George Mason University
College of Education and Human Development
Graduate School of Education

Concentration:
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 516: DL3 CRN 82229
Bilingualism & Language Acquisition
3 Credits

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Office Hours: Online—email me and we will set up a time to chat
Meeting Dates: Sept. 1—Dec. 14, 2015
Meeting Time: Weekly modules beginning on Tuesdays
Meeting Location: Online

Course Description

A. *Prerequisites/Co-requisites (if you are new to the program)*

   a. EDRD 515: Language and Literacy in Global Contexts and EDUC 537: Introduction to Culturally and Linguistically Diverse Learners. May be taken concurrently with EDCI 516.

B. *Catalog Description:*

   Examines research in first and second language acquisition, including interaction of bilingual person's two languages with applications for the classroom. Requires 20 hours of PK-12 classroom fieldwork.

C. *Expanded Course Description*

   This course is required for students pursuing an initial teacher licensure in English as a Second Language (ESL/ESOL) or Foreign Language education. It is also required for teachers pursuing endorsement in ESL/ESOLK-12 education through the Virginia Department of Education. 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 pr**o**cessing. It is important to note that this is not a methods course or 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. This course aims to help candidates develop the knowledge and competencies needed to work with culturally and linguistically diverse student populations with and without exceptionalities.

Course Requirements

EDCI 516 is comprised of online participation and a series of course products and assessments aimed toward providing evidence of meeting the course objectives (see Schedule). It will include a hands-on learning project where you will spend time working and interacting with a language learner analyzing his/her language acquisition and presenting an exploratory action plan to ensure growth, development, and academic success.   Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Course Outcomes

Participants in this course will identify and review educational theories/theorists, examine topics related to first and second language acquisition, and the history of language teaching. Some theorists include Vygotsky, Skinner, Chomsky, Krashen, Cummins, Collier, and Schumann.
 At the conclusion of EDCI 516, candidates will be able to demonstrate:

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

DELIVERY METHOD:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on September 1, 2015 at 8AM EST.

EXPECTATIONS FOR PARTICIPATION:

This online course is not self-paced. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

* Course Week: This course is asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesdays, and finish on Mondays.

* Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.

* Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

* Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.

* Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

* Workload: Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

* Advising: If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

* Netiquette: Our goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. Be positive in your approach to others and diplomatic with your words. I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

* High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;

* Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course

* Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

* The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:

* Adobe Acrobat Reader: http://get.adobe.com/reader/

* Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player

* Apple QuickTime Player: www.apple.com/quicktime/download/

* A headset microphone for use with the Blackboard Collaborate web conferencing tool

Relationship to Program Goals and Professional Organizations

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

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

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

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

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

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

Standard 3.a. Planning for Standards-Based ESL and Content Instruction - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a

supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

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

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

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

ACTFL/NCATE Standards Addressed:

Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Standard 3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

Standard 4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language* Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the *Standards for Foreign Language Learning* and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

Standard 5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and

they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

Standard 6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Textbooks

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
Krashen, S.D. (2003). *Explorations in Language Acquisition and Use*. Heinemann (for background
        information)

Recommended Books:
Garcia, O. (2009). *Bilingual Education in the 21st century: A Global Perspective*. Wiley-
        Blackwell
American Psychological Association (2009). *Publication Manual of the American Psychological
        Association* (6th ed.). Washington, DC: American Psychological Association.
Nieto, S. (2002). *Language, Culture, and Teaching: Critical Perspectives for a New Century.*
        Mahwah, NJ: L. Erlbaum.

Assignment Descriptions

Critical Topic Response Paper
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.   Candidates will be assigned a chapter on a related topic concerning ELLs and second language acquisition theory, research and or practice. They will be tasked to select a third reading –a peer reviewed scholarly article not more than five years old- on the same/related topic with the assigned chapters. They will read the chapters and article with analytical and critical examination and will construct a CTR. The CTR will require that each candidate formulate thoughts and connect those thoughts to current literature and research in the field.
The CTR should be **maximum 6 pages** in length. It should reflect what the 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. Please give reference for your article and provide a scanned copy or the link on Blackboard in the designated area along with your paper and your media presentation (Prezi or Powerpoint, for examples). Additional guidelines and rubric are available on Blackboard.

Multimedia Research Presentation
In conjunction with the research you will conduct as part of the critical topic response paper, you will create a multimedia presentation summarizing your findings. The presentation will be posted on Blackboard and

should be prepared for a larger audience of colleagues, school personnel, or others in the field. The presentation should use multiple, interactive technologies beyond PowerPoint and incorporate activities to engage to allow the class to fully engage with the research. Your presentation should focus on how educators can apply ideas into current or future practice while sharing what you learned from the readings, your analysis, insights, reflections, and materials with your classroom peers and will post your paper, presentation, copy of your selected article, and any additional resources you used. Additional guidelines and rubric are available on Blackboard.

Language Acquisition Presentation
In conjunction with the Language Acquisition Case Study (below) you will present your preliminary findings to the class for feedback and further discussion. This will be done through Blackboard Collaborate. The purpose of the presentation is two-fold: (1) 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 and to share the findings with colleagues (professional development), and (2) to provide participants the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students. The presentation will occur during the last 2 weeks of the course, allowing you to obtain and incorporate feedback on your assessment and action plan into your final paper. See below for details about the case study. The presentation will be no more than 20 minutes, including discussion and questions & answers. A sign-up sheet for the Collaborate sessions will be available toward the end of the course. Additional guidelines and rubric are available on Blackboard.

PERFORMANCE BASED ASSESSMENT – Philosophy of Teaching

In this assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise a Philosophy of Teaching statement. This assessment is revisited throughout the TCLDEL program as you learn more about the profession of teaching, and is incorporated into EDCI 516, EDUC 537 and EDRD 610. Retain a copy of this statement so that you may use it to reflect upon your growth as an educator throughout the program.

Your philosophy of teaching statement 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 ESL and language minority students as well as policy issues related to language 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 demonstrate how you might build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students in order to be an effective teacher of culturally & linguistically diverse 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 ESL/WL history, language minority students, research, public policy, and current practice will inform your instruction?
3) Reflect on your role as an educator and describe your goals for ensuring success of your students and yourself as a professional?

4) (If this is a revision of your previous paper in EDUC 537) 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.

The statement should be a cohesive, first-person narrative that provides a clear picture of your classroom and your role as a teacher. For some purposes, an extended description is appropriate, but length should suit the context. 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. The paper should be no more than 6 pages, written in APA 6 style. Please check the rubric for more guidance.

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 (text and other class materials), this could include implications, predictions or conclusions you have drawn about your development as a career educator.

Use the Writing Center if you are unsure of your writing skills, or have someone read it through to make sure that it holds together as an academic paper.

PERFORMANCE BASED ASSESSMENT - Language Acquisition Case Study

Objectives of Language Acquisition Case Study: 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.

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	Individual reflection
	Part V	References [following APA Style 6TH edition guidelines]
	Part VI	Appendixes

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

Oral Sample: Candidate 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: Each candidate 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.

SECOND: *Writing the Report:* Each candidate will submit a report and a reflection 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. <u>Listen to, or watch</u> 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 education foundation: amount, level and quality	Environment (L1, L2) and expectations to
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 its 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 is evidenced?
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	Examples of common errors include Trouble with /th/ sound while speaking; rolling the /r/; dropping the endings of words (especially those ending in /s/); confusing prepositions, such as from for, to, and of; confusion among articles a, an, the; confusion of me, my, and I

skills is there from L1 to L2?	
What are the 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: Each candidate 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.

Presentation Guidelines: Use Power Point to create your presentation. You will present your Case Study on Collaborate, which supports Powerpoint slides for visuals. Prepare a *short* excerpt of the language sample tape and provide examples of the written language sample. Post on Blackboard with the presentation *a short handout* that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted.

FIELD EXPERIENCE REQUIREMENTS

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs.   Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf   You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience

placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please indicate "international cohort" on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours.   You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf   You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of the *international* cohort program (FAST TRAIN), please check "international cohort" as your program on your request form. All other cohorts will indicate their licensure/endorsement area as the program.

Class Assignments				
Project	**Goal**	**Percentage of Grade**	**Due Date**	
Participation	Candidates are expected to actively participate on-line in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected. *TESOL/NCATE Standards: 1b, 3a, 4a, & 5a* *ACTFL/NCATE Standards: 3a, 4a, 6a*	20 percent	**Each week**	
Philosophy of Teaching Statement	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.	10 percent	**Oct. 12, 2015**	
Critical Topic Response Paper *(Theory & Research)*	Using traditional and on-line sources, candidates 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*	20 percent	**TBD**	
Multimedia Research Presentation	In conjunction with the research you will conduct as part of the critical topic response paper, you will create a short multimedia presentation summarizing your findings and post it on Blackboard for class input and discussion. *TESOL/NCATE Standards 1b, 2a & 2b* *ACTFL/NCATE Standards 3a, 5a, 6a*	5 percent	**TBD**	
LACS Presentation	In conjunction with the Language Acquisition Case Study (above) you will present your preliminary findings to the class for feedback and further discussion. *TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, & 5a, 5b* *ACTFL/NCATE Standards 3a, 5a, 6a*	5 percent	**Week of Nov. 30 on Blackboard Collaborate**	

Language Acquisition Case Study *(Theory, Research, Professional Collaboration & Practice)*	Candidates will work individually to collect, record, and analyze oral and written language samples from a language learner in their current teaching environment. You will provide a written commentary connecting this experience to course readings, SLA research and theory. Students will also be expected to present their findings to a colleague or family member of the learner and provide personal reflection of the entire experience. References as well as examples of the data collection are required. *TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, & 5a, 5b* *ACTFL/NCATE Standards 3a, 5a, 6a*	30 percent	**Posted on Blackboard by Dec. 14, 2015**
Field Experience Documentation	Candidates will complete a minimum of 20 hours of school-based field experiences including observing and interacting with an ELL student in school and taking language samples for the Language Acquisition Case Study Project. Field experience must be documented by submitting a Field Experience Log of Hours and Evaluation form which must be submitted to Blackboard. http://cehd.gmu.edu/assets/docs/fast_train/PBA_ESOL-FieldworkGuidelines.pdf	10 percent	Posted on Blackboard by Dec. 14

Evaluation Criteria are listed with each assignment and/or posted on Blackboard.

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

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. *All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.*

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (http:// oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:
   1. Copying a paper or part of a paper from another student (current or past);

1. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
2. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
3. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

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

Additional Course Policies

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

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

Students with Disabilities: Please inform the instructor on the first day of class if you require accommodations. Those seeking accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

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.

GMU Policies and Resources for students

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code-2/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- 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.
- 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/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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 & Human Development 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/]

Course Schedule

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and referred to during weekly work – Some supplemental readings TBA in weekly folder)
Week One **Aug. 31-Sept. 6** .	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements Intro to Blackboard and texts Bilingualism—Definitions and Distinctions	*Part One: Introduction to EDCI 516, Syllabus and Overview*
Week Two **Sept. 7-Sept. 13**	Overview of key issues in Second Language Acquisition (SLA) Research Myths and misconceptions about second language learning	**Baker** (2011) text: Chapters 1 & 3 **McLaughlin, B.** (1992). "Myths and misconceptions about second language learning" found at: http://www.ericdigests.org/1992-1/myths.htm **Wiley, T.G.** (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/esl_resources/digests/myths.html **King, K. & Fogle, L.** (2006). "Raising bilingual children: Common parental concerns and current research" Once you are on the CAL page, click on page 6 for the article. http://www.cal.org/resources/digest/RaiseBilingChild.html
Week Three **Sept. 14-Sept. 20**	Continuing: SLA Research and its implications for classroom practice\Definitions, & Measurement	**Baker (2011)-** Chapter 2 **Crandall, J**. (2003). They DO speak English: World Englishes in U.S. Schools. http://www.modlinguistics.com/sociolinguistics/internationalenglishes/They%20do%20speak%20English.htm **de Houwer (2009) Chapters 1 & 2**
Week Four **Sept. 21-Sept. 27**	Standards for Teachers and P-12 Students: TESOL, ACTFL, NCATE	**Baker, C.** (2011). Chapter 2: reread ideas on measurement as we consider the role of Standards in teaching and learning **Introduction to Critical Topic Response and sign up for chapters/themes** **Additional Readings from Blackboard** The ESL Standards for Pre-K-12 Students -- http://www.tesol.org/s_tesol/seccss.asp?CID=95&DID=1565 The Foreign/World Language Standards for PK-12 Students http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary) VA ELP SOLs: http://www.wida.us/standards/elp.aspx

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and referred to during weekly work – Some supplemental readings TBA in weekly folder)
Week Five **Sept. 28-Oct. 4**	L1 Research in Children L2 Research: Children and Second Language Acquisition	**Part I:** L1 & L2 Research and Children **Readings:** **Baker** (2011). Chapter 5 **de Houwer (2009) Chapters 3 & 4** Webcast : http://ColorinColorado.org **YouTube:** http://www.youtube.com/watch?v=IqukbEigUtk&feature=related http://www.youtube.com/watch?v=NiTsduRreug&feature=related http://www.youtube.com/watch?v=vh6Hy6El86Q&feature=related
Week Six **Oct. 5-Oct. 11**	Adolescents/ Adults and Second Language Acquisition Intro to Language Analysis Case Study Project	**Baker, C.** (2011). Chapter 6 de Houwer (2009) Chapters 5 & 6 **Teens in Between (iTunesU)** **Walqui, A.** (2000). Strategies for success: Engaging immigrant students in secondary schools: http://ericae.net/edo/ed442300.htm **Short, D & Fitzsimmons, S. (2007)** Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary: http://www.nwp.org/cs/public/download/nwp_file/9050/Double_the_Work.pdf?x-r=pcfile_d YouTube: Part 2 of Stephen Krashen's lectures. http://www.youtube.com/watch?v=ak3UrGCj71s&feature=related
Week Seven **Oct. 12-Oct. 18**	Bilingualism & Cognition Cognitive Theories and the Curriculum	**Philosophy of education paper due this week by Oct. 12 midnight.** **Baker, C.** (2011). Chapters 7 & 8 **Genesee, F.** (2000). Brain research: Implications for second language learning. http://www.cal.org/resources/digest/0012brain.html/digest_pdfs/digest_pdfs/0012-genesee-brain.pdf Language and Learning on **YouTube:** http://www.youtube.com/watch?v=hW_qpta6zb4&feature=relmfu
Week Eight **Oct. 19-Oct. 25**	Affective, Social, and Cultural Perspectives SLA Models Bilingual Education The role of Comprehensible Input: The SIOP and the CALLA models.	**Baker (2011)** – Chapters 12, 13 and 18

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and referred to during weekly work – Some supplemental readings TBA in weekly folder)
Week Nine **Oct. 26-Nov. 1**	Bilingualism, Biliteracy, and Language Learners	**Baker, C.** (2011). Chapters 9 & 10, skim 11 and 14 **Thomas, W. P., & Collier, V. P.** (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2). **Rossell, Christine** (2004). Teaching English through English. Educational Leadership 62(4): 8-13. ***Recommended reading*:** **Armstrong, T.** (2004). Making the Words Roar, *Educational Leadership 61(6) 78-81.*
Week Ten **Nov. 2-Nov. 8**	Bilingualism and Special Needs	Baker (2011) - Chapter 15 and skim 16 ColorinColorado.org webcast on Learning Disabilities and English Learners
Week Eleven **Nov. 9-Nov. 15**	Implications of Learner Similarities/ Differences for the Classroom Input and Interaction in SLA: A Brief Look at the Multiple Intelligences	**Amstrong, T.** Multiple Intelligences http://www.thomasarmstrong.com/multiple_intelligences.htm (Follow the links in the document for additional resources) **Gardner, H.** (2006). The Science of Multiple Intelligences Theory: http://web.ebscohost.com.mutex.gmu.edu/ehost/pdf?vid=3&hid=103&sid=6a5406a1-52ae-45f3-8880-af00856416e9%40sessionmgr110 **Recommended Book:** **Gardner, H.** "Multiple intelligences theory: Eight ways of knowing"
Week Twelve **Nov. 16-Nov. 22**	Assessment Policy & Politics of Bilingualism: The Socio-political Debate Classroom Discourse: The role of authentic communicative situations	**Baker, C.** (2011). Chapters 17 and 19.
Week Thirteen **Nov. 23-29**	Thanksgiving break	Work on your final projects. There will not be any new material this week. Sign up for Blackboard Collaborate session for next week

Class	Theme/Topic	Preparation and Readings (To be read at the beginning of the week and referred to during weekly work – Some supplemental readings TBA in weekly folder)
Week Fourteen **Nov. 30-Dec. 6**	**Final 516 Class –** **Pulling It All Together** Review Course Synthesis	Course Synthesis. LACS Projects to be presented in small groups on Blackboard Collaborate
December 14	**Language Analysis Project**	Reviews of projects and final papers with individual reflections due to Blackboard by midnight Dec. 14, 2015.

Performance Based Assessment Rubric – Language Acquisition Case Study

Category	TESOL Domain	ACTFL Std	Score			
			1	**2**	**3**	**4**
			Does Not Meet Standard	**Approaches Standard**	**Meets Standard**	**Exceeds Standard**
Cultural Context, Description of Learner & Learner's Language Development	2a	3a	Introduction is cursory or includes two or fewer descriptive elements that does not fully address the socio-cultural context	Description/introduction only briefly discusses socio-cultural context as it relates to the learner's language development and lacks depth of analysis	Description/introduction thoroughly addresses the socio-cultural background of the learner as it relates to language development providing a rich context for the language acquisition analysis.	Description/Introduction includes all six elements described, including a detailed rationale, description of the language learner and his/her language development history, and specifically addresses how the cultural context influences language acquisition and learning
Language Proficiency Assessment	1a	3a	Candidates are aware of the components of language and language as a system but do not use this knowledge to inform the case study	Candidates identify specific components of language and language as an integrative system to identify child's language ability and weaknesses	Candidates identify many components of language and language as an integrative system	Candidates identify all appropriate components of language and language as a system, including phonology, morphology, syntax, pragmatics and semantics. Analysis is clear and thorough, with appropriate evidence for each assessment.
Language Analysis & Application of Language Acquisition Theories	1b	3a	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	3a	3b	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
Professional Communication as evidenced by overall writing, format and referencing	5a, 5b	6	Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidate provides a cursory reflection that contains misses some elements of the assignment. Some APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching. Few APA formatting errors but do not hinder the reader significantly.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context. No APA errors present.