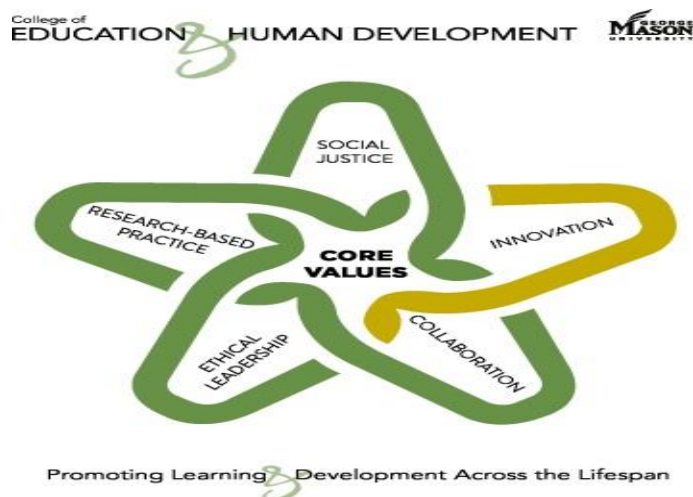


**George Mason University**  
**College of Education and Human Development**  
**Teaching Culturally and Linguistically Diverse and Exceptional Learners**



**EDCI 583 001**  
**Research and Practice with Bi-Multilingual Learners**  
3 Credits, Summer 2021  
Asynchronous Online

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines first and second language acquisition theories and sociopolitical contexts of research around the development of bi-multilingualism past and present. Studies bilingual/multilingual learners' cultures and languages through asset-based perspectives and addresses implications for pedagogical practices that promote bi-multilingualism and biliteracy.

**Course Overview**

Candidates will critically examine past and current research on the development of bi-multilingualism across the life span. Special emphasis will be placed on understanding sociopolitical and historical influences on language learning and development of bi-multilingualism and biliteracy. Candidates will acquire knowledge about the dynamic, complex nature of bi-

multilingualism and the myriad of factors that contribute to acquiring an additional language. Candidates will become familiar with past and current second language acquisition (SLA) from behavioral, cognitive, sociocultural, sociolinguistic, and functional perspectives.

Although this course is not a methods course, candidates will explore pedagogical practices based on current research and asset-based perspectives of bi-multilingual learners. Special emphasis will be placed on understanding the intersection of culture, language, and identity for creating optimal language learning environments for bi-multilingual learners. Candidates will explore the concepts of translanguaging and multiliteracies as promising practices with bi-multilingual learners in ESL/EFL/EAL contexts.

## Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on June 21, 2021 at 8:00 a.m.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:

<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

- Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Develop understanding of first language (L1) and second language acquisition (SLA) processes, research, and the continuum of SLA across the lifespan.
2. Become knowledgeable about research/theories past and present related to the development of bi-multilingualism and biliteracy.
3. Identify, think critically about, and discuss the complex, dynamic nature of bi-multilingualism and influencing factors (e.g., social, affective, cultural, linguistic, motivational, cognitive, and sociopolitical).
4. Analyze the sociopolitical influences on bilingual education and impact on bi-multilingual learners in educational contexts.
5. Explore the pedagogical practices/approaches (e.g., translanguaging, multiliteracies, social semiotic) that support the development of bi-multilingualism and biliteracy in ESL/EFL/EAL contexts.
6. Build knowledge about the importance of valuing home/community language practices in designing effective instructional environments for bi-multilingual learners.
7. Gain knowledge about the use of technology to support instruction and assessment with bi-multilingual learners.

## **Professional Standards**

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards; TESOL Standards for ESL/EFL Teachers of Adults Framework

Upon completion of this course, students will have met the following professional standards:

### **Initial TESOL Pre-K-12 Teacher Preparation Programs Standards:**

#### **Standard 1: Knowledge about Language**

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

**1b.** Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

**1c.** Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

**1d.** Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.

#### **Standard 2: ELLs in the Sociocultural Context**

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop

individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

**2a** Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

**2b** Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

**2c** Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

### **Standard 3 Planning and Implementing Instruction**

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

**3a** Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs in the content areas.

**3b** Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

**3c** Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

### **TESOL Standards for ESL/EFL Teachers of Adults Framework:**

#### **Domain: Planning**

Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

#### **Domain: Instructing**

Standard 2: Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

## Domain: Assessing

Standard 3: Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction “on the spot” and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

## Domain: Identity and Context

Standard 4: Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

## Domain: Learning

Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

## Domain: Content

Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language course is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

## Required Texts

Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism (6th ed.)*. Bristol, UK & Blue Ridge Summit, PA: Multilingual Matters. ISBN 978-1-78309-720-3

## Recommended Books:

American Psychological Association (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

## Class Assignments and/or Examinations

Assignment	Percentage of Grade
Informed Participation	25 percent

<b>Critical Topic Response Paper</b> <i>TESOL/CAEP 2b, 2e; TESOL Adult Standard 4</i>	25 percent
<b>Multimedia Research Presentation</b> <i>TESOL/CAEP 2b; TESOL Adult Standard 4</i>	10 percent
<b>Language Acquisition Case Study (Performance-Based Assessment)</b> <i>TESOL/CAEP Standards 1b-d; 2a-c; 3a, 3b; TESOL Adult Standards 1,2,4&amp;7</i>	40 percent
<b>TOTAL</b>	100 percent

## Other Requirements

### Online Participation—Discussion Board

- **Attendance Policy**

Students are expected to participate in **all** learning activities within each weekly module. Not participating in all learning activities within each weekly module will be reflected with a zero for the week and as an absence. **Students with one or more absences will not receive credit for the course.**

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and learning activities to do. You are expected to participate in the class discussions and learning activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the course.

The discussion board is where the real learning begins—through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course.

Follow these parameters for your discussion board participation:

- Good posts tend to be around **150 - 250 words** per post.
- You are expected to post, at a minimum, **3 times each week.**
- Deadline for first post: -----**day 11:59pm EST.**
- Deadline for other posts: -----**day 11:59pm EST.**

- **Field Experience**

Field experience in settings that serve language learners are important opportunities for connecting learning to real-world experience. All Performance-Based Assessments (PBAs) in this program will require some field experience to apply new knowledge to an educational context. Expect to spend about 15 hours of fieldwork per course. Candidates will be responsible for locating appropriate settings for field experiences.

- **Grading**

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

Grade	Course Grades	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements.
A	94-99	4.00	Represents mastery of the subject through effort beyond basic requirements.
A-	90-93	3.67	Represents mastery of the subject through effort beyond basic requirements.
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	Reflects an understanding of and the ability to apply theories and principles at a basic level.
C	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.
F	<70	0.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

## Detailed Descriptions of Assignments

### Informed Participation

Class participation is evidenced by thoughtful, thorough completion of **all activities** in the Weekly Modules. Your discussion and other work should reflect learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge, disposition, and skills as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their teaching practice in diverse, inclusive classrooms.

### Critical Topic Response Paper

In the Critical Topic Response (CTR) research paper, candidates will identify a current, salient topic related to teaching and learning of ESL/EFL/EAL with bi-multilingual learners in a context relevant to candidates' interest (e.g., ESL/EFL/EAL in varying contexts across the lifespan). Candidates will create a nuanced synthesis of relevant research with emphasis on implications for the development of bi-multilingualism/biliteracy in ESL/EFL/EAL context. The paper will conclude



with a reflection of ways that knowledge gained from this research will influence/shape candidate's practice.

Candidates are encouraged to select a topic from the course textbook which presents a myriad of crucial topics related to bi-multilingualism at the individual, group, and societal levels in the 21<sup>st</sup> century. Candidates will need to narrow the selected overarching topic sufficiently in order to review and synthesize relevant research as it relates to a specific context.

Candidates should use the course textbook as a starting point for their research and can include the textbook as a reliable research source. Candidates must additionally include research from 3-5 current (not more than five years old) peer refereed journal articles on the topic. Older research of notable (e.g., foundational/widely recognized) importance to the topic along with research from other scholarly books *may* be included *in addition to* the course textbook and the 3-5 current journal articles. See below for content for each part of the CTR paper.

In connection with the CTR paper, candidates will create a **multimedia presentation** (see below). This presentation will be posted on Blackboard to make research and analysis available to peers in order to support growth and learning about teaching and learning with bi-multilingual learners in ESL/EFL/EAL contexts. Peers will provide positive feedback and responses to one another's CTR work in order to engage in dialog around the research topics. **Please refer to the rubric for this assignment on Blackboard.**

The CTR paper should be an **8-10 page double-spaced paper**, *excluding* title page and References page. Please use *Times New Roman, 12-pt font* and follow APA-7 style for within-text citations as well as for citations on the References page.

The CTR comprises three parts: 1) ***Part One: Introduction of topic and its relevance***; 2) ***Part Two: analysis, application, and interpretation of research from required sources***; and 3) ***Part Three: reflection on implications for practice***.

**Part One – Introduction (1.0 – 1.5 pages):** This is an overview of the narrowed topic (noting the broader topic from which it was derived) that presents central ideas that will be addressed in the paper, thus providing a “roadmap” for readers. Candidates should emphasize relevance of topic to their interests.

**Part Two - Analysis, Interpretation, and Implications (5 – 6 pages):** Candidates present a *synthesis* and *critical analysis* of research across required sources. That is, candidates “fit together” or interweave (NOT summarize source-by-source) the key concepts emerging from the research with critical, analytical reflection from their own thinking about salient implications of the research for teaching and learning with bi-multilingual learners in a specific ESL/EFL/EAL context. In this section, candidates apply a *broad lens* to implications beyond the candidate's individual practice.

**Part Three – Reflection (2 – 2.5 pages):** Candidates provide a thoughtful, nuanced reflection of the relevance and implications of knowledge gained from the research on their current or future *teaching practice* in a specific ESL/EFL/EAL context. Candidates should emphasize importance of

their learning on *experiences and outcomes of current/future ESL/EFL/EAL learners* in the specific ESL/EFL/EAL context investigated. That is, discuss the implications of the research on candidate's expanding capacity for effectively creating a teaching and learning environment supportive of ESL/EFL/EAL learners' language and literacy development in the specific teaching context.

### **Multimedia Research Presentation—Connected to CTR Paper**

Based on the research conducted for the CTR paper, candidate will create and share a *narrated* multimedia presentation (must be compatible with Blackboard). The presentation aims to convey synthesis of key concepts from the research, interpretation and analysis, and candidate's reflection on relevance of knowledge gained for teaching and learning in specific ESL/EFL/EAL context. The presentation should include the use of interactive technology to embed a learning activity that allows viewers to engage with the topic. Aim to create a presentation that takes about 15 minutes to view and does not exceed 20 minutes. **The CTR multimedia presentation checklist/evaluation tool is on Blackboard.**

### **Language Acquisition Case Study This is a Performance-Based Assessment (PBA)**

In this project, candidates will carry out an in-depth case study of *one* bi-multilingual learner's *language and literacy strengths and areas of growth*. Engaging in careful analysis of a bi-multilingual learner's language and literacy strengths and areas of growth will allow candidates to connect theory and research to practice. Based on analysis of social and academic oral and written language excerpts from theoretical perspectives, candidates will create a key set of research-based instructional and assessment recommendations for strengthening the language learner's current level of language and literacy development. The LACS requires no prior knowledge of linguistics. **Please refer to the rubric at the end of this syllabus.**

### **Procedures and Format for Conducting the LACS:**

- First, collect the oral and written language samples for analysis
- Second, connect the language analyses using theoretical lenses
- Third, write the LACS report

### **Organization of LACS Report:**

- Part I Introduction
- Part II Analysis of the Oral and Written Language Samples
- Part III Key Recommendations for Instruction & Assessment
- Part IV Reflection
- Part V Reference (following APA-7 guidelines)
- Part VI Appendices

***Collecting the Oral and Written Language Excerpts for Analysis:*** Each candidate will collect authentic social and academic oral and written language excerpts from a bi-multilingual learner in an ESL/EFL/EAL teaching context.

**Oral Excerpts:** Candidates should strive to elicit language production through interaction with the learner around authentic tasks. **It will be important to audio or videotape the oral exchanges in order to refer to them to conduct analysis and include transcription of part exchanges as an appendix.** One oral language excerpt should be social in nature—a contextualized interaction between the candidate and the language learner. (Note, the language learner is *not* reading something). Aim to contextualize the interaction around the language learner’s interests or familiar topics.

One oral language excerpt must be more academic in nature. Aim to create an exchange around an academic concept/topic. To create context, it is wise to create the exchange around a concept/topic with which the language learner is familiar or that is of interest. Candidate may have to establish background knowledge and/or contextualize by relating this interaction to a text, news story, idea/topic related to science, history, global issue, etc. Be creative here!

**Written Samples:** Candidates will obtain samples of the language learner’s written work. Aim to design one or two opportunities for the language learner to write for different purposes (e.g., part of a story, summary of a text, short report, descriptive piece, procedural text, etc.). The type and purpose for the writing excerpt(s) will depend on the language learner’s age as well as the context in which the candidate works with the language learner. Exercise flexibility and creativity here. Strive to collect brief samples in which the language learner writes for distinct purposes in order to be able to analyze literacy strengths and areas of growth as fully as possible.

**Additional details:** If candidate works with a child, **please gain appropriate permission from the parent/guardian following protocol of the learning context** (e.g., school, tutoring center, after-school program, community-based class, etc.). **Please be sure to let parent/guardian know that the child’s name will not be used in LACS report.** All candidates should strive to find out as much as possible about the language learner’s, educational, historic, cultural and linguistic background. This information will be important in assessing the language learner’s strengths and areas for growth as well as for making key recommendations for promising instructional/assessment practices. (Again, if candidate works with a child, seek to speak/communicate with parent/guardian to learn about child’s background). If appropriate, candidates can use/adapt language background scales and/or self-assessment of language proficiency available in Baker and Wright textbook.

**Conducting the Language Analysis:** To conduct analysis from theoretical lens, candidates can refer to numerous sources (e.g., TESOL, WIDA and/or ACTFL performance descriptors and other assessment tools—links available on Blackboard). Baker and Wright also offer assessment tools (e.g., Common European Framework, International English Language Testing System Score Bands).

To begin analysis, listen to or watch the video, of the oral language exchanges several times. Make notes about the language learner’s language usage at word, sentence, and extended discourse levels. **Which strengths does the language learner exhibit** (e.g., delivers comprehensible message, uses precise language, elaborates with detail, uses variety of sentence structures, conveys meaning in way that is appropriate to audience and task, ETC.). What evidence is there that supports identification of language strengths? Is there variability between more social exchange and that of a

more academic nature? What challenges does learner experience in communicating? To which factors may those challenges be attributed?

**For both the oral and written language excerpts, select a good “chunk” of language upon which to focus analysis.** (Include these excerpts of the oral and written samples as appendices in the LACS paper).

These questions may be useful in **analyzing** the oral and written language excerpts:

*What do these language excerpts tell me about this language learner’s developing oral and written language proficiency in English? In the language learner’s first language (L1)?*

*What have I learned that I can use to **anchor** my answer to that question? That is, **which theories and frameworks can help me to explain what I have noticed and learned** about the language learner’s developing oral and written language proficiency in English (and L1 if applicable)? Theories and frameworks addressed in this course include:*

- \*Sociocultural perspectives on language learning
- \*Communicative competencies: Sociolinguistic, Discourse, Strategic, Social Competence
- \*Cognitive theories of language learning
- \*Cummins’ theories – there are several in Baker & Wright
- \*Krashen’s Affective Filter
- \*Swain’s Output theory
- \*Functional theories that focus on meaning-making according to topic, audience, and purpose
- \*Constructivist perspective on language learning
- \*Multiliteracies and Critical Literacy theories
- \*Code-switching and Translanguaging
- \*Current perspectives on the dynamic, fluid, non-linear development of L2 language and literacy practices

The analysis can also address some of the following language acquisition concepts. ***What you include depends on the age/developmental level of the language learner and the context for the production of the oral and written language excerpts.***

- \*L1 oral language and literacy development—L1 strengths that support the language learner adding English as an additional language;
- \*The learner’s metalinguistic awareness;
- \*L1 “similarity to” or “distance from” English;
- \*Foundational language & literacy skills in L2 English (will vary greatly depending on age and background of language learner);
- \*L2 English language and literacy strengths and areas for growth;
- \*Knowledge of syntax (language forms and conventions) and academic language resources;
- \*Vocabulary development & morphological (word roots & parts) knowledge;
- \*Semantic (meaning-making/comprehension, pragmatics) knowledge and strategies;
- \*Self-awareness as a language learner

In combination with thinking about the above concepts, apply the oral/written language proficiency assessment tools to make a nuanced determination about the language learner’s current oral and written language and literacy strengths and areas for growth.

**Writing the LACS Report:** Each candidate will submit a report containing the following sections and adhering to page-length parameters. The report must be double-spaced, use *Times New Roman 12-pt font*, and have 1-inch margins. Within text citations and References must be in APA-7 style. **Do not include an abstract. The total page count DOES NOT include the title page, References, or Appendices.**

LACS Report Required Sections	Page-Length Parameters
Introduction to Language Learner & Context	1.5 – 2.0 pages
Analysis of Oral and Written Language Excerpts	4.0 – 6.0 pages
Key Recommendations for Instruction & Assessment	3.0 – 4.0 pages
Reflection	2.0 – 3.0 pages
<b>Total</b>	<b>10.5 – 15.0 pages</b>

## Part I Introduction

Write an introduction that concisely conveys relevant aspects of language learner’s background (e.g., education, L1 language and literacy development, culture, experiences as language learner). Please include the reason this learner was chosen for the LACS (**use a pseudonym to protect the anonymity of the language learner**). Briefly describe the language learning context and the setting in which the oral and written language excerpts were obtained.

**Please be sure to reflect on and include the sociopolitical context for and influences on language learning**—are policies and practices **subtractive** in nature (language learner’s cultural and linguistic identity viewed from a deficit lens with an “English-only” assimilationist aim)? OR, is language learning context **additive** in nature (language learner’s cultural, linguistic, social, and knowledge capitals are viewed as assets and bi-multilingualism and cultural pluralism are valued)?

## Part II Analysis

Present and explain the analysis of **both the oral and written excerpts**. Candidates must concretely and clearly link analysis to applicable theoretical frameworks from this course. Aim to pull together what was learned through careful analysis. In other words:

- Thoroughly explain the analyses--which assessment tools/did you use? Why? Which determinations were made about the language learner’s oral and written language and literacy development? Which strengths and areas of growth are notable and emphasized?
- Thoroughly explain and **anchor assertions in theory, research, and perspectives from this course about language and literacy development**. *Cite sources within the text.*

### **Part III Key Recommendations for Research-Based Instruction & Assessment**

The **GOAL** of this section is to **offer and explain recommendations for strengthening this language learner’s oral and written English language and literacy development.**

**Remember:** Recommendations **must be explicitly connected to theories and research** from this course. That is, seek to “back up” recommendations by anchoring directly in theory/research (**citing sources within the text**).

#### **Possibilities for Inclusion in the Key Recommendations:**

\*Instructional strategies and techniques for strengthening the learner’s English oral and written language and literacy development (may include use of multiliteracies);

\*Formative assessment practices for gaining useful knowledge about how to plan the kind of theoretically sound instruction this learner requires to move oral and written language and literacy development forward;

\*Changes in the instructional context/environment that would facilitate the strengthening of the learner’s English oral and written language and literacy development;

\*Strategies for strengthening the learner’s L1 oral and written language and literacy development (within school, home, or community).

### **Part IV Reflection**

The **GOAL** of this section is to clearly identify and explain salient knowledge gained about teaching and learning with bi-multilingual learners in the ESL/EFL/EAL context through the completion of this project. Be sure to include and explain why/how this knowledge matters in current or future teaching in ESL/EFL/EAL context. Demonstrate deep connections between this knowledge and influence/impact on teaching practices *and* on outcomes for language learners. Think critically about the way that current/future practice has been shaped/transformed through this project and explain why this transformation matters.

### **Part V References**

Include a list of citations at the end of LACS paper on References page. Use APA-7 style. References should include a rich selection of the relevant course readings that supported analysis and recommendations. Be certain that all within-text citations are included on References page.

### **Part VI Appendices**

Please include the oral and written language excerpts used for analysis. **For both, IF language excerpts are lengthy, it is fine to include short excerpts (e.g., one-half to one-page) for each language excerpt analyzed.**

### **Class Schedule**

**Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students. Other required supplementary texts/resources are located on Blackboard. See Timeline of Major Assignments for weekly steps on major assignments

<b>Learning Module 1</b>	<b>Topic(s)</b>	<b>Readings, Activities &amp; Assignments Due</b>
	Bilingualism: Definitions and Distinctions  The Measurement of Bilingualism  Introduction to Language Acquisition Case Study (LACS)	Baker & Wright, Chapters 1 & 2  Other required supplementary texts/resources are located on Blackboard.
		Complete all Learning Module 1 Activities See Timeline of Major Assignments for weekly steps on major assignments

<b>Learning Module 2</b>	<b>Topic(s)</b>	<b>Readings, Activities &amp; Assignments Due</b>
	The Early & Later Development of Bilingualism;  Second Language Learning & Social Identity  Introduction to Critical Topic Response (CTR) Paper & Presentation	Baker & Wright, Chapters 5 & 6  Other required supplementary texts/resources are located on Blackboard.
		Complete all Learning Module 2 Activities; Identify topic for CTR and begin research

<b>Learning Module 3</b>	<b>Topic(s)</b>	<b>Readings, Activities &amp; Assignments Due</b>
	Bilingualism, Cognition, & the Brain;  Theories of Bilingualism & the Curriculum	Baker & Wright Chapters 7 & 8  Other required supplementary texts/resources are located on Blackboard.
		Complete all Learning Module 3 Activities; Continue research on CTR topic;

<b>Learning Module 4</b>	<b>Topic(s)</b>	<b>Readings, Activities &amp; Assignments Due</b>
	<p>Historical Intro to Bilingual Education in the U.S.;</p> <p>Types of Bilingual Education;</p> <p>Effectiveness of Bilingual Education</p>	<p>Baker &amp; Wright, Chapters 9, 10, and 12</p> <p>Other required supplementary texts/resources are located on Blackboard.</p>
		<p>Complete all Learning Module 4 Activities;</p> <p>Finalize CTR paper &amp; presentation—due in Module 5;</p> <p>Continue to work on LACS</p>

<b>Learning Module 5</b>	<b>Topic(s)</b>	<b>Readings, Activities &amp; Assignments Due</b>
	<p>Education for Bilingualism &amp; Bilingualism;</p> <p>Effective Schools and Classrooms for Bilingual Students;</p> <p>Instructional frameworks (e.g., SIOP, CALLA, CBI, CLIL);</p> <p>The Role of Formative Assessment in Language Teaching and Learning</p>	<p>Baker &amp; Wright, Chapters 11 &amp; 13</p> <p>Other required supplementary texts/resources are located on Blackboard.</p>
		<p>Complete all Learning Module 5 Activities;</p> <p><b>DUE:</b> CTR paper &amp; presentation;</p> <p>Continue to work on LACS</p>

<b>Learning Module 6</b>	<b>Topic(s)</b>	<b>Readings, Activities &amp; Assignments Due</b>
	<p>Literacy, Bilingualism &amp; Multilingualities for Bilinguals;</p> <p>Affective, Social, and Cultural Perspectives on SLA</p>	<p>Baker &amp; Wright, Chapter 14</p> <p>Other required supplementary texts/resources are located on Blackboard.</p>
		<p>Complete all Learning Module 6 Activities</p>



<b>Learning Module 7</b>	<b>Topic(s)</b>	<b>Readings, Activities &amp; Assignments Due</b>
	Considerations for Identification of Emergent Bilinguals for Special Education;  Distinguishing between Language Learning & Learning Differences	<b>Baker &amp; Wright, Chapter 15</b>  Other required supplementary texts/resources are located on Blackboard.
		Complete all Learning Module 7 Activities; Develop key recommendations for LACS Part III—write Part III (Final LACS project due at end of Week 8)

<b>Learning Module 8</b>	<b>Topic(s)</b>	<b>Readings, Activities &amp; Assignments Due</b>
	Bilingualism and Bilingual Education as a Problem, Right, & Resource;  Bilingualism and Bilingual Education: Ideology, Identity, & Empowerment	<b>Baker &amp; Wright, Chapters 17 &amp; 18</b>
		Complete all Learning Module 8 Activities; Write LACS Part IV Reflection & finalize LACS Project <b>DUE</b> via Blackboard assignment link

### EDCI 583 LANGUAGE ACQUISITION CASE STUDY (LACS) RUBRIC

<b>Category</b>	<b>1 Does Not Meet Standard</b>	<b>2 Approaches Standard</b>	<b>3 Meets Standard</b>	<b>4 Exceeds Standard</b>
Introduction to way language learner's sociocultural background and sociopolitical context for language	Candidate presents <b>inadequate</b> introduction including <b>minimal</b> relevant elements of learner's	Candidate presents <b>basic</b> introduction including <b>some</b> relevant elements of learner's sociocultural background and	Candidate presents <b>detailed</b> introduction including <b>many</b> relevant elements of learner's sociocultural background and	Candidate presents <b>comprehensive</b> introduction including <b>all</b> relevant elements of learner's sociocultural

<p>learning play a role in language and literacy development</p> <p>TESOL/CAEP 2a</p> <p>TESOL Adult Standard 4</p>	<p>sociocultural background and situates learner's language and literacy development in sociopolitical context <b>without nuance.</b></p>	<p>situates learner's language and literacy development in sociopolitical context in clear way but <b>lacks sufficient nuance.</b></p>	<p>situates learner's language and literacy development in sociopolitical context in <b>nuanced</b> way.</p>	<p>background and situates learner's language and literacy development in sociopolitical context in <b>highly nuanced</b> way.</p>
<p>Theoretical analysis of language learner's language and literacy development through asset-based lens</p> <p>TESOL/CAEP 1b, 1c; 2b</p> <p>TESOL Adult Standards 4 &amp; 7</p>	<p>Candidate conveys <b>insufficient</b> analysis of learner's language and literacy development and situates analysis in <b>under-developed</b> synthesis of theoretical frameworks.</p>	<p>Candidate conveys <b>adequate</b> analysis of learner's language and literacy development and situates analysis in <b>satisfactorily developed</b> synthesis of theoretical frameworks.</p>	<p>Candidate conveys <b>detailed</b> analysis of learner's language and literacy development and situates analysis in <b>well-developed</b> synthesis of theoretical frameworks.</p>	<p>Candidate conveys <b>thorough</b> analysis of learner's language and literacy development and situates analysis in <b>extraordinary</b> synthesis of theoretical frameworks.</p>
<p>Presentation of key recommendations for strengthening language learner's language &amp; literacy development</p> <p>TESOL/CAEP 1a, 1b, 1c; 2b, 2c; 3a, 3b</p> <p>TESOL Adult Standards 1 &amp; 2</p>	<p>Candidate presents <b>inadequate</b> set of research-based key recommendations that <b>lack</b> promise for strengthening learner's language and literacy development.</p>	<p>Candidate presents <b>adequate</b> set of research-based key recommendations that are <b>somewhat</b> promising for strengthening learner's language and literacy development.</p>	<p>Candidate presents <b>relevant</b> set of research-based key recommendations that are <b>clearly</b> promising for strengthening learner's language and literacy development.</p>	<p>Candidate presents <b>salient</b> set of research-based key recommendations that are <b>strongly</b> promising for strengthening learner's language and literacy development.</p>
<p>Reflection of impact of knowledge gained on teaching practice and language learner outcomes</p> <p>TESOL/CAEP 2a, 2b</p>	<p>Candidate presents <b>inadequate</b> reflection of learning that lacks nuance with <b>underdeveloped</b> explanation of implications for</p>	<p>Candidate presents <b>adequately nuanced</b> reflection of learning with <b>adequate</b>, analytical explanation of implications for</p>	<p>Candidate presents <b>satisfactorily nuanced</b> reflection of learning with <b>satisfactory</b>, analytical explanation of implications for</p>	<p>Candidate presents <b>highly nuanced</b> reflection of learning with <b>comprehensive</b>, analytical explanation of implications for teaching practice</p>

TESOL Adult Standard 4	teaching practice <i>and</i> learner outcomes.	teaching practice <i>and</i> learner outcomes.	teaching practice <i>and</i> learner outcomes.	<i>and</i> learner outcomes.
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## Core Values Commitment

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

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**