GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Graduate School of Education
Multilingual/Multicultural Education
EDUC 882 – Section 001
Second Language Acquisition: Theory, Research, and Practice
3 Credits - Spring 2015
Tue: 7:20 PM – 10:00 PM
Music/Theatre Building Rm 1008

PROFESSOR:

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COURSE DESCRIPTION
 A. **Pre-requisites–** admission to the CEHD Ph.D. program, or permission of instructor.
 B. **University Catalogue Description-** Examines theoretical foundations of second language acquisition with focus on linguistic, anthropological, sociological, psychological, and educational research through theory and practice.
 C. **Expanded Course Description-** This course examines the theoretical foundations of second language acquisition through focus on linguistic, anthropological, sociological, psychological, and educational research on culturally, linguistically, and cognitively diverse students. Major theoretical approaches are introduced to SLA for doctoral students interested in conducting research in the areas of English to Speakers of Other Languages (ESOL) and Foreign Language education (FL). The course will aim to identify some of the major issues in the field, the methods used to research them, and the main findings and theories developed to explain how languages are learned and acquired. Topics included are: literacy and bilingualism, social justice, immigrant learners, critical pedagogy, long-term ELLs, and brain-based teaching and learning.

LEARNER OUTCOMES:
This course is designed to enable students to:

  1. Examine theoretical foundations of second language acquisition through teaching and learning research, practices, and realities as they relate to diverse learners.

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2. Investigate relevant findings in linguistic, anthropological, sociological, psychological, and socio-cultural research and their implications for education classroom research, policy, and practice.
3. Articulate a personal definition of the emergent nature of bilingualism and biculturalism on teaching and learning in multicultural settings.
4. Examine their immediate local educational context in light of demographic pattern shifts in teaching and learning in multicultural settings as it pertains to diversity practices and policies in teacher education.
5. Explore bilingualism and biculturality and their impact on today's multilingual/multicultural classrooms.
6. Situate current pedagogy and its efficacy on reaching all culturally, cognitively, and linguistically diverse learners.
7. Consider the implications of bilingualism/biculturalism, multilingualism, and their impact in teaching and learning.
8. Situate one's research within the field through a survey of second language/bilingual research/theoretical perspectives.
9. Design research instruments and gather classroom or field data with consideration to the social, cultural and institutional contexts of the research project and classroom.
10. Analyze and interpret data from multiple sources and draw interpretive conclusions that may suggest future research/educational policy and/or implications for L2 pedagogy.

PROFESSIONAL STANDARDS:
Not applicable.

REQUIRED TEXTBOOKS:

Faltis, C., & Culter, C. (2008). Teaching English learners and immigrant students in secondary schools. Upper Saddle River, NJ: Pearson. ISBN: 0-13-119241-8.

Garrett, P. (2010). Attitudes to language. Cambridge: Cambridge University Press. ISBN: 978-0-521-75917-5

Nieto, S. (2010).The light in their eyes. New York: Teachers College Press. ISBN: 978-0-8077=5-54-4

Potowski, K. (Ed.) (2010). Language diversity in the USA. Cambridge: Cambridge University Press. ISBN: 978-0-74533

Provenzo, E. (Ed.) (2006). Critical issues in education: An anthology of readings. Thousand Oaks, CA: Sage Publications. ISBN: 1-4129-0477-3.

Saville-Troike, M. (2012). Introducing second language acquisition. Cambridge Univ. (2nd ed.) 978-1107648234
VanPatten, B., & Benati, A. (2010). Key terms in second language acquisition. New

York, NY: Continuum International Publishing Group. ISBN-13: 978-0826499158

RECOMMENDED TEXTBOOKS:

Baker, C., & Prys Jones, S. (1998). Encyclopedia of bilingualism and bilingual education. Clevedon, England: Multilingual Matters.

Bialystok, E., & Hakuta, K. (1994). In other words: The science and psychology of Second language acquisition. New York: Basic Books.

Carrasquillo, A., & Rodriguez, V. (2002). Language minority students in the mainstream Classroom. Ontario: Multilingual Matters.

Collier, V.P. (1995). Promoting academic success for ESL students: Understanding second language acquisition for school. Jersey City, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.

Cummins, J. (2000). Language, power and pedagogy: Bilingual children in the cross fire. Clevedon, England: Multilingual Matters.

Dewaele, J.M., Housen, A., & Wei, Li. (2003). Bilingualism: Beyond basic principles. Ontario: Multilingual Matters.

Dornyei, Z. (2003). Questionnaires in second language research. Mahwah, NJ: Lawrence Erlbaum Associates.

Genesee, F., Paradis, J., Crago, M. (2004). Dual language development and disorders: A handbook on bilingualism and second language learning. Baltimore: Paul H. Brookes. Griffler, J., & Varghese, M. (2004). Bilingualism and language pedagogy. Ontario: Multilingual Matters.

Haley, M. & Austin, T. (2004). Content-based second language teaching and learning: An interactive approach. New York: Allyn & Bacon.

Hall, J.K. (2002). Teaching and researching language and culture. London: Longman, Pearson.

Hurley, J. (2000). The foundations of dual language instruction. 3rd edition. New York: Longman.

Hurley, S., & Tinajero, J. (2001). Literacy assessment of second language learners. New York: Allyn & Bacon.

Norton, B. (2000). Identify and language learning: Gender, ethnicity and educational Change. London: Longman.

Perez, B., & Torres-Guzman, M. (2002). <u>Learning in two worlds: An integrated spanish/english biliteracy approach.</u> 3rd edition. New York: Allyn & Bacon.

Other readings to be distributed in class or can be found on electronic reserve.

NATURE OF COURSE DELIVERY:

This course will be taught as a doctoral seminar, with student involvement and presentations constituting a major portion of the coursework. Each student is expected to fully participate in class discussions. Students are expected to have read all assignments before meeting each week and to actively participate in the discussions on the assigned readings. Each student will be assigned a week in which they will be responsible for leading the discussion. Discussion leaders are expected to present thorough and critical perspectives while engaging colleagues in an interactive activity. Instruction includes:

- *Student Presentations* (student directed presentations and discussions);
- *Discussions* (active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- *Cooperative and Collaborative learning* (small group guided learning interactions emphasizing learning from and with others);
- *Guest lectures;*
- *School/education-based research*

COURSE ASSIGNMENTS/REQUIREMENTS:

1. Required Readings: Written reactions (8)	**25 points**
2. Lead an interactive discussion on topic of choice and provide readings for class	**30 points**
3. Final Project – Critical Analysis Review	**45 points**

GRADING

Grade	Standards	Grading	Grade Points
A+	Substantially Exceeds Standard	100	4.00
A	Meets Standard	94-99	4.00
A-	Meets Standard	90-93	3.67
B+	Approaches Standard	85-89	3.33
B	Approaches Standard	80-84	3.00
C	Unsatisfactory	70-79	2.00
F	Unsatisfactory/ Failing	<69	0.00

- **Note:** Mason students are advised that a B-, while it is a passing grade for many courses, is an unsatisfactory grade for CEHD graduate students. Students receiving a B- or below must re-take the course. A student's performance will be evaluated using letter grades.

TASKSTREAM REQUIREMENTS
Not applicable.

Students are expected to…

1. Attend all class sessions, ***arriving on time****,* and actively participate during large and small group discussions and activities. **Three or more absences and/or tardies will result in one letter grade reduction. <u>You are to refrain from checking email and/or texting during class.</u>**

2. Complete all assignments on time.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code http://oai.gmu.edu/honor-code/
b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/]
c. 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.
d. 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/].
e. 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/].
f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
g. 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/].

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

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

PROPOSED EDUC 882 SPRING 2015 COURSE SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
1/20	Introduction to course	Saville-Troike Chapters 1-2
1/27	Language Acquisition	Saville-Troike Chapter 3-4
2/3 **Guest Presenter: Dr. Barbara Acosta**	Language Diversity in the US	Powtowski Chapter 1 VanPatten/Benati Chpt 1
2/10	Language Contact in the US	Powtowski Chapter 2 VanPatten/Benati Chpt 2
2/17 **Guest Presenter: Shamaine Bertrand**	The Aims of Education	Provenzo Part I
2/24	Social Class and Education	Provenzo Part VI
3/3 **Guest Presenter: Tiffany Williams**	Attitudes and Language	Garrett Chapters 1, 2, 3
3/10	NO CLASS – SPRING BREAK	
3/17	Verbal Guise	Garrett Chapters 4, 5
3/24	Immigrant and Migrant Learners	Faltis/Culter Chapter 1-2
3/31	Brain-based approaches for working with ELLs	Articles made available on Bb
4/7	Institutional Transformation	Nieto Chapters 4, 5
4/14	Research on Englishes around the world	Articles made available on Bb
4/21	The Impact of Technology	Prepare for final projects
4/28	Presentation of Final Projects	
5/5	Presentation of Final Projects	

GUIDELINES & PERFORMANCE-BASED RUBRICS

Lead Interactive Discussion on Readings

All articles must be clearly identified in APA (6th edition) style.

1. Each student will sign up to lead the in-class discussion on one set of readings listed in the course syllabus. You must further research the topic and locate no fewer than 2 research articles, book chapters, or monographs, etc. on the topic. These must be distributed to the class and professor no later than one week prior to your presentation. This may be done in hard copy, electronic link, or placed on e-reserve through the GMU libraries. For your presentation you are encouraged to use visual aids, such PowerPoint, video, slides, or photos. Be sure to prepare a handout as a reference or guide. Make one copy for each member of the class and professor. You will lead the discussion by preparing an interactive activity to illustrate some of the concepts. You must include the *purpose* of the study and the nature of the research questions or hypotheses. Outline the *method* used so as to determine if the study was qualitative or quantitative in design. Also, as applicable, attend to how each variable was measured. Finally, describe the results of the study and conclusions drawn by the researcher(s).

2. It is expected that students will have read the articles and grappled with the concepts before each presentation. Your handout may include additional resources ("must reads") or a summary of the most salient features.

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Lead Interactive Discussion on Readings
Name_____ Date_____

Scoring Rubric

Criteria **30 Points Total**	Little or No Evidence **1**	Beginning (Limited evidence) **2**	Developing (Clear evidence) **3**	Accomplished (Clear, convincing, substantial evidence) **4-6**	Score
Lead in-class discussion	Did not complete task	Preparation was limited	Lead discussion with confidence	Lead discussion with expertise	
Locate no fewer than 2 articles, book chapters, or monographs	Located fewer no other resources	Located fewer than two resources	Located the two articles, book chapters or monographs	Located additional resources and expanded resources	
Use visual aids such as PowerPoint, video, slides, or photos	Did not use any visual aides	Used only minimal technology	Used engaging visual aids	Used multimedia sources in creative and interactive ways	
Prepare a handout as a reference or guide	Did not prepare a handout	Minimum effort reflected in handout	Handout was useful with current references	Handout provided a wealth of references	
Prepare an interactive activity to illustrate some of the concepts	Did not prepare an interactive activity	Interactive activity was limited in scope and depth	Interactive activity was meaningful and beneficial	Interactive activity was creative and closely aligned to topic being presented	
Total Number of Points					

Comments:

Final Project – Critical Analysis Review

Students are to write a 1-2 page rationale on the selection of your topic. Reflect on why this topic is relevant and in what way it will support the existing corpus of literature and/or your own current educational circumstance. **Due: March 17th**

The final project will be a synthesis on a chosen topic that may be considered a precursor to your dissertation research or review of literature. You should review and critique no fewer than four studies that highlight this area of the field. You should also include your ideas about the future directions of research on the topic.

Annotated Bibliography: Submit a list of the articles you've found in journals or book chapters on the chosen topic with a one-paragraph justification of why you chose the articles. **Due: April 14th**

Your final project may take the form of:
1. An article being prepared for publication
2. An action research study
3. The beginning of a literature review for the dissertation
4. A presentation prepared for a state, regional, or national conference
5. A critical analysis of a particular topic with a dialogic perspective
6. Other options

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Critical Analysis Review

Name_____   **Date**_____

Criteria 45 points	Little or No Evidence 1	Beginning: Does not adequately meet expectations 2	Developing: Meets expectations adequately 3	Accomplished: Strongly meets expectations 4	Score
References/Citations	No references or incorrect references	Few references or some incorrect references	Uses citations & references to provide the theoretical basis of the final project	Use of citations and references indicate substantial research	
Mechanics/Writing	Poorly written with numerous spelling, grammatical, and/or punctuation errors. A number of major and minor grammatical mistakes. Significant APA errors, or not in APA format and style. Final paper lacks organization or clarity.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing. Significant APA errors. Lacks organization or clarity.	Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors	Well written with few or no errors or error patterns. Clear evidence of regular revision and proofing. Referencing done in correct APA style.	
Vocabulary	Apparent confusion with the use of technical vocabulary	Simplistic and/or unclear language	Effective language	Rich and precise language	
Clarity	No apparent logical order of presentation, unclear focus.	Content is loosely connected, transitions lack clarity.	Sequence of information is well organized for the most part.	Development of topic/thesis is clear. Information is presented in a logical, interesting sequence.	
Content: subject knowledge, mechanics	Research is unclear and information appears randomly chosen	Content is loosely connected.	Information relates to a clear review of the literature	Exceptional use of research resources. Abundance of supported materials.	

Comments:

REACTIONS TO READINGS FOR EDUC 882

In preparing the readings for each week, you should attend to the following guidelines. These must be word processed (no required page length) and sometimes handed in. Making notes will greatly contribute to your level of knowledge in class discussions.

As you read the required articles and those recommended by your colleagues consider the following:

- What are the implications for bilingualism/biculturalism, multiculturalism, multilingualism and their impact in teaching and learning?
- How can you situate your own research interest(s)?
- In what way(s) does this research suggest future policy and/or implications for L2 pedagogy?

Additional questions you may wish to consider:

How do you connect with this article?
What theories are involved?
What constitutes the concepts?
What paradigm does this come from?
What are the assumptions working in this paradigm?
How is new knowledge constructed here?
What theoretical framework does this come from?

Reactions to Readings – EDUC 882 – Second Language Acquisition: Theory, Research, and Practice

Student's Name:_____ **Date:**_____ **Reading #_____**

Criteria	Little or No Evidence	Beginning: Does not adequately meet expectations	Developing: Meets expectations adequately	Accomplished: Strongly meets expectations	Comment
SLA Implications for Bilingualism/Biculturalism/ Multiculturalism, Multilingualism, and their impact on teaching and learning					
Situates one's own research interest(s)					
Demonstrates how this research implicates future policy for L2 pedagogy					
Identifies SLA or other germane theories					
Cites theoretical framework(s) aligned with this research					
References/Citations					
Mechanics/Writing					
Clarity					

Possible points: 8 Total points earned:_____/8
Overall
comments:_____
_____