George Mason University
College of Education and Human Development

EDCI 516
BILINGUALISM AND SECOND LANGUAGE ACQUISITION RESEARCH
Spring 2014

Professor: **Virginia Doherty, Ph.D.**
Class Day & Time: **Thursdays, 4:30-7:10pm**
Class Location: **Robinson A 412**

Contact Information:
    Office Hours   **Before class and by appointment**
    E-Mail: **vdoherty@gmu.edu, dohertyvf1@yahoo.com**

COURSE OUTLINE

A.   Course Description:

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

B.   Course Delivery:

    Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Course delivery is accomplished through a variety of in-class, on-line, and individualized instructional strategies. Instruction includes:
- *Presentations* (assisted by PowerPoint and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student presentations;*
- *Video presentations;*
- *Blackboard 9™* web-based course management system.

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

questions for clarification, exploration, or discussion. To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, students will also be expected to post emergent thoughts and responses regularly on the class *Blackboard* site and should thus have regular access to a computer with internet access.

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

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

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

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

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

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

Students with disabilities who seek accommodations in a course must be registered with the 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 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.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

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/"
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/].

EDCI 516/Doherty

D.   Course Outcomes:

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

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

E.   Relationship to Program Goals and Professional Organizations

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

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

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

1. *Knowledge base for teaching in the second language classroom.* Learn the fundamental concepts of the knowledge base pertaining to ESL, English for Speakers of Other Languages, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.
2. *Utilization of research.* EDCI 516 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others' teaching practices.

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

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

EDCI 516 follows the guidelines and recommendations made by:

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

TESOL, ACTFL, and NABE, , are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations and foreign/second language learning and acquisition. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches society and rejects the view that diversity threatens the fabric of society. ACTFL and TESOL have the more specialized mission of developing the expertise of their members and other educators involved in teaching second/world languages. This mission encourages the fostering of an effective learning environment, accomplishing the goal of effective communication in diverse settings, and respecting an individual's rights and needs.

F.   Academic Standards:

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

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

The **ACTFL/NCATE** Standards cover the following six domains:

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

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

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

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

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

Collier, V.P & Thomas, W.P. (2009). *Educating English Learners for a Transformed World*
      Albuquerque, NM: DLeNM Fuente Press.

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century.* Mahwah,
      NJ: L. Erlbaum.
American Psychological Association (2010). *Publication manual of the American Psychological
      Association* (6th ed.). Washington, DC: American Psychological Association.

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

I.   Course Requirements:

EDCI 516 is comprised of class meetings, electronic discussion at http://mymasonportal.gmu.edu, and a
series of course products and assessments aimed toward providing evidence of meeting the course objectives.

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

Students are expected to attend all class sessions, to **participate actively** during large and small group
discussion and activities, and to log on weekly to http://mymasonportal.gmu.edu for between-class discussion
topics, questions, and postings, as assigned.

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

An extension to class discussion, *Blackboard 9.1* serves as an electronic symposium or discussion group.
Entries should be topical and discussion points should include information connected to the course and program
readings.

"Netiquette" reminder for all: Whether you are composing an e-mail message or posting a message in
Blackboard, it is wise to assume that everyone in the world will read your words. Practice your professionalism,
sensitivity, kindness, respect for others' beliefs and opinions, and your growing knowledge in SLA as you share
your insights and thoughts.

Spring 2014 EDCI 516 course requirements will be met as follows:

	Class Assignments		
Project	**Goal**	**Percentage of Grade**	**Due Date**
In-class and On-line Participation and Readings	Students are expected to actively participate in every class session, both in class and by electronic posting, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Please inform the instructor if you need to be absent from class. *TESOL/NCATE Standards: 1b, 3a, 4a, & 5a* *ACTFL/NCATE Standards: 3a, 4a, 6a*	25 percent	Each class meeting throughout the semester
Philosophy of Teaching *(Professionalism, Theory,& Research)*	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 **official NCATE Performance Assessments.** *TESOL/NCATE Standards2a, 2b, 4a, 5c ACTFL/NCATE Standards2a, 2b, 6b*	15 percent	Class 6
Critical Journal Response *(Theory & Research)*	Using traditional and on-line sources, students will demonstrate an understanding of the course objectives by reviewing connections between selected readings (juried articles or short book/monograph), class activities, and its connection to their own personal/ professional classroom experiences. *TESOL/NCATE Standards 1b, 2a & 2b* *ACTFL/NCATE Standards 3a, 5a, 6a*	15 percent	Class 9
Group Language Acquisition Case Study and Presentation *(Theory, Research, Professional Collaboration & Practice)*	***Performance based assessment (WL students submit to Taskstream)*** 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. *TESOL/NCATE Standards - 1a, 1b, 2a, 2b,* *4a, 4b, and 5a, 5b* *ACTFL/NCATE Standards 2a, 3a, 3b,5a, 5b, 5c, 6b*	35% report and presentation 10% reflection	Presentations on last class. Some presentations might be scheduled on the second last class. Written report due no later than last class.

EDCI 516/Doherty

Graduate Grades

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

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

TASK STREAM REQUIREMENTS

Every student registered for any Multilingual/Multicultural Education (MME) course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, (Language Acquisition Case Study) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

* *Note*: GSE students are advised that they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

Course Schedule for EDCI 516: Spring 2014

Class	Theme/Topic	Readings/Activities for this class	Assignments to be prepared by this date
Class One Jan. 23	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements	*Introduction to EDCI 516, Syllabus, Course Overview* Needs Assessment Presentation 1: Foundations of Bilingual Research	Start to explore these websites: www.sdkrashen.com www.thomasandcollier.com http://iteachilearn.org/cummins/index.htm http://www.ncela.gwu.edu
Two Jan. 30	Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research Myths and misconceptions about second language learning Attitudes toward language variation	*Immersion* **McLaughlin, B.** (1992). "Myths and misconceptions about second language learning" found in the weekly folder on Blackboard. **Wiley, T.G.** (1997). "Myths about language diversity and literacy in the United States" posted on Blackboard and found at: http://www.cal.org/caela/esl%5Fresources/digests/myths.html Time for questions about syllabus and requirements**.** **In-class Video segments: American Tongues** (with debrief)	Before class, read Baker text: Chapters 1 and 2 Watch: Judy Haynes webinar on http://www.ascd.org/professional-development/webinars/judie-haynes-webinar.aspx Here is the accompanying powerpoint presentation: http://groups.ascd.org/resource/documents/122463-MythsofSecondLanguageAcquisitionHandouts.pdf Every week, check in with Blackboard to see if there is a discussion question for the week. It will be linked to the weekly folder. http://mymasonportal.gmu.edu Begin to formulate your thoughts about teaching and learning in the second language classroom. *Be reflective of how you decided on language*

Class	Theme/Topic	Readings/Activities for this class	Assignments to be prepared by this date
			education as your career.
Three **Feb. 6**	Continuing: SLA Research and its implications for classroom practice Begin Language learning in children	Debrief of the Tse article. Presentation on SLA and the child; stages of language acquisition. Language Acquisition with a focus on children *Fear and Learning at Hoover Elementary*	American Tongues—finish watching (http://www.youtube.com/watch?v=E0dMTgA5mxg&list=PLA5A8E4EA074CD3F3) [Another excellent site supports PBS documentary *Do You Speak American?*: http://www.pbs.org/speak/about/guide Be sure you have read the Tse article posted on Blackboard. We will be discussing it. If time permits, read: **Crandall, J**. (2003). They DO speak English: World Englishes in U.S. Schools. Here's the URL. http://www.cal.org/resources/archive/news/2003summer/englishes.html Participate in *Blackboard* electronic discussion if there is a question for this week.
Four **Feb. 13 (online)**	L1 Research in Children L2 Research: Children and Second Language Acquisition	Debrief of *Fear and Learning at Hoover Elementary* (on discussion board)	**Readings: Baker, C.** (2011). Chapters 5 & 6 Watch Krashen videos in the weekly folder. Check Blackboard for the folder with work for this week.
Five **Feb. 20**	Adolescents/ Adults and Second Language Acquisition	Discussion of the difference between teaching language to children and adults. *Teens in Between*	**Thomas, W. P., & Collier, V. P.** (2002). Download report, read abstract and executive summary: http://repositories.cdlib.org/cgi/viewcontent.cgi

Class	Theme/Topic	Readings/Activities for this class	Assignments to be prepared by this date
		Debriefing of Teens in Between.	?article=1001&context=crede **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 on Blackboard http://www.all4ed.org/publications/DoubleWork /DoubleWork.pdf *Establish groups for LACS Project and start planning your project*
Six **Feb. 27**	Bilingualism and Cognition Cognitive Theories and the Curriculum	**Bilingual Children's Mother Tongue: Why Is It Important for Education? Jim Cummins** **http://www.iteachilearn.com/cummins/mother.htm** **Genesee, F.** (2000). Brain research: Implications for second language learning http://www.cal.org/resources/digest/0012brain.html For World Language teachers: explore this website http://www.flbrain.org	**Readings:** Chapters 7 &8 in Baker for an in-class "Jigsaw" of readings up to this point. **Philosophy of Teaching** DUE (15%)
Seven **March 6**	The TESOL and FL/WL Standards Definitions, &	The ESL Standards for Pre-K-12 Students – please download from http://www.tesol.org or http://www.wida.us Foreign/World Language Standards for PK-12	**Review Baker:** Chapter 2 on measurement as we consider the role of Standards in teaching and learning.

EDCI 516/Doherty

Class	Theme/Topic	Readings/Activities for this class	Assignments to be prepared by this date
	Measurement	Students: http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary)	
Eight **March 13** **GMU** **spring** **break** **(Online)**	School Issues And Special Needs Learners Input and Interaction in SLA	**Webcast on Special Needs and ELLs** **Language Learner and Learning Disabilities** **http://ldlink.coe.utk.edu/pdf_files/esl_ld.pdf**	**Read: Chapter 15** **Articles on multiple intelligences—see Blackboard** Follow instructions in the weekly folder. Take an MI inventory of your own: http://surfaquarium.com/MI/inventory.htm or http://www.spannj.org/BasicRights/appendix_b.htm
Nine **March 20**	**Literacy and Second Language Learners**	What is literacy? Why Reading is Hard http://www.cal.org/wrih/ Analyzing reading and writing of language learners.	**Baker, C.** (2011). Chapter 11(skim) and 14 **Armstrong** (2004)**:** Making the Words Roar Blackboard **August, D. & Shanahan, T.** (2006). Executive Summary: Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language-Minority Youth and Children **Critical Journal Review (15%).** You may send by email
Ten **March 27**	Affective, Social, and Cultural Processes Theory to Practice:	Collier presentation and articles	**Baker, C.** (2011). Chapter 10 Group Work on Language Analysis Case Studies

EDCI 516/Doherty

Class	Theme/Topic	Readings/Activities for this class	Assignments to be prepared by this date
Eleven **April 3**	**Politics of Bilingualism: The Socio-political Debate**	NCLB & ESEA Reauthorization Crawford, J. Language Policy web site: http://www.languagepolicy.net/archives/home.htm Contrast this perspective with that of the English First web site at http://www.englishfirst.org and http://www.youtube.com/watch?v=YGK-N9R8cDk Time for work on your project.	**Baker, C.** (2011). Chapter 9. Work in Language Analysis Groups
Twelve **April 10** **(online)**	Social Justice and the Teacher: Implications for our Classroom Practice	*How do literacy and language learning relate to social justice issues?*	Read: Baker (2011), Chapter 17. Continue working in groups for your project. Check the weekly folder for work for tonight's class.
		April 17 **(no class)**	
Thirteen April 24	Pulling It All Together	Self evaluation and review activities Review of readings, theories and theorists Final projects (if needed) Course Evaluations and wind-up discussion	**Language Analysis Project (if necessary) One or two groups might be asked to present tonight.** Group written reports with individual personal reflections may be submitted now and up to the last class. Please submit electronically to Dr. Doherty and submit to TaskStream if you are WL candidate.
Fourteen **May 1st**	**Language Analysis Group Presentations**	Language Analysis Projects Due /Team Presentations of language analysis projects.	**Presentations** **Language Analysis Project** Group written reports with individual personal reflections also due (35/10=45%). Please submit electronically to Dr. Doherty.

EDCI 516/Doherty

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

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

Class Expectations

During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):

- *Listen actively and thoughtfully* – consider perspectives different from your own.
- Speak from your own experience or from the readings – *avoid interpreting for others*.
- Respectfully challenge others' ideas: if you disagree with something, respectfully disagree with the *idea – and please do not "attack" the person*.
- *Diverse views are welcome and enrich the discussions.*
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion.

There are three types of participation: 1) Classroom Engagement in whole and small group discussion; 2) *Blackboard* posted strands and peer responses that relate specifically to course readings; and 3) In-depth, personal reflections that may be included in papers or on a *Blackboard* forum.

1) Classroom Participation

Students are expected to complete all required readings prior to class, to attend 100% of the 14 weekly class sessions and to arrive on time and prepared to actively engage in thoughtful and respectful dialogues with their peers and the instructor or guest lecturers. For most issues, there may not be one "correct" answer, but students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. As the semester progresses, students will be expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice.

Attendance: If for reasons beyond your control you are unable to attend class, you should notify the instructor at the earliest opportunity. Absences are considered excused at the instructor's discretion, for reasons such as illness, accident, professional conferences, or family crisis.

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

2) Blackboard
As a follow-up to class discussions, students continue the critical analysis of the themes discussed during

class by posting on discussion strands, or forums.

Students should check *Blackboard* to see if there is a follow up discussion after a class session. Each student is required to respond to all discussion questions throughout our 14 week semester. You may post your own reflection, or respond thoughtfully to that of a colleague. If the latter, please select one or more reflections posted by your peers, read it carefully, and comment on it thoughtfully, referring to the readings and other relevant life experiences. You may either respond directly to the reflection or initiate a *puzzlement* of your own based on the reading.

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

Rubric for Class Participation

Criteria:	**Exemplary: Strongly Meets Expectations** **4**	**Accomplished: Adequately Meets Expectations** **3**	**Developing: Approaches Expectations** **2**	**Beginning: Little or No Evidence** **1**
ATTENDANCE	Attends every class session on time	Attends every class session, usually on time	One absence	Two or more absences
PREPARATION For Class	Always prepared for thoughtful contributions to class discussions	Prepared most of the time for thoughtful contributions to class	Prepared some of the time for thoughtful contributions to class	No evidence of reading or preparation for class discussions
PARTICIPATION in activities, discussions, projects	Demonstrates leadership in discussion and class activities; substantially enhances quality of class work with significant contributions	Participates fully in discussions and class activities, brings added value to the class work with frequent contributions	Limits participation in discussions and class activities; contributions lack sufficient thought and effort	No constructive comments to help class discussion. No depth of participation, often off-task and distracted
BLACKBOARD	Demonstrates thoughtful contributions to discussions, citing readings; substantially enhances quality of discussion through meaningful responses to posted strands (e.g., illustrates a point with examples, suggests new perspectives on issues, asks questions that help further discussion)	Enhances quality of discussion. Several posts but all on same day. Referenced other research, gave examples, and evoked follow-up responses from other students.	Limited contribution to the quality of discussion. Few postings but all on same day or at the last minute. Limited references to other research, gives some examples, and sometimes evoked follow-up responses from other students.	No constructive comments to help class discussion. No depth of presentation, no research base. All posts made same day of class.

Guidelines and Rubrics
15% of Grade   Due date: Class 6, (Feb. 27)
Maximum length: six-double spaced pages.
REQUIRED MME/ ACTFL/ TESOL/ NCATE Course Assessment

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

In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL and WL teaching 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.

Your paper will need to blend SLA theories and research and how they can shape your instruction and a vision of your classroom. You will need to incorporate the history of SLA as well as policy issues for reflection and clarification. Additionally, you need to define your professional staff development options (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. Keep the following questions in mind:

1) How will your understanding of theories related to language learning shape your teaching in the future?
2) What information about SLA history, research, public policy, and current practice will inform your instruction?
3) Reflect on your role as a Second or Foreign language 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 the specific ideas and questions outlined here. The statement should be a cohesive, first-person narrative of no more than 6 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.

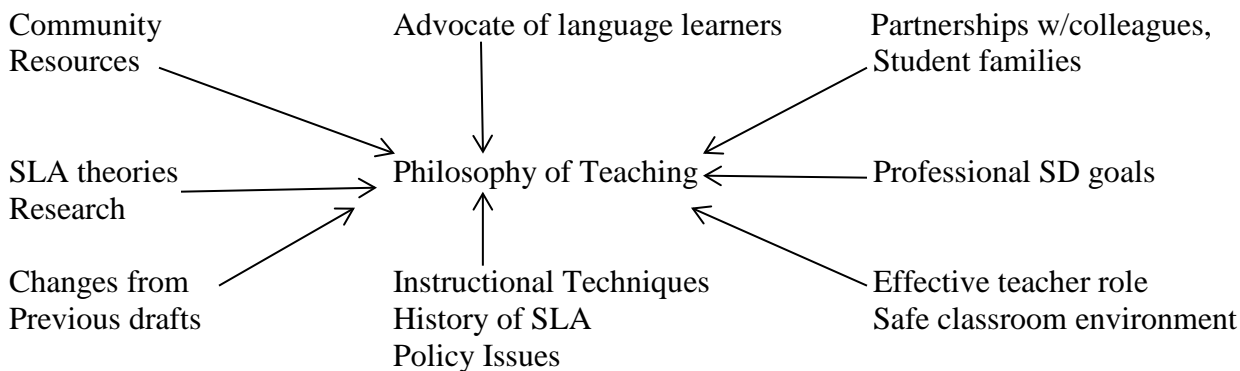*Additional Guidance for Philosophy of Teaching*
It should be personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of you as a teacher, as a person who is intentional about teaching practices and committed to students. It is written in first person, in 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 and why you believe, making this clear to the reader.

The paper 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 studied; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences; 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. This visual might help you to organize your thoughts.

Community Resources	Advocate of language learners	Partnerships w/colleagues, Student families
SLA theories Research	Philosophy of Teaching	Professional SD goals
Changes from Previous drafts	Instructional Techniques History of SLA Policy Issues	Effective teacher role Safe classroom environment

EDCI 516
Critical Journal Response
Due date: Class 9 (March 20)

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

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

The Critical Journal Response engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. CJRs will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your CJR should be **between 5-6 pages** in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the author,* and how and why you *can or cannot apply* these ideas into your current or future practice.

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

Details to guide you in your analysis process:
**Please send me the URL of your research article, or give me a hard copy.

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. Remember to look at the article critically, questioning the findings and/or the methodology.

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.

EDCI 516
Project Guidelines
(WL candidates, please look at the WL rubric for this project)
Due Date for Submission of Written Report:
Concurrent with group oral presentation (preferred) or on the last night of class
Group Presentations: Final two class sessions depending on class enrollment.

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

Objectives of Language Analysis Field Project & Presentation:
    The *Language Analysis Case Study of a Language Learner and Presentation* for EDCI 516 in the CEHD FL/ESL teacher licensure program is designed to engage students in a **performance-based assessment task** in which they will analyze second language analysis patterns in EFL/ESOL/FL/WL learners. As a final course assessment, the LACS requires students to apply all aspects of the EDCI 516 course materials. This project requires students to think critically about teaching and learning in the context of the world/second language classroom. It enables them to connect theory, research, and practice with language learners and to engage in the assessment of a language learner, analysis of language acquisition, and suggest an exploratory action plan for ongoing language acquisition. To promote collaborative research and a professional community of learners, program participants work in cooperative groups and present their findings and recommendations to colleagues. This project helps students develop a perspective that will contribute to their professional knowledge base and identity.
    The Language Analysis Case Study is appropriate for all EDCI 516 students, whether currently teaching or not. It requires no prior knowledge of linguistics.

Presentation Component Objective: The purpose of the group presentation component of this project is two-fold:
    1) To provide students the opportunity to collaborate with colleagues in a learning/professional community on a relevant topic of professional use (language assessment) in the second language classroom and to share the findings with colleagues (professional development),
    2) To provide students the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students.

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

PROCEDURE:
First: Collecting the Oral and Writing Language Samples for Analysis
Each group will collect an authentic language sample from a second language learner. The sample should include both written and oral language. The individual selected may be an early childhood, elementary, middle, high school student or an adult learner (i.e., from an ESL/EFL/FL/WL learner from any age or grade level).
Oral Sample: You may use an interview or conversation format, or any other activity that elicits language production in as natural and relaxed a setting as possible. You need to audio- or video-tape the

sample for transcription. **DO NOT HAVE YOUR STUDENT READ A PASSAGE AS AN ORAL SAMPLE. You need original speech.**

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

Additional details:

1. You will need to gain appropriate permission from the individual if you meet away from school.

2. This language sample may be collected in the natural classroom setting, or it may be collected outside the school setting.

3. Find out as much as you can about the language, educational, cultural background of the person whose language sample you will be analyzing. **See guidelines for interview provided below.**

Second: Writing the Report

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

Part I

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

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

- Age, place of birth, countries and cities where s/he has lived, if born overseas, and age when immigrated. State why this individual was chosen for the language sample. Previous schooling and accompanying details – participant and family, if possible.
- Social, educational, and personal background
- Academic history in the U.S. or overseas (e.g., grade level, type of educational background)
- Linguistic, cognitive, and sociocultural variables
- Various learner variables that may have (or have had) an effect on L2acquisition

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

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

One:

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

 Two:

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

acquisition would you estimate this learner might be?

Consider: In conducting your analysis, you may want to review: 1) Fairfax *County Public Schools' Oral Proficiency Scoring Rubric*, 2) GMU's Oral Proficiency Rubric, or 3) Ask *NCELA No. 25* [http;//www.ncela.gwu.edu/askncela/25tests.htm].
If you wish, you may rate the language sample according to other rating scales. You and your group should discuss your findings from **BOTH the oral and written samples**. The idea is to take the language sample, interpret both the oral and written language domains, and link/relate them concretely to SLA theory and research (e.g., Baker, Bialystok, Collier, Ellis, Hakuta, Krashen, McLaughlin, Peale and Lambert, Snow, Wong Fillmore, Walqui & West, etc.) When citing these course (and other) readings, please follow the guidelines of APA style (5th edition).

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

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

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

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

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

Part IV – Individual Reflections – one from each group member
 In a final section, **each student** will write his/her own thoughts and assessment of the experience, a reflection on the process, and its implications for teaching. Tell about what **you** learned through this project, and how you have made personal and professional connections to our readings as a result of conducting this study. This reflection may be submitted as an addendum to the Group paper or to the professor in an individual file. (For example, a group of 4 students would submit one language analysis and report with 4 individual personal reflections.) In the personal reflection, you should include the following information:
- Reflection on personal and professional knowledge/growth,
- Connections you have found important to course content and its application to the classroom setting,
- Thoughts on how you might use this process, or portions of this process, in the future,
- How this knowledge might contribute to your role as classroom teacher and facilitator?
- What you perceive to be the professional and personal strengths you were able to contribute to the group's work. Will this self knowledge serve you in the future?

      Please see the Rubric for additional guidelines.

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

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

Group Presentation Guidelines

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

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

Rubric for Philosophy of Education assignment (for ESL students) The rubric for FL/WL students is on Blackboard, under assignments.

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	Provides minimal connection between theory and research and philosophy of teaching. Incorporation of theories into practical applications in classroom not clearly articulated	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	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
Use instructional techniques, research, history of ESL, and policy issues to reflect on and clarify their philosophy of teaching	5a	Demonstrates a growing ability to use knowledge about ESL history, research, public policy, and current practice to inform future instruction	Demonstrates the ability to make connections between ESL history, research, public policy, and current practice to inform future instruction	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	Provides only one professional goal; goal does not seem to provide ways to create a successful and supportive learning environment	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	Creates 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
Demonstrate ability to build partnerships with colleagues and students' families, serve as community resource and advocate for ELLs	5b	Demonstrates limited understanding of the importance of building partnerships to support ELLs. Few ideas or examples are provides for current or future partnerships. APA 6 missing	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. Some APA 6 mistakes.	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. APA 6 used correctly

EDCI 516/Doherty

Rubric for Critical Journal response 15% of grade

Criteria:	Exemplary: Strongly Meets Expectations 4	Accomplished: Adequately Meets Expectations 3	Developing: Approaches Expectations 2	Beginner: Little or no evidence 1
Organization	Thesis statement, introduction, body and close clearly discernible. CJR moves regularly from generalities to specifics	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics	Has some of the essential components but is disorganized; no real movement from generalities to specifics	Thesis statement, introduction, body and close essentially indistinguishable
Interpretation	Asks insightful questions about content and findings. Refutes bias Examines inconsistencies Consistently refers to class materials and makes insightful connections.	Asks insightful questions. Detects bias Recognizes context Refers to class materials.	Identifies some questions Notes some bias Recognizes basic content States some inconsistencies.	Fails to question data Ignores bias Misses major content areas
Analysis and Evaluation	Examines conclusions in light of class materials Uses reasonable judgment Synthesizes data Views information critically	Formulates conclusions Recognizes arguments Evaluates data Seeks out information	Identifies some conclusions Sees some arguments Identifies some differences Assumes information valid	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research
Mechanics/ Writing	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors; clear evidence of regular revision and proofing, correct usage of APA 6	Reasonably well written; a few minor spelling, grammatical or punctuation errors; easy and interesting reading; evidence of regular revision and proof reading, a few mistakes using APA 6	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing, little evidence of using APA 6	Poorly written with numerous spelling, grammatical, and / or punctuation errors; a number of major and minor grammatical mistakes. Essentially unreadable. No use of APA 6

EDCI 516: Bilingualism and Language Acquisition Research
Language Analysis Case Study and Presentation Rubric for ESL/EFL
Course Performance-based Assessment

Total Project Points	35 Points	Does Not Meet Standard (F)	Approaches Standard (C)	Meets Standard (B)	Exceeds Standard (A)
Cultural Context, Description of Learner & Learner's Language Development	5 points	**0 – 1 points** *Introduction is cursory or includes two or fewer descriptive elements listed under the Excellent category (see right) in this project component	**1 – 2 points** *Description/Introduction includes only three of the six descriptive elements listed under the Excellent category (see right) in this project component	**3 – 4 points** *Description/Introduction includes only four or five of the six descriptive elements listed under Excellent	**5 points** *Description/Introduction includes all six elements described, including a detailed rationale, description of the language learner and his/her language development history, including the socio-cultural context
Language Proficiency Assessment	5 points	**0-1 point** *Does not conduct language sample, as described in syllabus, or does not include both written and oral language samples for analysis or does not use a Language Proficiency Assessment to report the findings	**2-3 points** *Conducted the language sample, but did not adequately follow the guidelines set forth in syllabus, or did not apply knowledge or report findings accurately	**3-4 points** *Conducted/collected the language sample as described, but may be incomplete or did not report the findings of the Language Proficiency Assessment	**5 points** *Conducted/collected the written and oral language samples, as described in the project guidelines in the syllabus, and reports findings using a Language Proficiency Assessment
Language Analysis & Application of Language Acquisition Theories	10 points	**< 4 points** *Cursory analysis of language learner, or may indicate misconceptions about SLA theories studied in EDCI 516	**5-6 points** *Minimal analysis of language learner, or does not include accurate application of SLA theories connected to this learner; only addresses 4 – 5 theories/readings in 516	**7-8 points** *Analysis of language learner provides adequate evidence of understanding of SLA theory & research through discussion of 6 – 7 SLA theories in EDCI 516	**9-10 points** *Analysis of language learner provides strong evidence of understanding of SLA theory & research through a thoughtful, thorough, and reflective discussion of at least 8 SLA theories studied in EDCI 516
		0 points *Does not include an	**1 – 2 points** *Presents only cursory action plan for language learner that	**3 – 4 points** *Presents realistic, culturally grounded	**5 points** *Presents realistic and individualized action plan for

Action Plan – Application of SLA Theories	5 points	Exploratory Action Plan, or Plan contains considerable errors or lack of cultural relativity	lacks in individualization or differentiation and may connect only minimally to learner's background or SLA theories	exploratory action plan for language learner but may need additional individualization to meet learner needs and connects adequately to SLA theories studied in EDCI 516, but may need stronger grounding	language learner that is culturally grounded and based on oral and written samples that differentiate instruction based on individual learner needs and connects to SLA theories, as described in the instructions
Overall Writing, Format, and Referencing	5 Points	**0 points** *Includes only minimal references or citations (fewer than 3) or does not follow APA style *Paper is not organized well or contains many grammatical errors or error patterns	**1– 2 points** *Contains 3 – 4 citations and references with considerable APA referencing errors *Paper needs work in grammatical, organizational, or stylistic form OR contains several errors or error patterns	**3-4 points** *Contains 5 – 7 citations and references may be limited in scope with incomplete APA referencing, or errors *Organized adequately and grammatically; generally well written,; may contain some errors/ error patterns	**5 points** *Contains a minimum of 8 citations and references of SLA theories/theorists that are in correct APA style *Clearly organized and grammatically and stylistically well written with few to no errors, and no error patterns
Oral Group Presentation	5 points	**0 points** *No Group Presentation, or does not include all members *No handout included, or group does not follow presentation guidelines in syllabus	**1 – 2 points** *Group Presentation does not adequately comply with guidelines, or all members do not participate equally; *Cursory handout provided	**3 – 4 points** *Group Presentation generally meets with guidelines; members participate equally *Handout included, may not adequately represent project content	**5 points** *Group Presentation well planned & presented, meets all guidelines; members participate equally *Includes well prepared handout that contains salient points of project

The rubric for FL/WL students is found on Blackboard under Assignments

Rubric for reflection on the case study (10%)

Reflection On Teaching and Learning	10 points	**0 – 1 points** *Reflection may be missing or only brief, or * Lacks focus or clarity of thought	**2-4 points** *Very limited discussion or reflection OR Three of the five elements listed are missing	**5-7 points** *Cursory reflection that only contains some of the elements in the instructions.	**8-10 points** *Includes a rich, thorough individual reflection that addresses all the elements as described in the instructions.