



## FAST TRAIN Programs

**EDCI 516.601**  
**BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH**  
**August 30, 2012—Dec. 13, 2012**

**Professor: Dr. Virginia Doherty**

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**Office Hours:** Because of the online nature of this course, there are no official office hours.

**Email me at any time with concerns, questions or comments.**

### **Course Description**

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

### **Texts and Resources**

#### **Required Text:**

Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Clevedon, UK: Multilingual Matters.

#### **Recommended Books:**

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

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

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.

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

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

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

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

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

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

### *Student Expectations*

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

### *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](http://www.gmu.edu/email)) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to

their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication with the instructor will be through the Mason e-mail system.

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

## 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 complete all weekly Blackboard sessions during the week where they are listed*, 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. Students are expected to spend the same amount of time for an on-line course session as they would a face to face class. 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 **3-6** other student answers per Blackboard session (according to instructions in the weekly lesson module).

Weeks run from Thursday to Wednesday. All assignments for the week must be completed by Wednesday. After that, some discussion forums will become unavailable and therefore not accessible. Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline (0.5/day), unless special arrangements have been made with the professor in advance. If you believe you will have difficulty meeting course requirements in a timely manner, please discuss your situation with the instructor as soon as possible.

## Assignments

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
<b>Participation in Blackboard Discussion</b>	Students are expected to actively participate on-line in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. <i>TESOL/NCATE Standards: 1b, 3a, 4a, &amp; 5a</i> <i>ACTFL/NCATE Standards: 3a, 4a, 6a</i>	20 percent	<b>Each week on Wednesday</b>
<b>Philosophy of Teaching</b> <i>(Professionalism, Theory, &amp; Research)</i>	This Teaching Philosophy is an <b>EDCI 516 Performance-based Assessment required for the portfolio for ESOL FASTTRAIN ESOL program students</b> . Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning, and learners, candidates will write an opening Philosophy of Teaching statement. This will include reflections on the role of culture, instructional practices, & assessment. It will be reviewed and updated in later coursework and is one of the program's <b>official NCATE Performance Assessments</b> . <i>TESOL/NCATE Standards 2a, 2b, 4a, 5c</i> <i>ACTFL/NCATE Standards 2a, 2b, 6b</i>	10 percent	<b>Week Six Oct. 4-10 Please submit before midnight Oct. 10 for full credit.</b>
<b>Critical Journal Response</b> <i>(Theory &amp; Research)</i>	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. <i>TESOL/NCATE Standards 1b, 2a &amp; 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i>	15 percent	<b>Week 8 Oct. 18-24. Please submit before midnight Oct. 24 for full credit.</b>
<b>Language Lesson Plan</b> <i>(Theory, Research,</i>	Working in pairs, students will create a lesson plan that reflects language components rather and content objectives.	15 percent	<b>Week 10 Nov. 1-7. Please</b>

<p><i>Collaboration)</i></p> <p>(pg.21)</p>	<p>The student will select a child’s storybook (generally something you use in your school) and isolate two language components (e.g. semantics, syntax, graph phonemic, morphology) and design a lesson that will teach the desired language components to ELLs. The student must include a hands-on activity, differentiation, and assessment as part of the lesson. The student will write a brief paper summarizing the lesson and drawing connections to language acquisition theory in support of the instructional choices.</p>		<p><b>submit before midnight on Nov. 7 for full credit.</b></p>
<p><b>Language Acquisition Case Study and Presentation</b></p> <p>(Theory, Research, Professional Collaboration &amp; Practice)</p>	<p>Students will work in small groups to collect, record, and analyze oral and written language samples from a language learner. A written commentary connecting this hands-on experience to course readings, SLA research and theory, a personal reflection, and a list of references will accompany the analysis. Each group will share findings in a formal research presentation at the end of the semester.</p> <p><i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b</i></p>	<p>10 percent</p>	<p><b>Please submit your presentation by Nov. 29 so that classmates have a chance to comment before Dec. 6.</b></p>
<p><b>Language Acquisition Case Study and Presentation</b></p> <p>(Theory, Research, Professional Collaboration &amp; Practice)</p>	<p>This case study of a language learner is an <b><i>EDCI 516 Performance-based Assessment required for the FASTTRAIN ESOL Portfolio for ESOL Program Students.</i></b> Students will work individually to collect, record and analyze oral and written language samples from a language learner in their current teaching environment. Like the group project during class, 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.</p> <p><i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b</i></p>	<p>30 percent</p>	<p>Paper due to Instructor Thursday Dec. 13</p> <p>No late papers will be accepted.</p>

<p><b>Fieldwork Requirements</b></p>	<p>Students must complete a minimum of 20 hours of fieldwork for this course. Fieldwork is traditionally associated with the Performance Based Assessment for each class. (Appropriate examples of documented fieldwork include interviewing language learners, implementing lesson plans for the language learner, and observations of the learner’s classroom for the Language Acquisition Case Study.) Fieldwork must be documented using the Fieldwork Log and Evaluation Form (available on the FAST TRAIN Website: <a href="http://fasttrain.gmu.edu/current-students/field-req/">http://fasttrain.gmu.edu/current-students/field-req/</a> in each program’s PBA guidelines.</p> <p>All students must post the fieldwork log of hours and evaluation form to Taskstream for review.</p> <p>Failure to submit fieldwork logs will result in an F for the course.</p>	<p>Pass/Fail</p>	<p>December 19<sup>th</sup> by 3PM</p>
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Evaluation Criteria are listed with each assignment.

**GRADING**

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

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

Note: “C” is not satisfactory for a licensure course

“F” does not meet requirements of the Graduate School of Education



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

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

The Fieldwork which you will do as part of your final project must also be posted to Taskstream. The forms for fieldwork can be found on Blackboard under the Information tab.

## Course Schedule & Assignments

### Course Schedule for EDCI 516: Online Fall 2012

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
<p><b>Week One</b>  <b>Aug.30-Sept. 5</b>  <b>Each week runs from Thursday to Wednesday.</b></p>	<p>Course Introduction: Overview of EDCI 516 Review Syllabus &amp; Requirements</p> <p>Intro to Blackboard</p>	<p><b>Part One:</b> <i>Introduction to EDCI 516, Syllabus and Overview</i></p>	<p><i>After this class</i>, please subscribe to The Office of English Language Acquisition (Dept of Ed)'s newsletter by going to (subscribe to the <i>NCELA-list</i>): <a href="http://www.ncela.gwu.edu/listserv/">http://www.ncela.gwu.edu/listserv/</a></p> <p>(Formerly the NCELA Newsletter, this is now the OELA Newsletter of the National Clearinghouse for English Language Acquisition)</p> <p>Post your introduction on Blackboard Follow the instructions in the weekly module found on <a href="https://mymasonportal.gmu.edu">https://mymasonportal.gmu.edu</a></p>
<p><b>Week Two</b>  <b>Sept 6-12</b></p>	<p>Overview of key issues in Second Language Acquisition (SLA) Research</p> <p>Myths and misconceptions about second language learning</p>	<p><b>Baker</b> (2011) text: Chapters 1 &amp; 3</p> <p><b>McLaughlin, B.</b> (1992). "Myths and misconceptions about second language learning" found at: <a href="http://www.ericdigests.org/1992-1/myths.htm">http://www.ericdigests.org/1992-1/myths.htm</a></p> <p><b>Wiley, T.G.</b> (1997). "Myths about language diversity and literacy in the United States" found at: <a href="http://www.cal.org/caela/esl_resources/digests/myths.html">http://www.cal.org/caela/esl_resources/digests/myths.html</a></p> <p><b>King, K. &amp; Fogle, L.</b> (2006). "Raising bilingual children: Common parental concerns and current research" <a href="http://www.cal.org/resources/digest/RaiseBilingChild.html">http://www.cal.org/resources/digest/RaiseBilingChild.html</a></p>	<p>Weekly Activity</p> <p><b>Make sure that you are able to access VoiceThread and comment on the Week 2 panels.</b></p> <p>Follow the directions on the weekly instruction sheet found in Module 2</p>

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
<p><b>Week Three</b> <b>Sept 13-19</b></p>	<p>Continuing: SLA Research and its implications for classroom practice\Definitions, &amp; Measurement</p>	<p><b>Baker (2011)-</b> Chapter 2</p> <p><b>Crandall, J.</b> (2003). They DO speak English: World Englishes in U.S. Schools. <a href="http://www.cal.org/resources/archive/news/2003summer/englishes.html">http://www.cal.org/resources/archive/news/2003summer/englishes.html</a></p>	<p>Weekly Activity</p> <p><b>Watch Video: American Tongues (60 minutes) and use guide to take notes (PBS Documentary)</b> <a href="http://video.pbs.org/video/1553932059/">http://video.pbs.org/video/1553932059/</a> or see YouTube link in weekly instructions.</p> <p>Watch YouTube: For the Birds <a href="http://www.youtube.com/watch?v=dJ4Nnr0MXKY">http://www.youtube.com/watch?v=dJ4Nnr0MXKY</a></p> <p>Follow the directions from Lesson Module 3</p>
<p><b>Week Four</b> <b>Sept 20-26</b></p>	<p>Standards for Teachers and P-12 Students: TESOL, ACTFL, NCATE</p>	<p><b>Baker, C.</b> (2011). Chapter 2: reread ideas on measurement as we consider the role of Standards in teaching and learning</p> <p><b>Additional Readings from Blackboard</b> The ESL Standards for Pre-K-12 Students -- <a href="http://www.tesol.org/s_tesol/seccss.asp?CID=95&amp;DID=1565">http://www.tesol.org/s_tesol/seccss.asp?CID=95&amp;DID=1565</a> The Foreign/World Language Standards for PK-12 Students <a href="http://www.actfl.org">http://www.actfl.org</a> (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary) VA ELP SOLs: <a href="http://www.wida.us/standards/elp.aspx">http://www.wida.us/standards/elp.aspx</a></p>	<p>Weekly Activity</p> <p><b>Start to formulate your thoughts about teaching and learning in the second language classroom.</b></p> <p><b>This will help you to develop your emergent teaching philosophy. Use the readings to refine your opinion and support your ideas.</b></p> <p><b>When you read something in class that resonates, make a note of it. You will use those references in your Teaching Philosophy.</b></p> <p><b>Follow the instruction for Module 4</b></p>

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
<p><b>Week Five</b> <b>Sept 27-Oct 3</b></p>	<p>L1 Research in Children L2 Research: Children and Second Language Acquisition</p>	<p><b>Part I:</b> L1 &amp; L2 Research and Children</p> <p><b>Introduction to Critical Journal Response</b></p> <p><b>Readings:</b> Baker (2011). Chapter 5 Webcast : <a href="http://ColorinColorado.org">http://ColorinColorado.org</a> choice of webcast to reflect the age that you teach.</p> <p><b>YouTube:</b> <a href="http://www.youtube.com/watch?v=IqukbEigUtk&amp;feature=related">http://www.youtube.com/watch?v=IqukbEigUtk&amp;feature=related</a> <a href="http://www.youtube.com/watch?v=NiTsdurReug&amp;feature=related">http://www.youtube.com/watch?v=NiTsdurReug&amp;feature=related</a> <a href="http://www.youtube.com/watch?v=vh6Hy6El86Q&amp;feature=related">http://www.youtube.com/watch?v=vh6Hy6El86Q&amp;feature=related</a></p>	<p>Weekly Activity</p> <p><b>Explore: advantages of learning a language.</b></p> <p><b>Work on your Teaching Philosophy focusing on the theoretical framework building your ideas and practical work.</b></p> <p><b>Think of examples that can clarify your ideas.</b></p> <p><b>Before the end of the week post your working paper (draft of Teaching Philosophy) for one student read it and give you feedback next week</b></p> <p><b>Follow the instructions for Module 5</b></p>

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
<p><b>Week Six</b> <b>Oct 4-10</b></p>	<p>Adolescents/ Adults and Second Language Acquisition</p> <p>Intro to Language Analysis Case Study Project</p>	<p><b>Introduction of the Language Analysis Project</b> [Sign up at the end of the week for LA Project groups (after you have posted on your preference of age group and related ideas)]</p> <p><b>Baker, C.</b> (2011). Chapter 6</p> <p><b>Thomas, W. P., &amp; Collier, V. P.</b> (2002). Study Summary Report: <a href="http://gse.berkeley.edu/research/crede/pdf/rb10.pdf">http://gse.berkeley.edu/research/crede/pdf/rb10.pdf</a></p> <p><b>Walqui, A.</b> (2000). Strategies for success: Engaging immigrant students in secondary schools: (See weekly module for web link)</p> <p><b>Short, D &amp; Fitzsimmons, S.</b> (2007) Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary: <a href="http://www.nwp.org/cs/public/download/nwp_file/9050/Double_the_Work.pdf?x-r=pcfile_d">http://www.nwp.org/cs/public/download/nwp_file/9050/Double_the_Work.pdf?x-r=pcfile_d</a></p> <p>YouTube: The rest of Stephen Krashen's lectures. <a href="http://www.youtube.com/watch?v=ak3UrGCj71s&amp;feature=related">http://www.youtube.com/watch?v=ak3UrGCj71s&amp;feature=related</a></p>	<p><b>PHILOSOPHY of EDUCATION Paper due (15%).</b> Weekly Activity</p> <p><b>Review the description, requirements, and rubric from the syllabus in relation to the Critical Journal Response, and find an empirical research article. Send the title and a brief description, and the link to the article to the instructor.</b></p> <p><b>Follow the instructions for Learning Module 6</b></p>

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
<p><b>Week Seven</b> <b>Oct 11-17</b></p>	<p>Bilingualism &amp; Cognition</p> <p>Cognitive Theories and the Curriculum</p>	<p><b>Baker, C.</b> (2011). Chapters 7 &amp; 8</p> <p><b>Genesee, F.</b> (2000). Brain research: Implications for second language learning. <a href="http://www.cal.org/resources/digest/0012brain.html/digest_pdfs/digest_pdfs/0012-genesee-brain.pdf">http://www.cal.org/resources/digest/0012brain.html/digest_pdfs/digest_pdfs/0012-genesee-brain.pdf</a></p> <p>Foreign language and the brain</p> <p>Language and Learning on <b>YouTube:</b> <a href="http://www.youtube.com/watch?v=hW_qpta6zb4&amp;feature=relmfu">http://www.youtube.com/watch?v=hW_qpta6zb4&amp;feature=relmfu</a></p>	<p>Weekly Activity</p> <p><b>Explore this website on brain research in the FL classroom:</b> <a href="http://www.flbrain.org/">http://www.flbrain.org/</a></p> <p><b>Review the description, requirements, and rubric from the syllabus in relation to the Language Analysis 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</b></p> <p><b>Post a draft of your CJR no later than WEDNESDAY</b></p> <p><b>Read one of the CJR from another student and provide feedback based on the rubric provided by the instructor and on the APA specifications.</b></p> <p><b>Follow the instructions for learning module 7</b></p>

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
<p><b>Week Eight</b> <b>Oct 18-24</b></p>	<p>Affective, Social, and Cultural Perspectives SLA</p> <p>Models Bilingual Education</p> <p>The role of Comprehensible Input: The SIOP and the CALLA models.</p>	<p><b>Baker (2011)</b> – Chapters 12, 13 and 18</p> <p><i>Recommended reading:</i> <b>Chapter 6 from Nieto's book</b></p>	<p><b>CRITICAL JOURNAL RESPONSE</b> DUE (15%)</p> <p>Weekly Activity</p> <p><b>Work with your LACS group. Decide on a learner and find a way to collect and distribute your oral and written language samples (should be collected before the end of Week Ten).</b></p> <p>Follow the instructions for Learning Module 8</p>
<p><b>Week Nine</b> <b>Oct 25-Oct. 31</b></p>	<p>Bilingualism, Biliteracy, and Language Learners</p>	<p><b>Baker, C.</b> (2011). Chapters 9 &amp; 10, skim 11 and 14</p> <p><b>Thomas, W. P., &amp; Collier, V. P.</b> (2003). The multiple benefits of dual language. <i>Educational Leadership</i>, 61(2). (see Weekly module for web link)</p> <p><b>Rossell, Christine</b> (2004). Teaching English through English. <i>Educational Leadership</i> 62(4): 8-13. ( See Weekly Module for web link)</p> <p><i>Recommended reading:</i> <b>Armstrong, T.</b> (2004). Making the Words Roar, <i>Educational Leadership</i> 61(6) 78-81. (see Resources or Weekly module for web link)</p> <p>Watch video and delve into the following websites</p> <p><b>Snow, C.</b> (2002). <a href="http://www.whyreadingishard.com">www.whyreadingishard.com</a> and Benefits of Language Learning (Blackboard, web links)</p>	<p>Weekly Activity</p> <p><b>Follow the instructions for Learning Module 9</b></p>

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
<p><b>Week Ten</b> <b>Nov 1-7</b></p>	<p>Bilingualism and Special Needs</p>	<p>Baker (2011) - Chapter 15 and skim 16</p> <p>ColorinColorado.org webcast on Learning Disabilities and English Learners</p> <p>Year of Languages (ACTFL website)  <a href="http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3963">http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3963</a></p> <p>Choose one or two of the brief audio essays and follow directions from the learning module.</p>	<p><b>Lesson plan assignment due</b></p> <p>Weekly Activity</p> <p><b>Explore the audio essays on-line (also listed on Blackboard under web links) and post your ideas on one of the essays on Blackboard</b> <a href="http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3963">http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3963</a></p> <p>Follow the directions for Learning Module 10</p>
<p><b>Week Eleven</b> <b>Nov 8-14</b></p>	<p>Implications of Learner Similarities/ Differences for the Classroom Input and Interaction in SLA: A Brief Look at the Multiple Intelligences</p>	<p><b>Amstrong, T.</b> Multiple Intelligences  <a href="http://www.thomasarmstrong.com/multiple_intelligences.htm">http://www.thomasarmstrong.com/multiple_intelligences.htm</a>  (Follow the links in the document for additional resources)</p> <p><b>Gardner, H.</b> (2006). The Science of Multiple Intelligences Theory: (see Weekly Module for web address)</p> <p><b>Moran, S.; Kornhaber, M.; Gardner, H.</b> Orchestrating Multiple Intelligences.  (see Weekly module for web address)</p> <p><b>Christison, D; Kennedy, D.</b> (1999). Theory and Practice in Adult ESL at: (see Weekly module for web address)</p> <p>MI Inventory at:  <a href="http://surfaquarium.com/MI/inventory.htm">http://surfaquarium.com/MI/inventory.htm</a> or  <a href="http://www.spannj.org/BasicRights/appendix_b.htm">http://www.spannj.org/BasicRights/appendix_b.htm</a></p> <p><b>Recommended Book:</b>  <b>Gardner, H.</b> "Multiple intelligences theory: Eight ways of knowing" at: <a href="http://www.multi-intell.com">http://www.multi-intell.com</a></p>	<p>Weekly Activity</p> <p><b>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.</b></p> <p><b>Work with your LACS group. Go over the oral language assessment Explore oral language rubrics. Work on analyzing your samples.</b></p> <p><b>Follow directions for Learning Module 11</b></p>



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
<p><b>Week Twelve</b> <b>Nov 15-21</b></p>	<p>Assessment Policy &amp; Politics of Bilingualism: The Socio-political Debate</p> <p>Classroom Discourse: The role of authentic communicative situations</p>	<p><b>Baker, C.</b> (2011). Chapters 17 and 19.</p>	<p>Weekly Activity</p> <p><b>Review NCLB &amp; ESEA Reauthorization</b> <b>Crawford, J. Language Policy web site:</b> <a href="http://www.languagepolicy.net">www.languagepolicy.net</a></p> <p><b>Contrast this perspective with that of the English First web site</b> <b>at</b> <a href="http://www.englishfirst.org">http://www.englishfirst.org</a> <b>Post your ideas on the socio-political debate in bilingual education.</b></p>
<p><b>Week Thirteen</b> <b>Nov 22-28</b></p>		<p>Work on your final projects. There will not be any new material this week.</p>	<p><b>During this week, work with your LCA group.</b></p>
<p><b>Week Fourteen</b> <b>Nov. 29- Dec. 5</b></p>	<p><b>Final 516 Class – Pulling It All Together</b> Review Course Synthesis</p>	<p>Group Language Analysis Projects Due and LAP Team Presentations - Course Synthesis and Evaluations.</p>	<p>Weekly Activity</p> <p><b>Post your group presentations and handout for the Language Analysis Project on Blackboard by the end of this week.</b></p>

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
December 13	Language Analysis Project	<p>Reviews of projects and final papers with individual reflections due.</p> <p><b>Your final individual project is due to me via TaskStream by 3pm (EST) on Dec. 13<sup>th</sup>.</b></p>	<p><b>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 general 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. Complete the review by WEDNESDAY.</b></p> <p><b>Review the comments your classmates posted on your work and answer them as needed. Use this discussion to enrich your project. Each group must submit one paper plus one reflection compiled into one single file.</b></p>