reliable for meetings
a._____ b._____ c._____ d._____ e. _____

2. Reliable with meeting deadlines for work in progress and final project
a._____ b._____ c._____ d._____ e. _____

3. Contributes ideas to the group
a._____ b._____ c._____ d. _____ e. _____

4. Respects each group member's opinions
a._____ b._____ c._____ d._____ e _____

5.. Contributes his/her share to discussions
a._____ b._____ c._____ d._____ e. _____

6. Knowledgeable about assignments and her/his role and fulfills that role
a._____ b._____ c._____ d._____ e._____

7. Gives input for work-in-progress promptly and with a good faith effort
a._____ b._____ c._____ d._____ e._____

III. If given the opportunity, would you want to work with this team member again?
("**Yes**"= **4** points; "**Maybe**"= **2** points; "**No**"= **0** points)
a._____ b._____ c._____ d._____ e._____

IV. In one sentence, what is your overall impression of each member's performance?
a) _____
b) _____
c) _____
d) _____
e) _____
[THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS.]

Language Acquisition Case Study (30%)
The Language Acquisition Case Study is the performance-based assessment for this course. Each student will complete his/her own language case study with one child. You will present the findings of your study to a partner, either a colleague or staff member or to the child's family. ESL students will post this assignment to TaskStream while Elementary students will post this assignment to Blackboard.

In this assignment you will use your knowledge of theories and research in language acquisition and development to conduct a case study in which you analyze second language acquisition patterns to support ELLs' English language and literacy learning and content-area achievement. You will identify an ELL child (different age group from previous assignment) from your current class or teaching placement and obtain permission from family to complete the case study. You will conduct an oral interview with the child; obtain a authentic writing sample from the child; conduct and interview with the child's family; analyze the language samples using SLA theory and research; provide an action plan that will help the child attain higher levels of lanague competence; and present your findings and recommendations to another individual (either a colleague, content teacher, or family member). You must write a 10-15 page paper introducing the child, identifying your methods, summarizing your findings, and reflecting your experience.

Your paper should answer the following questions:

1. Why did you choose this child for your case study?
    a. Be sure to provide an accurate description of your language learner based on several observations. Include basic information such as age, country of origin, primary language, language proficiency, educational background, and linguistic, cognitive, and sociocultural variables that influence the child's learning. *(TESOL Standard 2)*
2. What approaches did you take to better understand the child's family, their community, values, and culture? *(TESOL Standard 5b)*
3. What did you learn about the child's family and their language and culture? How did you learn it?
    a. Provide a complete picture of the family and their culture. Be sure to include how the family communicates and what if any assumptions the may have about language acquisition or literacy. *(TESOL Standard 2)*
4. Based on your initial listening of the oral sample, what observations can you make about the learner? Does this sample tell you all you need to know about this language learner? Why, or why not?
    a. Identify phonemic acquisition (words and letters) and the relationship between L1 and L2. What components (phonology, morphology, syntax, semantics, pragmatics, discourse varieties) of L1 might be transferring to L2? What is the relationship between L1 and L2? Is the child translating from L1 to L2 or is there thinking or processing occurring in L1 to L2? What evidence can you provide for your analysis? *(TESOL Standard 1a, 1b)*
5. Based on a transcription of the oral sample, what additional observations can you make

about the learner?

      a. Identify specific error patterns, hesitations, and transfer errors. Identify the level of proficiency of the learner using scoring rubrics referenced in class. Did the child complete any self-corrections? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)

6. Based on your review of the written sample, what observations can you make about the learner?

      a. Identify the grammatical error patterns. Are these predictable? Does the child apply grammar rules from L1 to L2 writing? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)

7. What strategies would you use in the classroom to improve this child's language ability? Be sure to address all areas of language acquisition including reading, speaking, listening, and writing. *(TESOL Domain 3a, 3b, 3c, 5b)*

8. Why did you choose this person to present your findings to? How did you present this information?   *(TESOL Domain 5b)*

9. Do you feel you presented your recommendations clearly? Do you believe your recommendations will be effective?

      a. Address specific feedback you received from your presentation and expand on their analysis. What might you have missed from your recommendations? Did you fail to take into account any cultural influences on the implementation? *? (TESOL Domain 1a, 1b, 2)*

10. Do you feel you served as an appropriate advocate for the student? In what ways could you have improved this process to keep the child's interest in mind?

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

You must submit a written transcription of your oral interview along with the writing samples and any other data collected for your project as appendices of your paper. The final paper must be submitted to Taskstream (ESOL students) or Blackboard (Elementary students) where it will be scored by the instructor.

Language Acquisition Case Study Rubric

Category	TESOL Domain	Score		
		1	**2**	**3**
		Approaches Standard	**Meets Standard**	**Exceeds Standard**
Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study	2a	Candidate does not identify any cultural beliefs or values in analyzing language acquisition.	Candidate identifies cultural values and beliefs that may influence language acquisition.	Candidate consistently highlights culture as a means to understand student's language acquisition. Clearly identifies the role of context, home language and culture in ELL's language acquisition.
Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy	1a	Candidate does not clearly identify components of language in analysis to understand student's language ability	Candidates identify 2-3 specific components of language in analysis and uses understanding of language as a system to provide analysis of student's language ability	Candidate identifies all components of language (syntax,, phonology, morphology, pragmatics and syntax) to provide a comprehensive picture of student's language ability.
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidate cites little research and theories in second language acquisition to analyze student's language ability.	Candidate provides multiple references in language acquisition theory and research to analyze student's language ability	Candidate cites SLA theory and research throughout case study to clearly identify and analyze student's language ability. Provides in-depth analysis of student's strengths and weaknesses using SLA theory and research
Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs.	3a	Candidate provides only one strategy to address student's language ability in plan or does not mention further learning opportunities.	Candidate's action plan shows two to three strategies based on research that could improve student's language acquisition.	Candidate's action plan provides a systematic way to address language acquisition in multiple ways. The plan is inquiry focused and supportive of the individual child's needs
Demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform action plan	5a	Candidate does not mention the history of the field of ESL nor current research in designing action plan	Candidate mentions the evolution of the field of ESL in creating action plan but draws superficial connections between plan and current best practices	Candidate provides clear reasoning of instructional choices in action plan demonstrating deep knowledge of the evolution of the field of ESL and current best-practices.

Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	5b	Candidate understands the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners during presentation and follow up	Candidate advocates for child throughout presentation of findings and provide ways to works collaboratively among teachers, staff, and the child's family	Candidate provides leadership to staff by developing collaborative instructional models that can be replicated among many ELLs and provides many resources to support ELLs and their families to make appropriate decisions for the child.
Clearly and professionally communicate detailed self-reflection and analysis of the language case study process	5a, 5b	Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context