George Mason University
Graduate School of Education
Multilingual Multicultural Education Programs

College of EDUCATION HUMAN DEVELOPMENT | MASON

SOCIAL JUSTICE
RESEARCH-BASED PRACTICE
INNOVATION
CORE VALUES
ETHICAL LEADERSHIP
COLLABORATION

Promoting Learning Development Across the Lifespan

EDCI 516.002: BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
[CRN: 41567] –CREDIT HOURS: 3.0
SUMMER 2015: May 18th – June 20th

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COURSE DESCRIPTION

A. ***Prerequisites/Co-requisites***: EDCI 560 as a co-requisite, school-based field experience required.

B. ***University Catalog 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 Master's program teachers. Students will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing.

C. ***Expanded Course Description:*** EDCI 516 uses a seminar format or its face-to-face classes, which means the course is highly participative and requires candidates to take a more active role in the presentation of materials. Accordingly, attendance and participation are extremely important. Some classes may consist of an online module or materials and resources posted for review or activities to be completed on line. All instructions for these assignments and readings will be posted on Blackboard.

EDCI 516 uses the *Blackboard 9.I*TM web-based course management system for online modules, assignments, materials, and resources, and for posting the syllabus, rubrics, presentations, readings, videos, and other updates. Candidates are encouraged to visit the course's Blackboard (Bb) website frequently to review the most current information and to keep up with any news, announcements and messages related to this course at https://mymasonportal.gmu.edu

Overall course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles and include:

- *Presentations* (assisted by Power Point and other Visuals/technology)
- *Discussions* (active involvement of candidates in learning by asking questions that provoke critical, reflective and metacognitive thinking
- *Cooperative Learning* (small group guided learning interactions emphasizing learning from and with others)
- *Collaborative Learning* (heterogeneous interdisciplinary groups for content discussion and project design and implementation)
- *Student Presentations* (research analysis and findings and performance based assessment work)
- *Video Presentations, Additional Readings, Assignments, Questionnaires, and On-line Resources*

EDCI 516 **is *not a methods course.*** It is not a "how to" on language acquisition classroom practices. In fact, it is an introductory foundations course aimed at developing awareness about bilingualism and the language acquisition process. The course aims to help candidates develop the knowledge and competencies needed to work with culturally and linguistically diverse student populations with and without exceptionalities.

Language is the most human form of behavior and the investigation of the ways language and culture interact is one of the most important aspects of the study of human beings. EDCI 516 provides an overview of interdisciplinary ideas and research on how language is acquired and learned, as well as on the factors that play a role on how effective the learning and the teaching is. Emphasis is on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in second language (L2) acquisition. The course provides candidates with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom.

EDCI 516 is a required course for Virginia State PK - 12 ESL/FL Licensure and for Foreign/World Language immersion teachers. Candidates 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. Following the *National Council for Accreditation of Teacher Education's* (NCATE) lexicon, this syllabus uses the term "*candidate*" to refer to EDCI 516 graduate students who are preparing to become teachers, and "*student*" to refer to pupils enrolled in PK-12 classes.

For all online communications only GMU email will be utilized and candidates are expected to check their email regularly until all course requirements have been turned in and final grades have been posted. Candidates are required to use word processor, edit their paper, and ***use APA writing style 6th edition*** to produce quality written documents presented in a professional manner. Candidates are also expected to use technology and presentation software to produce quality presentations.

LEARNER OUTCOMES and OBJECTIVES

EDCI 516 is designed to enable candidates to know, understand, and use the major theories and research related to the structure and acquisition of a second language to help second language learners develop language and literacy and achieve in the content areas acknowledging that issues of language structure and language acquisition development are interrelated. (cf. NCATE-TESOL (2010), Domain 1, p.27).

Students in this course will identify and review educational theories/ theorists, examine topics related to first

and second language acquisition, the history of language teaching including the works of Vygotsky, Skinner, Chomsky, Krashen, Cummins, Collier, Baker, Crawford, De Howver, and Wong, among others, and the implications for second language learning. Students completing EDCI 516 will 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 second/foreign language classroom.

PROFESSIONAL STANDARDS

George Mason University follows the guidelines, professional standards and recommendations made by the National Council for Accreditation of Teacher Education (NCATE) for the accreditation of schools, colleges, and departments of education. GMU-GSE courses also follow the Interstate Teacher Assessment and Support Consortium (INTASC) standards and guidelines that identify those principles that should be present in all teaching environments, regardless of the subject or grade level. EDCI 516 also follows the National Education Technology Standards for Teachers (NETS·S). Effective teachers of all disciplines, subjects, and grade levels model and apply the NETS-S as they design, implement, and assess learning experiences and as they engage students in the classroom. They also provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

EDCI 516 goals and objectives -as a course required for initial licensure for P-12 ESL Teachers and for P-12 Foreign Language Teachers- are aligned specifically with the national standards of:

- Teachers of English for Speakers of Others Languages (TESOL). The *TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education* (December 2009) acknowledge the central role of language in the achievement of content and highlight the learning styles and particular instructional and assessment needs of learners who are still developing proficiency in English.
- The American Council on the Teaching of Foreign Languages (ACTFL). 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.

TESOL/NCATE Standards Addressed:
1. ***TESOL 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.

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.

2. **TESOL 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.a. Nature and Role of Culture - 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.

Standard 2.b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

3. **TESOL 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.

4. **TESOL Domain 4 – Assessment -** Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

Standard 4.b. Language Proficiency Assessment. Candidates know and can use a variety of standards-based language proficiency instruments to inform their instruction, and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

5. **TESOL 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 colleagues, 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.

Standard 5.c. Professional Development and Collaboration - Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

ACTFL/NCATE Standards Addressed:

1. **ACTFL Standard 2.** *Cultures, Literatures, Cross-Disciplinary Texts*:

    2a. Demonstrating cultural understanding

2. **ACTFL Standard 3.** *Language Acquisition Theories and Instructional Practices*:

    3a. Understanding language acquisition and creating a supportive classroom

    3b. Developing instructional practices that reflect language outcomes and learner

      diversity

3. **ACTFL Standard 4**. *Integration of Student Standards into Curriculum and Instruction:*

    4a. Understanding and integrating student standards in planning

4. **ACTFL Standard 5.** *Assessment of Languages and Cultures*:

    5a. Knowing assessment models and using them appropriately

    5b. Reflecting on assessment

5. **ACTFL Standard 6**. *Professionalism*:

    6a. Engaging in professional development

    6b. Knowing the value of foreign language learning

NETS-T Standards Addressed:

1. **NETS-T Standard 1 -** *Facilitate and Inspire Student Learning and Creativity*: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

    1a. Promote, support, and model creative and innovative thinking and inventiveness

    1d. Model collaborative knowledge construction by engaging in learning with

      students and others in face-to-face and virtual environments

2. **NETS-T Standard 2 -** *Design and Develop Digital Age Learning Experiences and Assessments:* Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes, identified in the NETS·S.

    2a. Design or adapt relevant learning experiences that incorporate digital tools and

      resources to promote student learning and creativity

    2d. Provide students with multiple and varied formative and summative

assessments aligned with content and technology standards and use resulting
data to inform learning and teaching

3. **NETS-T Standard 3 -** *Model Digital Age Work and Learning*: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
   - 3a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
   - 3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
   - 3c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
   - 3d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. **NETS-T Standard 4 -** *Promote and Model Digital Citizenship and Responsibility*: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
   - 4c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
   - 4d. Develop and model understanding and global awareness by engaging with colleagues and students or other cultures using digital age communication and collaboration tools

5. **NETS-T Standard 5 -** *Engage in Professional Growth and Leadership*: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources**.**
   - **5c.** Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

Relationship to *INTSAC Principles*:

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

REQUIRED TEXTS

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

De Houwer, A. (2009). *An introduction to bilingual development*. Multilingual Matters

RECOMMENDED TEXTS

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

Baca, L. (2004). *Bilingual special education interface*. (4th ed.). Prentice Hall.

Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell

Krashen, S.D. (2003). *Explorations in language acquisition and use*. Heinemann

Mitchel,R., Myles, F., Mardsen, E. (2012). *Second language learning theories.* Routlege.

COURSE ASSIGNMENTS AND RELATIONSHIP TO PROFESSIONAL STANDARDS

Performance Based Assessment (PBA) requirements: All licensure courses have required PBAs. The required PBA for the Foreign (World) Language candidates in this course is: the *Language Analysis Case Study*. These PBA must be posted by FL teacher candidates to TaskStream (TS) where it will be reviewed and graded.

Course Assignments and Alignment with Professional Standards		Grade %	TESOL Standards	ACTFL Standards	NETS-T Standards	INTASC PRINCIPLES
CLASS PARTICIPATION	Candidates are expected to actively participate in every class session by critically analyzing, asking questions, making observations, and sharing reflections about the readings, the topic for discussion, and other assigned tasks, thereby indicating they have thoroughly prepared for the class and the can give examples of how they are planning to incorporate this knowledge in teaching language learners.	20%	1b 2a 3a 4a 5a 5b 5c	2a 3a 4a 5b 6a 6b	1a 1d 3a 3b 3c 3d 4a 4c 4d 5c	1 2 3 9 10

THEORY AND RESEARCH: CRITICAL TOPIC RESPONSE and PRESENTATION	Using traditional and on-line sources, candidates will work to demonstrate their understanding of the course objectives. They will conduct research on a language acquisition topic and make connections between assigned and selected readings (books, chapters, articles, online scholarly sources), class activities, personal and professional experiences and case studies. They will present their research and findings in class using technology and an interactive presentation while sharing insights, knowledge gained, and learning materials with their classroom peers on Blackboard.	25%	1a 1b 2a 2b 3a 4a 4b 5a 5b 5c	2a 3a 4a 5b 6a	1a 1d 2a 2d 3a 3b 3c 3d 4c 4d	1 2 3 7 8 9
PHILOSPHY OF TEACHING	Based on personal beliefs and growing knowledge about SLA history, theory and research, language learning and learners, candidates will write a Philosophy of Teaching Statement. This will include references to the scholarly work and the literature, reflections on the role of culture, instructional practices, assessment, and the on the professional teaching principles and standards.	20%	2a 2b 3a 5a 5b 5c	2a 3a 3b 5b 6a 6b	4c 4d	1 2 3 5 7 8 9 10
E ACQUISITION CASE STUDY (LACS) and PRESENTATION	Candidates will collect, record, and analyze oral and written language samples from a language learner in their teaching environment. Candidates will provide a written report connecting this experience and their findings to course readings, and SLA history, theory and research. Their will share their findings with colleagues and family members of the selected learner and will write their reflection on the entire experience. References to standardized or other tests and assessments that the learner may has previously taken, learning standards, and scholarly references and citations must be used in the analysis and discussion parts of the report. Transcriptions of oral samples, samples of written work, and examples of additional data collected are required and must be submitted as appendices. A *Field Experience of 5-10 hours* observing and interacting with an ELL student in school and taking language samples for the *Language Acquisition Case Study Project is required*; *LACS is a PBA for Foreign (World) Language teacher candidates and it must be uploaded with all the appendices on Taskstream.* All candidates must complete LACS and also present their findings in class.	35%	1a 1b 2a 3a 3b 3c 5a 5b	2a 3a 3b 4a 5a 5b 6b	1a 1d 2a 2d 3a 3b 3c 3d 4c 4d	1 2 3 5 6 8 9 10

GRADING POLICY

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 10th 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'. 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. [See: http://catalog.gmu.edu/content.php?catoid=25&navoid=4848]

TASKSTREAM REQUIREMENTS

The Language Acquisition Case Study (LACS) is a required MME performance-based assessment (PBA). Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN) (even if the candidate has submitted the assessment as a hard copy or via email). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All assignments are due on the date indicated in the syllabus. ***Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date. Late assignments will not be accepted*** unless there is a prior arrangement made between the candidate and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot be used for a grade in a different course, even they have been revised. It is not ethical.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. The University Catalog, http://catalog.gmu.edu is the central resource for university policies affecting candidates, faculty, and staff in university academic affairs.

b. Other policies are available at http://universitypolicy.gmu.edu . All members of the university are responsible for knowing and following established policies.

c. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code].

d. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

e. *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.***

f. 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].

g. 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/].

h. Counseling and Psychological Services (CAPS) provide a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS provide individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. For more information please call (703) 993-2380 [See http://caps.gmu.edu].

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

j. "Ask a Librarian"[See http://library.gmu.edu/mudge/IM/IMRef.html].CEHD Education Liaison librarian is Ms. Anne Driscoll and can be reached at adrdisco2@gmu.edu and CEHD Distance Education Liaison librarian is Ms. Tina Adams and can be reached at tadams11@gmu.edu .

k. 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].

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

COURSE WITHDRAWAL WITH DEAN'S 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). Candidates must contact their academic advisor to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

PLAGIARISM

Avoid plagiarism, which is using an author's words without citing the author in your paper. Follow APA (6th edition) writing and citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

CEHD STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

Academic Integrity

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

Absences

Candidates are expected to attend **all** class periods for face to face courses and participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of an absence or non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

Professional Behavior and Dispositions

The Virginia Department of Education and the National Council for accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through: See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

Core Values Commitment

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

GUIDELINES, ASSIGNMENTS, REQUIREMENTS, AND RUBRICS

I) CLASS PARTICIPATION (20% of the final grade)

EDCI 516 - Bilingualism and Language Acquisition Research is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom

interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental. Knowledge construction and personal transformation are processes. As the session 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. There are three types of participation: 1) classroom engagement in whole and small group discussion; 2) online *Blackboard* participation on activities and discussions –as assigned; and 3) in-depth, personal reflections that may be included in papers or on on-line or class discussions.

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*.
- *Professional behavior must be exhibited at all times* and during all interactions –including online and email communications with all individuals or groups the candidate collaborates for the purpose of meeting the requirements for this course (class participants, the professor, colleagues, schools, community, students, and families). Candidate's behavior and demeanor must be at all times in accordance with the *Professional Dispositions* and the *Core Values* of CEHD. Violation of the *professional dispositions* and poor reflection of the *core values* are taken very seriously and will result in grade reduction. The issue will be communicated to the candidate's academic advisor and the senior leadership of the college.

Candidates are expected to complete all required readings prior to class, attend 100% of the face to face class sessions, arrive on time, and be prepared to actively engage in thoughtful and respectful dialogue with their peers, professor, or guest lecturers. If for reasons beyond your control you are unable to attend or be late for a class, you should notify the instructor at the earliest opportunity. *Three 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 course. Absences are considered excused at the instructor's discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. a 30 min. presentation on the week's readings may be decided).

Some of the coursework will be assigned on Blackboard. The work must be completed before following class meeting or at the time designated by the professor. Some of the work will be videos to watch and reflect on, written responses to questions, activities, or assignments or homework to prepare to be shared in the next class meeting. As a follow-up to class discussions, students may be asked to continue the critical analysis of the themes discussed during class by posting on discussion strands, blogs, wikis, or forums.

Note: The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

II) THEORY AND RESEARCH: CRITICAL TOPIC RESPONSE PRESENTATION (25% of the final grade)
The objective of this assignment is to engage candidates 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. Study and examination of current research is important for professional growth and development. The Critical Topic Response (CTR) engages candidates in a thoughtful process. It 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.

Candidates will be assigned readings on a related topic concerning ELLs and second language acquisition theory, research and or practice. They will be tasked to select an additional reading –a peer reviewed scholarly article not more than five years old- on the same/related topic. You will conduct an analytical and critical examination of the readings and will construct a CTP presentation. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the authors,* and how and why you *can or cannot apply* these ideas into your current or future practice. The presentation should be comprised of three parts (or levels): 1) **Level One: description/summary of chapters and article; 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 give reference for your article and provide a scanned copy or the link on Blackboard in the designated area along with your power point presentation. The purpose is to make your research and analysis available to your peers and facilitate their growth and learning as ELL teachers. They will have the opportunity to comment on your analysis and reflect on your findings identifying ways that these findings can be helpful to them and their future or current educational settings and environments.

With your group, you will give a *60 minute* interactive presentation incorporating technology and activities to engage your audience. In the end of your presentation you will allow an additional *15 minutes* for questions, comments and discussion. You will share what you learned from the readings, your analysis, insights, reflections, and materials with your classroom peers and will post your presentation, copy of your selected article, and any additional resources you used in your work on Blackboard at a designated area to be available to all members of the class.

III) PHILOSOPHY OF TEACHING STATEMENT (20% of the final grade)
Your Philosophy of Teaching statement will focus on teaching Culturally Linguistically Diverse (CLD) students with or without exceptionalities and your principles and practices based on first and second language acquisition and bilingual education theory, research, and practice. Your paper must be organized with headings and subheadings; follow APA 6th edition style; and *be 5 pages maximum*. You must provide references and citations according to the APA format.

Your paper will need to blend SLA theories and research, discussion of culturally responsive teaching and how they can shape your instruction and a vision of your classroom. You will need to incorporate the history of ESL, policy issues for reflection and clarification, and an understanding of multicultural education and issues of equity in the classroom. You need to define your professional development plans (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to demonstrate how you
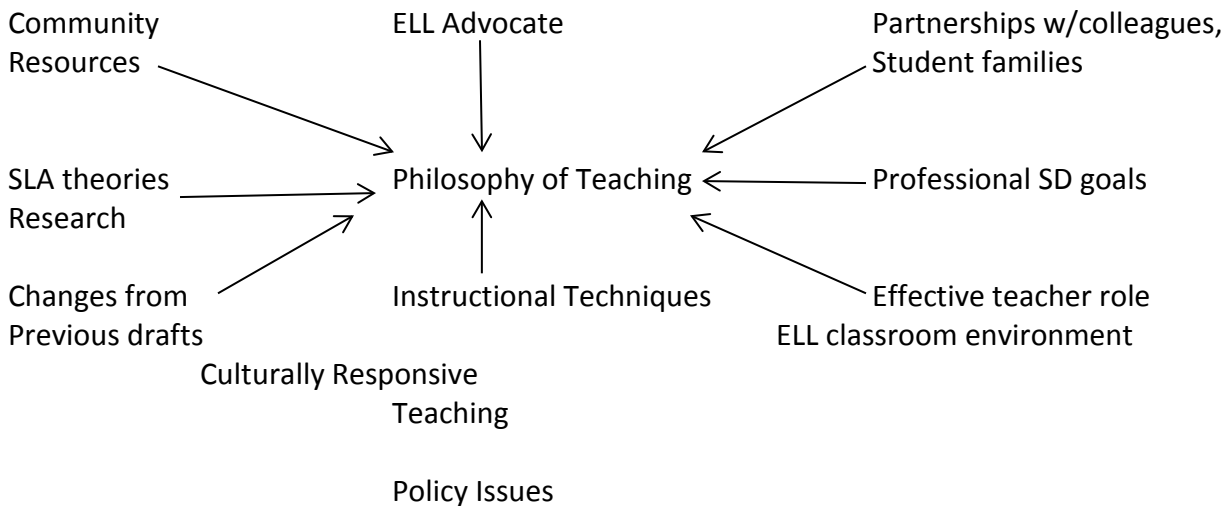
plan to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. Keep the following in mind:

1) How will your understanding of theories related to language learning shape your teaching in the future?

2) What information about ESL history, research, public policy, and current practice will inform your instruction? What information about best practices in multicultural education and culturally responsive teaching will inform your instruction?

3) Reflect on your role and describe your goals for ensuring success of your students and yourself as a professional.

The statement should be a cohesive, first-person narrative that provides a clear picture of your classroom and your role as a teacher. It should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development. Finally, it should reflect your understanding of and commitment to the critical issues to teaching second language learners and be personal but grounded in theory and research.

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, and 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. 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.

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.

Community Resources   ELL Advocate   Partnerships w/colleagues, Student families

SLA theories Research   →   Philosophy of Teaching   ←   Professional SD goals

Changes from Previous drafts   Instructional Techniques   Effective teacher role ELL classroom environment

Culturally Responsive Teaching

Policy Issues

IV) LANGUAGE ACQUISITION CASE STUDY (LACS) (35% of the final grade)

Objectives of Language Acquisition Case Study and Presentation: The *Language Acquisition Case Study (LACS) of a language learner and Presentation* is designed to engage candidates in a **Performance-Based Assessment (PBA)** task in which they will analyze second language analysis patterns in language learners. As a final course assessment, LACS requires candidates to apply all aspects of the EDCI 516 course materials. This project requires candidates to think critically about teaching and learning in the context of the 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 increasing language proficiency (speaking, listening, reading and writing). LACS is appropriate for all EDCI 516 candidates, whether currently teaching or not. It requires no prior knowledge of linguistics.

Presentation Component Objective: The purpose of the presentation component of this project to provide participants 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, to share the findings with colleagues (professional development), and to share professional knowledge and language analysis skills with colleagues and fellow students.

Procedures and Suggested Format for Conducting the Case Study		
First	Collecting the Oral and Writing Language Samples for Analysis	
Second	Writing the Report	
	Part I	Introduction
	Part II	Analysis of the Oral and Written Language Samples
	Part III	Exploratory Action Plan
	Part IV	Reflection
	Part V	References [following APA Style 6th edition guidelines]
	Part VI	Appendixes

<u>**FIRST:**</u> ***Collecting the Oral and Writing Language Samples for Analysis:*** With your group peers, you will collect an authentic language sample from a second language learner. The sample should include <u>both written and oral language</u>.

Oral Sample: Candidates may use an interview or conversation format, or any other activity that elicits language production in as natural and relaxed a setting as possible. Researchers may consider audio or video-taping the sample for transcription. *This should be an original thought sample and not a reading*.

Written Sample: You will request a sample of the English-language leaner's work or request other written material written by the learner. This may be a letter, an essay, a short report, or any method or media that will help you gain access to the written domain of his/her language acquisition.

Additional details: (1) You will need to gain appropriate permission from the parent/guardian and school; (2)

if applicable, this language sample may be collected in the natural classroom setting, or it may be collected outside the classroom setting; (3) find out as much as you can about the language, educational and cultural background of the learner whose language sample you will be analyzing. See guidelines for interview provided below.

<u>SECOND:</u> *Writing the Report:* You will submit one report with the sections in the following order:

Part I- **Introduction** – please include the reason you chose this child for your case study and 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 (TESOL Std. 2). Give a description, identification, brief personal history and education of the sample participant and, if possible, of the participant's family. How did you establish a relationship with the child's family (TESOL Std. 2, 5b)? This may include:

- Age, place of birth, countries and cities where s/he has lived, if born overseas, and age when immigrated. State why this individual was chosen for the language sample. Previous schooling and accompanying details – participant and family, if possible.
- Social, educational, and personal background
- Academic history in the U.S. or overseas (e.g., grade level, type of educational background)
- Linguistic, cognitive, and sociocultural variables
- Various learner variables that may have (or have had) an effect on L2 acquisition

Part II - Analysis of the *Oral and Written* **Language Samples:** After you have obtained your language sample, we suggest that you analyze the **oral language sample** in <u>two distinct steps</u>:
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. <u>Record/jot down your preliminary impressions</u>. 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* <u>transcribe</u> *some of the major parts of the language sample* upon which your analysis will focus. A full transcription is not required, but you will want to transcribe enough of the sample so that it will provide you data for analysis. Rather than conducting a detailed linguistic transcription (most of you may not yet have taken a formal linguistics course), the purpose of this project is to analyze the tape for overall language acquisition and error patterns.
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 the TESOL or WIDA oral and written proficiency rubric or any other proficiency rubric your school may be using. If you wish, you may rate the language sample according to other rating scales as long as you cite the sources. You 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, Cummins, Schumann, etc.) When citing these course (and other) readings, please follow the guidelines of APA style (6th edition). To guide you in your analysis, you might want to discuss the similarities or differences between L1 and L2. 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:*** You will prescribe an ***exploratory action plan*** to help the -ELL attain a higher proficiency level of English-language competence. This may focus on some ideas to correct, or overcome, possible language difficulties, or provide steps to help the ELL reach a more advanced cognitive academic language proficiency level. This should include r**ecommendations and/or conclusion(s)** you can make, and should include tasks for the school and home/community integration. What steps might the -ELL take to improve his/her language skills? What should the ELL do next? What steps might the language instructor/ tutor take to facilitate progress?

Part IV – **Reflection:** In a final section, you will write your 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 your readings as a result of conducting this study. Discuss: 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; and how this knowledge might contribute to your role as classroom teacher and facilitator.

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.

PROPOSED CLASS SCHEDULE

Class	Topic	Readings and Assignments
May 18	Introduction to Bilingualism and Language Acquisition Research	Review of the syllabus and course requirements Obtain course textbooks Study CEHD Core Values and Dispositions Review Standards
May 20	Bilingualism: Definitions and distinctions Bilingual First Language Acquisition (BFLA)	De Houwer, Chapter 1 and 2 Review Links and Resources on Bb
May 22	From birth to understanding words and making sentences	De Houwer, Chapters 3, and 4
May 25: Memorial Day Holiday- Class does not meet		
May 27	*1* Bilingualism: definitions and distinctions *2* The measurement of bilingualism	Baker Chapters 1 and 2 De Houwer, Chapters 5 and 6
May 29	*3* Endangered languages: Planning an revitalization *4* Languages is Society	Baker, Chapters 3 and 4
June 1	Library and research tools and databases for bilingualism and second language acquisition research	Library search on your selected topic
June 3	*5* The early development of bilingualism *6* The later development of bilingualism	Baker, Chapters 5 and 6
June 5	*7* Bilingualism and cognition *8* Cognitive theories of bilingualism and the curriculum	Baker, Chapters 7and 8
June 8	*9* Historical introduction to bilingual education: The US *10* Types of bilingual education	Baker, Chapter 9 and 10 ***Teaching Philosophy is due***
June 10	*11* Education for bilingualism and Biliteracy *12* The effectiveness of bilingual education	Baker Chapters 11 and 12
June 12	Special education needs, assessment and testing of bilinguals	Baker Chapters 15 and 16

June 15	**13** Effective schools, classrooms and bilingual students **14** Literacy, biliteracy, and multiliteracies for bilinguals	Baker, Chapter 13 and 14
June 17	Perspectives on Bilingual Education: Ideology, Identity, Right, and Citizenship Bilingualism in the modern world	Baker, Chapters 17, 18
June 19	Bilingualism in the modern world Presentations of LACS Course wrap-up and evaluations	Baker, Chapter 19 ***LACS due***

*The additional readings and assignments listed on this class schedule will be found on Blackboard or will be provided in class

EDCI 516 ASSIGNMENT EVALUATION RUBRICS

Attendance and Participation Evaluation Rubric

Class Participation *Criteria:*_____	Approaches the Standards 1	Meets the Standards 2	Exceeds the Standards 3
ATTENDANCE	One unexcused absence. Online work is usually late.	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy. Some online work is late.	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy. Online work is prepared on time.
PREPARATION OF READINGS	Prepared some of the time for thoughtful contribution to class.	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions.
PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	Minimal participation in discussions, activities, and projects.	Always participates in discussion, activities, and projects.	Is actively engaged in all aspects of class discussion, in both small and whole class venues, in all activities and projects.
HOMEWORK PROJECTS	Usually prepared with assignments or group work.	Always prepared with assignments or group work.	Always prepared with assignments and assumes active and engaged role in all group work.
BLACKBOARD ASSIGNMENTS	Limited contribution to the quality of discussion. Provides limited references to other research, gives some examples, and sometimes evokes follow-up responses from other students. Does not post all assignments required on time.	Enhances quality of discussion. References other research, gives examples, and evokes follow-up responses from other students. Posts all assignments and work required on time.	Demonstrates thoughtful contributions to discussions, citing readings; substantially enhances quality of discussion through meaningful responses to posted strands (e.g., suggests new perspectives on issues, asks questions that help further discussion).

Teaching Philosophy Statement Evaluation Rubric

Category	TESOL DOMAIN	Approaches Standards 1	Meets Standards 2	Exceeds Standards 3
Understand and apply knowledge about teacher's cultural values and beliefs and their effect on teaching and learning to the philosophy of teaching	2	Candidate demonstrates awareness that cultural values have an effect on ELL learning but does not address this in the philosophy of teaching	Candidate creates a philosophy that that takes into consideration a variety of concepts of culture and provides limited ways to address bias and infuse cross-cultural appreciation in teaching practice	Candidate consistently uses cultural knowledge throughout the philosophy of teaching to address his/her own biases and creates a plan of action to remove any and all bias in teaching practice and support cross-cultural appreciation in their classroom
Understand and apply theories and research in second language acquisition and concepts about the interrelationship between language and culture	1, 2	Candidate demonstrates awareness of theories and research and the connection between language and culture but does not address this in the philosophy of teaching	Candidate chooses theories and research findings, techniques and activities in the philosophy of teaching that reflect his/her knowledge of second language acquisition, and the interrelationship between culture and language	Candidate chooses theories and presents a plethora of research findings, approaches, techniques and activities in the philosophy of teaching that demonstrate his//her knowledge of second language acquisition theory and research and support student connections between home and school culture and language
Create a supportive, accepting classroom environment	3	Candidate creates a philosophy of teaching that does not address the needs of diverse learners through activities	Candidate creates a philosophy of teaching that contains some activities or professional development opportunities to support linguistically and culturally diverse learners	Candidate creates a philosophy of teaching that is student-centered and incorporates several specific strategies to address the needs of linguistically and culturally diverse students

Clearly establish professional goals that will help the candidate create supportive learning environments for ELLS	5	Candidate provides only one professional goal; goal does not seem to provide ways to create a successful and supportive learning environment	Candidate 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	Candidate 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
Uses instructional techniques, research, history of ESL, and policy issues to reflect on and clarify their philosophy of teaching	5	Candidate does not mention the ESL field or its history when articulating the philosophy of teaching	Candidate mentions his/her knowledge of ESL field and its history and connect this to their philosophy of teaching	Candidate uses his/her knowledge of the ESL field and its history to articulate the philosophy of teaching that consistently addresses this in the philosophy and vision of their classroom

Theory and Research: Critical Topic Response Rubric

Criteria	Approaches the Standards	Meets the Standards	Exceeds the Standards
Organization	Has some of the essential components but is disorganized; no real movement from generalities to specifics.	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics	Follows all requirements as explained in syllabus. Critique well organized with a clear description, a section for analysis, interpretation, & connection to readings, and a personal reflection & classroom connection.
Interpretation	Identifies some questions. Recognizes basic content States some inconsistencies.	Asks insightful questions and recognizes context.	Asks insightful questions. Examines points made in article and discusses potential inconsistencies.
Analysis and Personal Connections to Article	Identifies some conclusions Sees some arguments Minimal connections to 516 readings/research literature. Minimal reflection to practice included	Formulates conclusions Recognizes arguments Seeks out information. Connections to 516 readings. Reflection may not be connected to classroom practice	Views information critically, and uses reasonable judgment to synthesize information and make connections to 516 readings and to classroom practice. Includes a strong reflection
Mechanics/ Writing	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of revision and proofing.	Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading.	Well written with few or no errors or error patterns Clear evidence of regular revision and proofing.

Language Acquisition Case Study (LACS) Evaluation Rubric *

Criteria	Does not Meet the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
Cultural Context, Description of Learner & Learner's Language Development	Introduction is cursory or includes two or fewer descriptive elements listed under the Excellent category (see right) in this project component	Description/Introduction includes only three of the six descriptive elements listed under the Excellent category (see right) in this project component	Description/Introduction includes only four or five of the six descriptive elements listed under Excellent	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	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	Conducted the language sample, but did not adequately follow the guidelines set forth in syllabus, or did not apply knowledge or report findings accurately	Conducted/collected the language sample as described, but may be incomplete or did not report the findings of the Language Proficiency Assessment	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	Cursory analysis of language learner, or may indicate misconceptions about SLA theories studied in EDCI 516	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	Analysis of language learner provides adequate evidence of understanding of SLA theory & research through discussion of 6 – 7 SLA theories in EDCI 516	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

Action Plan – Application of SLA Theories	Does not include an Exploratory Action Plan, or Plan contains considerable errors or lack of cultural relativity	Presents only cursory action plan for language learner that lacks in individualization or differentiation and may connect only minimally to learner's background or SLA theories	Presents realistic, culturally grounded 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	Presents realistic and individualized action plan for 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	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	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	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	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
Presentation	Presentation, or does not include all members; no handout included, or group does not follow presentation guidelines in syllabus	Presentation does not adequately comply with guidelines, or all members do not participate equally; cursory handout provided	Presentation generally meets with guidelines; members participate equally; handout included, may not adequately represent project content	Presentation well planned & presented, meets all guidelines; members participate equally. Includes well prepared handout that contains salient points of project
Reflection on Teaching and Learning	Reflection may be missing or only brief, or lacks focus or clarity of thought	Very limited discussion or reflection or three of the five elements listed are missing	Cursory reflection that only contains some of the elements in the instructions.	Includes a rich, thorough individual reflection that addresses all the elements as described in the instructions.

APPENIX A: Recommended Bibliography

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