Promoting Learning & Development Across the Lifespan

EDUC 881-DL1—Seminar in Bilingual Education: Policy

3 Credits, Spring 2023
Thursdays/7:20 – 10 p.m., Online - Synchronous
January 23 to May 17, 2023

Faculty

Name:	Lorraine Valdez Pierce, Ph.D.
Office Hours:	Virtual office hours by appointment
Office Location:	Meet on Zoom
Email Address:	lpierce@gmu.edu

Prerequisites: Admission to the Ph.D. in Education program or permission of instructor.

University Catalog Course Description

Examines the historical development of education for language minority students in the United States, including federal and state legislation and court decisions. Explores policy issues regarding administrative program models, instructional approaches, curricular reform, and assessment policies for language minority students developed in response to legal mandates, legislative decisions, and the school reform movement.

Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Course Overview

This doctoral seminar guides students in examining educational policymaking with a specific focus on the historical development of programs for language minority students (LMS) and multilingual language learners (MLLs) attending public schools in the United States. Students will examine how education policy is made and explore issues at national, state, and local levels as they impact the education of LMS and MLLs. Discussions will address research, federal and state legislation, and court decisions from the 1960s to the current day. In addition, students will review education policies for immigrants and minority students in international settings.

Policy issues to be examined include: language planning; social values in policymaking; the role of federal and state governments and local schools in influencing education policy; the role of teachers and local programs in implementing policies; legal rights of immigrant and native-born language minority students; education policies affecting English language learners and bilingual students; standards-based reform (NCLB & ESSA), including high-stakes testing programs; the role of philanthropic organizations, and future research needs. Other topics may be considered, depending on students' interests, such as equal educational opportunities for individuals and groups and social justice through equitable access to learning.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Zoom and the 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 @masonlive.gmu.edu) and email password. The course site will be available by Wed., Jan. 18.

Under no circumstances, may 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/Ultra/Getting_Started/Browser_Support*

   To get a list of supported operation systems on different devices see:
   https://help.blackboard.com/Blackboard_App/FAQs

- Students must maintain consistent and reliable access to their Mason email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with the Zoom or Blackboard Collaborate web conferencing tool.
- 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:
  - 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/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their Mason email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week**. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing and reading 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 on 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 assignment due dates.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including a 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 comments 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's Disability Services.

This course will be delivered each week at the same time in an online format. All assignments, assessments, and course materials will be provided on Blackboard.

Learner Outcomes

Doctoral students completing this seminar will be able to:

1.   Define concepts and terminology used in policymaking in education;

2.   Describe the dynamic and turbulent nature of the educational policy making process;

3.   Critically review and analyze federal and state legislation and major legal decisions relating to the education of language minority students (LMS) and multilingual language learners (MLLs);

4.   Analyze the roles of diverse stakeholders in policymaking;

5.   Analyze education and language policies in international settings;

6.   Lead a class discussion on policy issues; and

7.   Prepare a policy brief that provides an overview of a single issue and makes policy recommendations for improving the educational status of LMS and MLLs.

PROFESSIONAL STANDARDS

Teachers of English to Speakers of Other Languages (TESOL)

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.

American Council on the Teaching of Foreign Languages (ACTFL)

Standard 6: Professional Development, Advocacy, and Ethics

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

REQUIRED TEXTS   (all available on Blackboard)

Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-
        Blackwell. [rent for $27 on Amazon]

Johannessen, B. G. G. (Ed.). (2019). *Bilingualism and bilingual education: Politics, policies, and
        practices in a globalized society*. Springer. [$25 on Amazon]

McCarty, T. & May, S. (Eds.) (2020). *Language policy and political issues in education*. 3rd Ed.
        Springer.

<u>Required Readings on Blackboard</u>

Gandara, P. & Rumberger, R. W. (2009). Immigration, language, and education: How   does
        language policy structure opportunity? *Teachers College Record, 111 (3),* 750-782.

Hakuta, K. (2011).   Educating language minority students and affirming their equal rights:
        Research and practical perspectives. *Educational Researcher, 40* (4), 163 - 174.

Kirst, M. W. & Wirt, F. M. (2009).   *The political dynamics of American education (*4th ed.).
        McCutchan Publishing Corp.

Lyons, J. J. (1988). *Legal responsibilities of education agencies serving national origin language
        minority students*. Mid-Atlantic Equity Center.

Ovando, C. J. & Combs, M.C. (2018). Policy and Programs. In C. Ovando & M.C. Combs (Eds.),
        *Bilingual and ESL classrooms (*6th ed*.)* (pp. 39 – 78). Rowman & Littlefield.

Ruiz, R. (1984). Orientations in language planning. *NABE Journal, 8 (2),* 15 - 34,

Recommended Reading

Crandall, J. & Bailey, K. M. (Eds.). (2018). *Global perspectives on language education policies*.
Routledge.

Crawford, J. (2004). *Educating English learners: Language diversity in the classroom (*5th ed.).
Bilingual Educational Services, Inc.

Spolsky, B. (2023 - in press). *Rethinking language policy*. Edinburgh University Press.

Wiley, T. G. & Garcia, O. (2016). *Language policy and planning in language education:
Legacies, consequences, and possibilities*. Wiley.

Wright, W. E., Boun, S., & Garcia, O. (2017). *The handbook of bilingual and multilingual
education.* Wiley - Blackwell. [see Section 3]

Writing Resources

American Psychological Association (APA). (2020). *Publication Manual of the American
Psychological Association* (7th ed).   Author.

Journals/Newsletters

Current Issues in Language Planning

Education Week

Journal of Language & Politics

Language Policy

Language & Public Policy

Language Problems & Language Planning

Languages, Society, & Policy

Resources on Blackboard

Weekly Modules, assignments, assessments

Additional Required Readings

List of Recommended Readings

Samples of projects by previous students

Zoom & Blackboard Collaborate Ultra – virtual office hours & team meetings

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor in this syllabus and on Blackboard.

Assignments

Assignment Description	*Due Date*	*Percent of Grade*
1. Discussion Board	**Biweekly**	15%
2. Focus Session	**Wks. 4 - 13**	20%
3. Policy Brief - Proposal	**Wk 9: Mar. 23**	15%
4. Policy Brief - Presentation	**Wk 12: Apr. 13**	20%
5. Policy Brief - Final Paper	**Wk 17: May 14**	30%

Due Dates & Submitting Assignments to Blackboard

- ***Course Papers & Presentations*** *-* Upload under *ASSESSMENTS by 11:59 pm of the due date indicated on the class schedule. Upload final versions that are ready to be graded (rather than drafts for feedback).*
- ***Discussion Board*** *postings are due as indicated on the Course Schedule and on Bbd.*

Other Requirements

Submission Requirements

Written papers and PowerPoint slides will be submitted to Blackboard by the specified deadline. Only Word documents and PowerPoints (PDF files for scanned attachments) will be accepted for work generated by each student. No cell phone or other photo images of required documents will be accepted.   Upload course requirements to be graded to Blackboard under *Assessments* (rather than by email).

Resubmission Policy: Course requirements (summative assessments) that have been graded and returned to you with the instructor's feedback will not be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice.

Naming Your Electronic Files

In this course, please name each electronic file submitted for feedback, for a score or for a grade using the following protocol:

YOUR LAST NAME_FIRST INITIAL_Requirement Name_mmddyy

(Month Day Year of Date Submitted)

EXAMPLE: Martinez_L_Focus Session02123

Attendance and Online Participation

Students are expected to contribute comments, ask questions, and interact with other classmates on the assigned readings in **all** online discussions. Not participating in an online discussion will be reflected as an absence. **Students with more than two absences will not receive credit for the course.**

Please send the instructor an email explaining any planned absence at least one week prior to that absence or unplanned absence on the same day of class. It is your responsibility to obtain any materials distributed in any session you may have missed. Please plan to arrive to each class session on time and avoid repeated tardiness. In case of an emergency or unexpected situation that interferes with your participation, please notify the instructor by email as soon as possible.

Active participation is expected of each student during each class session. You are expected to arrive to the session on time and contribute to the activities and discussions by critically analyzing issues, asking questions, or making observations that indicate your thorough preparation for the class. You are responsible for all assigned coursework and readings.

In online synchronous sessions, being completely attentive in the moment (*100% attention*), listening and taking notes during lectures and peer presentations, and participating in whole class and small group discussions are clear indicators of your active participation.

LAPTOP/CELL PHONE POLICY

Laptop use in online courses is to be expected, but please limit their use to accessing live class sessions and Blackboard or Zoom. Please refrain from using laptops and cell phones to engage in non-class related tasks (such as checking email) during class discussions, lectures, interactive tasks, and guest or peer presentations – all of which require your full attention. Similarly, cell phone use is not allowed during instructor, guest, or peer presentations, and cell phones should be turned off or silenced (not on *Vibrate*) during class sessions (unless they are

being used for accessing the class session). Ask the instructor if you have an emergency request.

Late Work Policy

At the graduate level, all work is expected to be of high quality (produced electronically as a Word document or PowerPoint file) and submitted on the dates due. *Work submitted late may be reduced by one letter grade for every day of delay.* When you face circumstances (e.g., illness) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is at the discretion of each instructor to accept late work.*

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 APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Incomplete (IN)

This grade may be given to students who are in good standing but 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 summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (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.

GRADING POLICY AND HONOR CODE

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 4-pt. Rubric	Grading 100-pt. Scale	Conversion to Mason Grade Points	Interpretation
A+	4.0	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	3.85	94-99	4.00	
A-	3.7	90-93	3.67	
B+	3.5	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	3.0	80-84	3.00	
C*	2.0	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<2.0	<69	0.00	

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

Additional Note on Grading: Each instructor's grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching a course. Therefore, instructors should not be expected to assign grades the same way.

Honor Code & Integrity of Work : TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). 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);
2. Copying another student's work on Discussion Board;
3. 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);
4. 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/
5. 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.
6. See our class Blackboard web site for more information on how to avoid plagiarism.

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/ found on this website **https://cehd.gmu.edu/students/**

Class Schedule

Please come prepared to discuss the assigned readings during the week in which they appear. Check Blackboard for additional materials to review or bring to class. OPT. indicates optional readings.

Module & Date	Topics	Readings to be discussed this week
1 Jan. 26	Overview of course objectives & requirements. Bilingual education and language education. What is *languaging*? Language management in education. *Overview of Focus Session*	*Johannessen - Introduction* *Garcia, Chs. 1 & 2* *McCarty & May – Spolsky, Lang. policy in education* *Discussion Bd - Intros*
2 Feb. 2	Sociopolitics of bilingualism. Language orientation – language as problem, right, or resource. What is *translanguaging*? International law. *Overview of Policy Brief Proposal*	*Garcia, Chs. 3 &4* *Ruiz, Orientations in Language Planning* *M & M - de Varennes & Kuzborska*
3 Feb. 9	Equity in education policy. Civil rights & language minorities. History of U.S. education policies for immigrant children and bilinguals. Title VII: The Bilingual Education Act. *Overview of Policy Brief Presentation.*	*Garcia, Ch. 8* *Ovando & Combs, Ch. 2, pp.50 – 58* *Lyons, Legal responsib. of schls. - U.S.* *[OPT.] M & M – Wright, Lang. pol. & ed. USA* *Discussion Bd - Legal implics.*
4 Feb. 16	Political framework for school turbulence. Systems analysis framework – origins and agents. Values in education policy. Language of instruction – the wrong focus. *Overview of Policy Brief - Final Paper.*	*Kirst & Wirt, Chs. 2 & 3* *Hakuta (2011)*
5 Feb. 23	Language policy and ideology in the U.S. English as the official language – English only movement. Types of bilingual education programs. *Instructor Feedback Survey #1*	*Garcia, Ch. 6* *O & C, Ch. 2, pp. 40 - 50* *Discussion Bd - Pol Brief Topic*
6 Mar. 2	Politics of English language teaching - implications for curriculum and instruction.	*Johannessen - Ramirez-Romero, Mexico* *M & M – Warriner, The politics of ELT* *O & C, Ch. 8, pp. 287-295*
7 Mar. 9	Restriction of indigenous languages.	*M & M - Lopez, Decolonization* *M & M – McCarty, Lang. ed. indigenous lang.* *M & M – Skutnabb-Kangas, Ling. Human Rts.* *Discussion Bd - Pol. Brief Prop*
8 Mar. 16	***Spring Break***	*Meet with Instructor on Pol. Brief*
9 Mar. 23	Language policies in Europe & Canada. **Due today: Policy Brief – Proposal.**	*Garcia, Ch. 9* *M & M - Patrick, Canada* *M & M – Extra, Lang. policy new Europe*

10 Mar. 30	U.S. education policy - evolution of the federal role. Role of the courts in school policies.	*O & C, Ch. 2, pp. 66 -72* *Gandara & Rumberger (2009)* Discussion Bd - Pol Brief Pres
11 April 6	State assessment policies affecting English language learners. Test-based accountability. *No Child Left Behind Act (NCLB)*. *Every Student Succeeds Act* (ESSA). State testing and civil rights. *Instructor Feedback Survey #2*	*Garcia, Ch. 15* *Ovando & Combs, Ch. 2, pp. 58 – 66 & Ch. 8, pp. 285-287 and 295-304*
12 April 13	**Due today: Policy Brief Presentations.**	
13 Apr. 20	Teacher education policies. Educator agency – teachers as policy makers.	*Johannessen - Alonso-Diaz, CA & Spain* *Johannessen - Johannessen et. al., U.S.* *M & M – Menken, Lang. policy classrms. & schls.* *Gandara & Santibanez (2016)* <u>*Brief reads of approx. 1 - 2 pages:*</u> *Garcia, p. 150* *Ovando & Combs, Ch. 2, pp. 76* *VA DOE, Prof. Reqmts.* *Educ. Comm. of States, 50-State Comparison* Discussion Bd - Pol. Brief Outline
14 Apr. 27	Cultural & linguistic identities.	*Johannessen - Bore, Kenya* *Johannessen - Thorsos, Puerto Rico* *M & M – O'Connor, Lang. ed. and culture* *M & M – Tollefson, Lang. planning in educ.* *M & M - Wiley, Policy Native American langs.*
15 May 4	Impact of globalization. *Instructor Feedback Survey #3* *Course evaluations.*	*Johannessen - Bustamante-Lopez, Chile* *M & M - Or, Lang. pol. ME & N. Africa* *M & M - Zhou, China* Discussion Bd - Pol Brief Final
16 May 11	**No class**	
17	**Due May 14: Policy Brief - Final Paper.**	

This schedule is a road map, but we may experience some detours and workarounds, so be sure to look for and read weekly Announcements posted on Blackboard and sent to you by email with updates on due dates, weekly modules, a preview of the coming week, and plans for upcoming projects.

Note: The instructor reserves the right to alter the schedule as necessary, with notification to students.

* Additional readings that are not in the textbooks can be found on Blackboard or on E-reserve in the library.

**Due Dates: <u>All due dates are by 11:59 pm on date indicated;</u> however, <u>you can turn in your papers earlier</u> - any time before the due date.

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/.

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 https://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

- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

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

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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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

COURSE REQUIREMENTS

1) Discussion Board

Discussion Board (DB) will be an essential part of your learning in this online course. In weekly or biweekly Discussion Board postings, you'll join your online class community in building connections through individual feedback and collaboration. You'll be responsible for responding to the instructor's questions, as well as providing critical and constructive peer feedback, including follow up questions. In order for you to interact with all students in this course and with others having similar research interests, small groups may be assigned and rotated as your course projects become finalized. Since each of you will be sharing drafts of your projects and waiting for feedback from others, it will be incumbent upon each of you to respond to each other by the deadlines stated on DB.

Your interactions with others should be honest and helpful, supportive without being unkind or personally offensive. You'll be given specific questions to respond to and a deadline by which to provide your feedback to others. You'll also complete assignments on DB based on assigned readings and receive formative feedback on your own work. Be sure to check for and respond to multiple questions or prompts on DB each week.

2) Focus Session

Each student will teach a class session on a syllabus topic in which he/she has a personal interest or intends to study throughout this course. This requirement gives each doctoral student an opportunity to demonstrate leadership and teaching skills in leading peers in a whole class discussion on a policy topic. Students will choose a topic from the course syllabus and teach the class on that topic on the date it is listed on the syllabus. We will set up a presentation schedule indicating dates, topics, and presenters for each Focus Session.

3) Policy Brief - Proposal: Framing the Policy Issue

Each student will identify an issue of high importance affecting immigrant, language minority, and/or MLL students at one level of education. Students will define the problem, describe the situation, and discuss how it limits educational opportunities for language minority students and/or MLLs.   Sample issues might include: *The impact of federal education initiatives such as ESSA on state and local school policies, state standardized tests as levers of accountability and school reform, globalization of language education,* among others.

4) Policy Brief - Presentation

Students will prepare and deliver a conference-ready presentation on their final papers. In addition to preparing slides and handouts for classmates, students will prepare questions for discussion and interaction among participants and field questions after the presentation.

5) Policy Brief - Final Paper

Students will prepare a policy brief and include research-based recommendations for changes in policy and practice that can promote educational equity and academic achievement for immigrant, language minority and ELL students. Recommendations will include specific steps or ways to improve educational opportunities and the achievement status of MLLs and language minority students (LMS) in public schools.

See Blackboard for more details on each required assignment.

Definition of a ***seminar*** *(Merriam Webster Dictionary)*

1: a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions

2a (2): an advanced or graduate course often featuring informality and discussion

Definition of ***policymaking*** (Collins Dictionary)

… the formulation of ideas or plans that are used by an organization or government as a basis for making decisions

Scoring Rubric for Policy Brief – Final Paper - Spring 2023

Name: Date: Score:

Score Points Category	1	2	3	4
Evidence	Presents arguments that are unclear or lack evidence.	Presents arguments that lack a basis in legal mandates, research, and/or statistical trends.	Presents clear arguments but some may not be based on legal mandates, research, or statistical trends.	Effectively presents clear arguments based on legal mandates, research, and/or statistical trends.
Integration of Assigned Readings	Integrates few and irrelevant assigned readings that do not support arguments and recommendations.	Integrates few or irrelevant assigned readings, and these provide little support to arguments and recommendations.	Integrates assigned course readings to support arguments and recommendations but misses some connections.	Clearly and effectively integrates assigned course readings to support arguments and recommendations.
Recommendations	Makes recommendations that are not supported by the evidence.	Addresses the problem identified with little evidence and makes recommendations that are not based on research or on the background provided.	Addresses the problem identified with some digressions or makes recommendations that may not be based on research or on the information provided.	Effectively provides research-based or legal recommendations that clearly address the arguments presented.
Writing	Writes with ineffective organization and numerous major errors in word choice, grammar, syntax, or mechanics or uses no citations.	Writes with ineffective organization or consistent and major (basic) errors in word choice, grammar, syntax, or mechanics. Uses few citations or uses them ineffectively. Lacks clarity throughout.	Writes with effective organization but with basic errors in word choice, grammar, syntax, or mechanics. May use citations less than effectively to support arguments. May be repetitive or lack clarity in places.	Writes with highly effective organization and cohesion and few errors in word choice, grammar, syntax, or mechanics. Effectively uses citations to assigned and recommended readings to support arguments.

Feedback