George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning Program

EDCI 630-001/6H1 - Supporting English Learners in PK-12 Schools
3 Credits, Summer 2024
Asynchronous Online, May 13-July 9, 2024

Faculty

Name:	Kelley E. Webb, Ph.D.
Office Hours:	By appointment: by email or online via Zoom
Office Location:	2500 Suite Thompson Hall (Program Office)
Office Phone:	703-231-3040
Email Address:	kwebb9@gmu.edu

Prerequisites/Corequisites
None

University Catalog Course Description
Provides new knowledge for classroom teachers who wish to know more about second language acquisition and how to effectively serve English Learners (ELs) in their classrooms and schools. Examines research in first and second language acquisition, bilingualism, and includes teachers' application of new knowledge for culturally responsive curriculum development and student assessment.

Course Overview
This course is designed to provide foundational knowledge of bilingualism and the second language acquisition process. It aims to develop general education teachers' knowledge and competencies needed to work with culturally and linguistically diverse student populations in their classrooms.

Students will examine research on the cognitive and linguistic characteristics of bilingual learners and will acquire knowledge about the relationship between bilingualism and learners' cognitive development, school achievement, and linguistic processing. Students will learn about educational theories/theorists of second language acquisition (SLA), sociolinguistic and cultural influences, and examine topics related to first and second language acquisition. Implications for classroom practice, curriculum and lesson planning, as well as assessment of English Learners (ELs) will be incorporated.

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 May 6, 2024 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/Ultra/Getting_Started/Browser_Support
- 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.
- 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:
  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. In addition, students must log-in for all three (3) scheduled online synchronous meetings at mutually agreed upon times.
- 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 insure 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. Apply first language (L1) and second language acquisition (SLA) processes, research, and linguistic developmental stages to classroom instruction.
2. Use research and theories about bilingualism, language acquisition and the continuum of language learning in work with students and curricular decision-making;
3. Identify, think critically about, and discuss the social, cultural, affective, and cognitive factors playing a role in SLA;
4. Use the concepts of code-switching, language borrowing, translanguaging, and influences of L1 on SLA to understand English Learner strengths and needs;
5. Apply concepts of standard languages and home/community language practices, "global Englishes," and implications for teaching and classroom practice;
6. Use effective teaching and assessment practices that are grounded in SLA research to meet the learning needs of ELs.

Professional Standards

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

National Board for Professional Teaching Standards Alignment:

EDCI 630 is designed as a course for practicing teachers, particularly those in the Advanced Studies in Teaching and Learning (ASTL) Program. This course is thus aligned with the NBPTS Propositions, also the first five ASTL learning outcomes, specifically:

- Proposition 1: Teachers are committed to students and their learning; *(ASTL Learning Outcome 1)*
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students; *(ASTL Learning Outcome #2)*

- Proposition 3: Teachers are responsible for managing and monitoring student learning; *(ASTL Learning Outcome #3)*
- Proposition 4: Teachers think systematically about their practice and learn from experience; *(ASTL Learning Outcome 4)* **and EDCI 630 is aligned with two of the additional outcomes that guide the ASTL program:**
- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners *(ASTL Learning Outcome 6);* and
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues *(ASTL Learning Outcome 7)*

TESOL 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 (ELs) acquire academic language and literacies specific to various content areas.

Domain 2. **ELs 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 ELs as supported by research and theories. Candidates investigate the academic and personal characteristics of each EL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELs' strengths and needs.

Domain 3. **Planning and Implementing Instruction** - Candidates plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual EL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELs' 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 ELs.

Domain 4. Assessment and Evaluation- Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELs, and ELs' families.

Domain 5. **Professionalism and Leadership** - Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELs, advocating for ELs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

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Required Texts

Baker, C., & Wright, W. E. (**2021**). *Foundations of bilingual education and bilingualism* (**7th ed**.).
Multilingual Matters. ISBN 978-1-78309-720-3

Snyder, S., & Fenner, D. S. (2021). *Culturally responsive teaching for multilingual learners: Tools for equity*. Corwin.

**Additional selected readings will be posted on Blackboard.

Recommended Books:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Staehr Fenner, D., Snyder, S., & Gregoire-Smith, M. (2024). Unlocking English learners' potential: Strategies for making content accessible (2nd ed.). *California: Corwin*.

WIDA English Language Development Standards Framework: (will be available on Blackboard).

Course Performance Evaluation

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

Assignments

	Points
Participation and Professionalism	35
Reading Responses (2 @ 5 pts. each)	10
Focused English Learner Study (PBA)	40
Extended Reflection	10
Presentation of PBA	5
Total Points	**100**

Participation and Professionalism (35%)

EDCI 630 operates under the assumption that knowledge is socially constructed and that the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are.

Thus, you must be "present" throughout all discussions and activities. It is expected that you actively build upon your prior knowledge to connect, question, and extend the discussion with all new posts by citing readings, material in the weekly module content, and augment these with your personal and educational experiences. In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week's content. Attendance and participation in all scheduled synchronous sessions is also included in Weekly Module Work. Please refer to the student expectations and student participation portion of the course rubric in this syllabus for grading criteria.

**Please note: The majority of our class discussion will be in the form of the electronic discussion board. **Each module will begin on a Monday and run through Sunday. To this end, initial postings for each discussion forum should be completed by *Friday night (11:59 pm EST)* so that class members will have until *Sunday night (11:59pm EST)* to interact with the posted material and engage in "conversation."

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates' postings, and actively participate in discussions. Blackboard serves as an important vehicle for discussing ongoing work on your major project with group members. **Please refer to the Participation Rubric in this syllabus for evaluation criteria**.

Reading Responses (5% each)
Students will write two, two-three page, *double-spaced* reflective reading responses, 5% each, to prompts based on course readings. These reflective responses will call on students to think critically about key concepts from course readings and make specific connections to research-based, culturally responsive teaching practices that support academic language and literacy development and content learning simultaneously in one's own classroom/school with ELs. **Evaluation criteria will be shared on Blackboard.**

Focused English Learner Study (FELS) – Performance-Based Assessment (40%)
Note: This major assignment must be uploaded via VIA system on Blackboard.

The **Focused English Learner Study** (FELS) is designed to activate and apply knowledge about the academic language and literacy development of an English Learner (EL). It calls on teachers to understand an EL's linguistic background in their L1 and L2, culture, prior schooling and learning experiences, current instructional context, and language and literacy strengths and areas of need. Teachers will reflect on the way these factors intersect to influence the kind of instructional practices and environment that will strengthen academic language and literacy practices in English while valuing the development of bilingualism and biliteracy. Teachers will draw on readings and second language acquisition theories and research to understand their student's strengths and needs around academic language and literacy development.

A focused study is an in-depth study of something or someone. Your assignment is to choose one EL from your classes, or school, whom you would like to understand well in order to better meet their needs. Carefully review their English language proficiency information in available files along with any classroom work samples, formative assessments, etc., to help you get acquainted as you begin.

The FELS assignment will be accomplished in five parts, to be completed across the term, providing important hands-on understanding of an EL, thus activating course content and making it come alive. The teacher will follow the same learner throughout the term, but this in-depth knowledge of one learner is transferrable and thus applicable to other ELs. **For Parts I and II, in addition to your interactions with the learner, you will need to interview the EL's parent(s)/guardian(s) and/or seek information from teacher(s) and other school personnel who are familiar with the learner's background.** *Please do not rely solely on interviewing/interaction with the learner.*

CAUTION: As per Plyler vs. Doe (1982) U.S. Supreme Court decision, no school personnel are permitted to ask about a child's immigration status (legal vs. undocumented, permanent resident, etc.).

Part I: Portrait of an EL
Through a focused, in-depth study of one EL, students will seek to become as knowledgeable as possible about the EL's cultural and linguistic background, prior educational experiences before current grade and/or arrival in the U.S., their current literacy development and oral language proficiency in L1 and L2, their interests and/or out-of-school literacy practices/experiences, what he/she finds currently easy or challenging in school, and why, etc.

Part II: Learner Analysis & Application of Language Acquisition Theories
In this section, the student delves more deeply into details surrounding the EL's learning trajectory. This may include a review of their WIDA scores, if available; classroom work samples, and observations of child in interactions with peers and teacher(s); a deeper understanding of prior schooling and any exposure to English before Kindergarten in US and/or prior to arrival in the US; if any interruptions in continuous schooling were faced in the home country or the US, and if so when and for how long. Seek to understand as much as possible about EL's social and academic language and literacy practices in L1 and L2 in school as well as home/community language and literacy practices (through anecdotal dialog, observation, work samples, etc.).

In this section, the student **will draw on readings/theories from EDCI 630** to present a comprehensive picture of the EL and how their learning exhibits uniqueness, characteristics, or examples presented in the readings. Student will build a nuanced analysis of EL that is highly reflective and well-grounded in relevant SLA theories and readings from EDCI 630. The goal is to be ready to apply this thorough, thoughtful analysis to instructional design.

Part III: Curriculum Application for EL: Lesson Plan Adaptation
Adaptation/Modification of an existing (authentic) lesson plan that shows the appropriate scaffolds and modifications needed to support the EL's learning of standards-aligned, grade level content and academic language/literacy development. Rationale for all scaffolds, adaptations/modifications will be connected to the SLA readings from EDCI 630. **Include the original lesson plan as an appendix to the study**.

Students will present a realistic, thoughtfully adapted lesson plan for the language learner that includes individualization or differentiation based clearly on the EL's strengths and needs. Seek to provide a **robust rationale** for all modifications made to original lesson plan that is grounded in SLA theories and practices from EDCI 630. Keep in mind that the cognitive expectations in the lesson must be appropriate for grade/age-level of EL along with expectation for the EL to learn the same grade-level, standards-aligned content. *Scaffolds/modifications/differentiation to provide linguistic support and access into the content are what should be varied according to individual EL.* Clearly explain what the original lesson looked like, the ways in which the lesson was modified/adapted, and why those decisions were made (***anchored in learning from EDCI 630***).

Part IV: Assessment Practices Related to Lesson Plan
This section focuses on the way that specific formative assessments were built into the adapted lesson plan. Consider these questions as you reflect on formative assessments in the lesson plan:

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- How did learning activities, tasks or checks for understanding serve as formative assessments that were useful for informing both the teacher and students around progress toward the lesson's objectives?

- In what ways did these formative assessments support the teacher in gathering insights about the focal EL's use of language in action to learn and demonstrate understanding around content concept(s)?

- In what ways will the teacher use these formative assessment data to inform next steps forward for the focal EL?

- In what ways were formative assessment choices informed by learning in EDCI 630 and aligned to EL's strengths and needs?

Part V: Overall Reflection of FELS Study
Conclude the project with an overall reflection that provides a concise yet robust critical reflection of learning from the lesson planning process and makes extensive connections to overall teaching practice.

*The performance-based assessment (****Focused English Learner Study*** *(FELS)) MUST be uploaded and submitted to VIA through Blackboard for evaluation when the assignment is due. Only PBAs posted to VIA through Blackboard will be graded. Failure to submit the assignment to VIA through Blackboard by its due date will result in the instructor recording a zero (0) for the assignment.*

Presentation of PBA (5%) – Students will share an overview of their FELS assignment, with a focus on implications for their classroom pedagogical and assessment practices, **during a live online synchronous session during the final weeks of the course**. This sharing of research and analysis across class members will underscore the importance of understanding the varied nature of ELs in our classrooms and schools and disseminate important understandings about the strengths, needs, and challenges of ELs. **Guidelines for structure of this presentation and day/time options will be shared on Blackboard.**

Extended Reflection on Learning in EDCI 630 (10%) – **Two-three page, double-spaced critical reflection** to be submitted at the end of the course. Important questions to consider include:

- What is my most salient learning about SLA and ELs as a result of my engagement in EDCI 630?

- How will my learning from this course impact my work with other ELs in my classroom/school?

- How am I better prepared to gain the important knowledge of individual ELs needed to make informed instructional and assessment decisions?

- Why/how will these decisions differ according to each EL's cultural, linguistic, educational, historic backgrounds?

- In what ways may learning from this course deepen my educational practice with all learners?

- What will I do to expand knowledge about effective teaching and learning with ELs beyond the scope of this course?

- How will I use this new knowledge to advocate for equity and excellence for ELs in other classrooms and my school at large to positively impact change where needed?

Evaluation criteria will be shared on Blackboard.

General Requirements

A. Please note that this online course is **NOT self-paced;** it consists of *weekly modules* that progress sequentially through the semester. You will be expected to complete one learning module each week. It is critical that each student complete all readings and activities on a weekly basis so that learning is adequately scaffolded and that students develop rapport with the content and their colleagues. Class 'attendance' is both important and **required**. *If, due to an emergency, you will not be participating in course activities on time, please contact your instructor prior to due dates or time. Please note that learners with more than two 'absences' risk a letter grade drop or can lose course credit.*

B. All assignments are due no later than **11:59 PM EST** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
   a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. Late submissions are not acceptable after the course end date without prior arrangements.**
   b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because mastery learning is our program's goal, we may ask (or *require)* you to redo an assignment that is far below expectations. Our goal for all learners is mastery, so we thank you, in advance, for making *genuine learning* your goal.

C. Please adhere to the assignment submission instructions listed in this Syllabus**.** Only assignments submitted as indicated will be graded; incorrect submissions may result in a grade of zero for those assignments.
   a. All assignments should be submitted in Word and should have the filename format as follows: Last name-Assignment Title. *Please do not upload written assignments in PDF format*. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx). If there are supporting documents for assignments, they may be submitted in PDF format.

D. Please Note: All written work should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA style (7th edition), as well as be double- spaced, with 1" margins, and 12-point font (Times New Roman, Calibri, or Arial).

Instructor Role
- The instructor will read online discussion forums regularly; however, the role as faculty is to support the discussion development and not so much to enter into the discussion so that the dialogue is authentic among participants engaging in this community of practice. Please note that during this time, the instructor will be noting the quality and extent of student participation.

Student Expectations
- Students are also requested to adhere, to the extent possible, to a 24-hour turn-around time for emails. **Students must use Mason emails to correspond with instructor.**
- Students are expected to visit our Blackboard site *at least three* times during the week: thus, once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies. Please note that you can subscribe to forums/threads to be notified when new posts are added. Kindly access the posted directions in Blackboard for doing this.
- Students are expected to read all posted/emailed Course Announcements. These contain important information from your instructor. In addition to being sent by email, these will be available in the Course Announcements link in Blackboard.
- It is also expected that students will monitor their participation so that they remain timely and responsive and are able to complete all tasks on-time, without reminder. Successful students in an online learning environment are proactive, self-regulated, and manage their time well. **Students should expect to spend 12-15 hours a week on this 3-credit course, including reading, engagement in other content, reflection, and posting. This commitment is commensurate with the commitment expected for face-to-face classes, which also includes preparation, class time, and assignments.**
- Questions are welcome, and the instructor is avilable to respond to individual class members as needs might arise.
- Students are invited and encouraged to seek feedback before submitting final assignments.

Grading
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	

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

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.
See https://cehd.gmu.edu/students/policies-procedures/

Honor Code & Integrity of Work
Students must adhere to the guidelines of the Mason Honor Code (see
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. 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);
3. 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/

Late Work Policy
At the graduate level all work is expected to be of high quality and submitted on the dates due.
***Work submitted late will be reduced one letter grade for every week of delay, unless prior
arrangements have been explicitly made***. Because we live in uncertain times, if you have any
extraordinary circumstances (think flood, earthquake, evacuation, pandemic) 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 to make arrangements to complete your work. *It is up to
the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval
Graduate and non-degree students may request a withdrawal from classes after the drop deadline for
non-academic reasons. Such requests are only considered under exceptional circumstances.
Students must provide verifiable, third-party documentation with the request. For questions about
documentation, contact the CEHD Office of Student and Academic Affairs at **cehdsaa@gmu.edu**.
Students should contact an academic advisor in APTDIE to withdraw after the deadline, and there
is no guarantee that such withdrawals will be permitted.

Online Participation/Attendance Policy
Students are expected to participate in **all** online discussions. **Not participating in an online
discussion module will be reflected with a zero for the week and considered a class absence**.

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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 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.

Tentative Class Schedule

Please Note: This schedule may be changed in response to the needs of the professor, students, or unexpected changed in the university calendar. Students will be notified by email and any changes will be also posted in the course Blackboard site.

ALL supplementary texts will be uploaded within Weekly Modules in Blackboard.

SCHEDULE – EDCI 630: Summer 2024

Date	Topics & Learning Objectives	Readings/Assignments due for Weekly Modules
Course Preview Mon. 5/6 to Sun. 5/12	**Course Introduction: Overview of EDCI 630** **Outcomes**: Become familiar with syllabus, course requirements, and Blackboard tools and expectations	A video overview of the course will be posted for you to view at your convenience prior to the course start date. **Reading:** The course syllabus **Discussion Board:** Complete Intro discussion forum video post. A Google Form will be shared for you to provide your availability for our three (3) synchronous sessions during the term. Please complete these tasks by **Wednesday, May 15th**.
Week 1 Mon. 5/13 to Sun. 5/19	**Bilingualism/Multilingualism & Second Language Acquistion** **Outcomes**: Build knowledge of bilingualism including topics such as: Simultaneous Acquisition of Bilingualism/Multilingualism; Early Childhood Bilingualism; Code Switching and Translanguaging; Children as Language Interpreters/Brokers Deepen understanding about the complex nature of bilingualism and/or multilingualism and the importance of embracing a holistic view of bilingualism Consider the way that societal and school systems' attitudes toward	Complete ALL readings and learning activities in **Weekly Module 1** on Blackboard. **Text:** Baker & Wright (2021) Chapters 1 & 5 Snyder & Staehr Fenner (2021) Chapter 1 **Blackboard:** Fox, R., Corretjer, O., & Webb, K. (2019). Benefits of foreign language learning and bilingualism: An analysis of published empirical research 2012–2019. *Foreign Language Annals*, *52,* 699–726. **Discussion Board:** Complete Module 1 discussion forum by Friday and respond to at least 2 peers by Sunday. **FELS Project:** Identify student for FELS project and gather information about their learning, language background, etc.

		bilingualism have implications for sustaining language and culture	
Week 2 Mon. 5/20 to Sun. 5/26	**Cultural and Linguistic Diversity & Culturally Responsive Teaching Practices** **Outcomes**: Recognize the relationship between language, culture, and identity as well as the importance of creating culturally and linguistically responsive learning experiences and school environments. Examine the relationship between cognition and language development. Develop understanding of culturally responsive teaching for multilingual learners to leverage students linguistic and cultural assets. Explore asset-based approaches to instruction which foster learning content and language in tandem.	Complete ALL readings and learning activities in **Weekly Module 2** on Blackboard. **Text:** Snyder & Staehr Fenner (2021) Chapters 2 & 3 **Blackboard:** Staehr Fenner, Snyder, & Gregoire-Smith (2024) Chapter 2 Review WIDA 2020 Standards Framework: Sections 1 & 2 (pgs. 17-36) **Discussion Board:** Complete Module 2 discussion forum by Friday and respond to at least 2 peers by Sunday. **Reading Response #1:** Complete and submit to the Assignment Depository by Sunday, May 26th **Work on FELS Project Part I: Portrait of an EL** Create a Google Doc to share your draft of Part I with the instructor and a critical friend. Continue learning about your EL, gather information about their learning, language background, etc. for Part II as you begin to connect to SLA theories and literature from our course readings.
Week 3 Mon. 5/27 to Sun. 6/2	**Applying SLA Theories and Research in your Classroom** **Outcomes:** Consider Curriculum and Instruction with SLA theory	Complete ALL readings and learning activities in **Weekly Module 3** on Blackboard. **Text**: Baker & Wright (2021), Chapters 7 & 8 Snyder & Staehr Fenner (2021) Chapter 6 **Discussion Board:** Share Google link to draft paper (Parts I & II) of FELS study to instructor

		Understand that pedagogical coherence emerges from an integrated theory of teaching and learning which allows teachers to provide high-quality, rigorous instruction for ELs in the grade level content. Explore and Evaluate Scaffolding & Differentiation with ELs Explore Funds of Knowledge and Leveraging Family Assets Engage in dialogue with peers through our first synchronous session	and critical friend. Give and provide feedback to critical friend on Google Form link. **Work on FELS Project Part II:** Learner Analysis & Application of Language Acquisition Theories **Synchronous Session 1:** Engage in our first synchronous online session with peers (**Date TBD**).
Week 4 Mon. 6/3 to Sun. 6/9	**Classroom Practices to Support Literacy and Biliteracy for Multilingual Learners** **Outcomes:** Explore Effective Schools & Classroom Practices for Bilingual Learners Understand different approaches to Literacy, Biliteracy, and Multiliteracies for Bilinguals Consider ways to support and challenge multilingual learners to think critically as they acquire language and content in the classroom and build cross-curricular connections	Complete ALL readings and learning activities in **Weekly Module 4** on Blackboard. **Texts:** Baker & Wright (2021) Chapters 13 & 14 **Blackboard:** Staehr Fenner, Snyder, & Gregoire-Smith (2024) Chapter 3 **Discussion Board:** Complete Module 4 discussion forum by Friday and respond to at least 2 peers by Sunday. **Reading Response #2:** Complete and submit to the Assignment Depository by Sunday, June 9th **Work on FELS Project Part III:** Connect lesson planning for EL success, begin to map out plans for differentiation of instruction
Week 5 Mon. 6/10 to Sun. 6/16	**Assessment of ELs: Measuring Growth and Progress** **Outcomes:** Examine policies and practices regarding multilingual learners and	Complete ALL readings and learning activities in **Weekly Module 5** on Blackboard. **Text**: Baker & Wright (2021) Chapter 2 Snyder & Staehr Fenner (2021) Chapter 5

| | | consider the complexities of measuring bilingualism.

Compare different types of assessment tools and measurement to assess multilingual learners' social and academic language proficiency. Think about how this might inform your FELS project.

Explore pedagogical shifts that support ELs in learning grade level content and academic English simultaneously.

Engage in dialogue with peers through our second synchronous session. | **Blackboard:**
Staehr Fenner, Snyder, & Gregoire-Smith (2024) Chapter 9

Discussion Board: Share Google link to draft paper (Part III) of FELS study to instructor and critical friend. Give and provide feedback to Critical Friend on Google Form link by Sunday, June 16th.

Work on FELS Project Part III: Curriculum Application for EL: Lesson Plan Adaptation – Share with instructor and critical friend for comments.

Synchronous Session 2: Attend second synchronous Zoom session (**Date TBD**) |
|---|---|---|---|
| **Week 6**

Mon. 6/17
to
Sun. 6/23 | **Interpretation of Assessments for ELs**

Outcomes:
Explore Assessment & Measurement in the Classroom: Formative and Summative Assessments of ELs

Understand WIDA framework, standards, and assessments

Understand the issues of "fair" assessments for ELs in PK-12 schools

Consider Cultural & Linguistic Bias | | Complete ALL readings and learning activities in **Weekly Module 6** on Blackboard.

Text:
Snyder & Staehr Fenner (2021) Chapter 4

Blackboard Readings:
- Selected WIDA Resources
- Abedi & Levine (2013) – Fairness in assessment of English learners
- Montgomery (2014) – The transformative power of performance-based assessment

Discussion Board: Complete Module 6 discussion forum by Friday and respond to at least 2 peers by Sunday.

Work on FELS Project Part IV: Assessment Practices Related to Lesson Plan |

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Week 7 Mon. 6/24 to Sun. 6/30	**Bilingual Education Models & Dually Identified Multilingual Students** **Outcomes**: Understand the history and current state of bilingual education in the U.S. Explore the concept of content and language integrated learning. Consider the identification, support & assessment of multilingual learners with special needs Explore and discuss the identification of ELs for Gifted & Talented Education Engage in dialogue and receive feedback on your FELS project from peers	Complete ALL readings and learning activities in **Weekly Module 7** on Blackboard. **Text**: Baker & Wright (2021), Chapters 10, 12, & 15 **Blackboard Reading:** Glaser & Meadow (2022). Becoming 'talent scouts.' **Discussion Board:** NO Discussion Board this week! **Work on FELS Project Part V:** Overall Reflection of FELS Study **FELS Presentations:** Participate in our final synchronous online Zoom session (**Date TBD)**
Week 8 Mon. 7/1 to Fri. 7/5	**Policy, Advocacy, & Uniting Multilingual Students' Schools, Families, and Communities** **Outcomes:** Understand the Role of Policy in Fostering a Learning Culture for ELs and Their Teachers Consider the role of English as a Global Language and implications for teaching and classroom practice Think critically about the importance of community and family engagement to support student achievement and culturally responsive teaching practices	Complete ALL readings and learning activities in **Weekly Module 8** on Blackboard. **Text:** Baker & Wright (2021) Chapters 3 & 17 Snyder & Staehr Fenner (2021) Chapter 7 **Discussion Board:** Complete Module 8 discussion forum by Friday. No responses to peers required for this module. **Complete course evaluation**
Examination Period Mon. 7/8	**Putting it All Together** **Final course assignments are due**	**FELS Project:** Submit final FELS Project on VIA by Monday, July 8th

to Tues. 7/9		**Extended Reflection:** Submit Extended Reflection assignment by Tuesday, July 9th **Optional Text:** Snyder & Staehr Fenner (2021) Chapter 8

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 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/ .

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EDCI 630 Performance Based Assessment Rubric – Focused English Learner Study (FELS)

Category	Possible Points	TESOL Domain -------- ASTL Learning Outcome	Score			
			0 Does Not Meet Standard	**1** Approaches Standard	**2** Meets Standard	**3** Exceeds Standard
Part I: Portrait of an EL: Description of Learner & Learner's Language & Schooling Background	8	2 ----- LO 1	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 includes an adequate Portrait of the EL, adequately addresses the socio-cultural background of the learner as it relates to language development, and provides a solid context for the language acquisition analysis	Description/Introduction includes the Portrait of the EL, is robust, and includes a detailed rationale, description of the language learner and their language development history, and specifically addresses how the socio-cultural context influences language acquisition and learning
Part II: Learner Analysis & Application of Language Acquisition Theories	10	1 --- LO 3	Cursory analysis of language learner; may indicate misconceptions about SLA readings/theories studied in EDCI 630; missing or under-developed reflection	Minimal analysis of language learner; does not include accurate application of relevant SLA theories for this learner; only minimally connects to readings or theories from EDCI 630; reflection is minimal	Basic analysis of language learner provides adequate application of relevant SLA theories for this learner; makes foundational connections to readings/theories from EDCI 630; satisfactory level of reflection	Nuanced analysis of language learner provides strong application of relevant SLA theories for this learner; makes thoughtful, thorough, connections to readings/theories from EDCI 630; high level of reflection

Part III: Curriculum Application for EL: Lesson Plan Adaptation	10	3 --- LO 2 & 6	Does not include an adapted lesson plan, or lesson plan is not reflective of strengths and needs of learner. No rational for changes made to original lesson plan is provided; lacks grounding in SLA readings from course	Presents minimally adapted lesson plan for EL that lacks individualization or differentiation and may fail to provide adequate rationale for changes made to original lesson plan based on SLA readings from EDCI 630.	Presents realistic, satisfactorily adapted lesson plan for language learner but may need additional individualization or differentiation to meet learner strengths and needs. Provides adequate rationale for changes made to original lesson plan based on SLA readings from EDCI 630.	Presents realistic, thoughtfully adapted lesson plan for language learner and includes individualization or differentiation based clearly on learner strengths and needs. Provides robust rationale for changes made to original lesson plan based on SLA readings from EDCI 630.
Part IV: Assessment Practices Related to Lesson Plan	4	4 --- LO 6	Does not include a realistic formative assessment(s) OR minimal to no rationale for assessment is provided	Presents minimal formative assessment(s) or minimal rationale for formative assessment(s).	Lesson plan's formative assessment(s) align adequately with EL's strengths and needs. Rationale for formative assessment(s) adequately draws on SLA readings from EDCI 630	Lesson plan's formative assessment(s) align closely with EL's strengths and needs. Rationale for formative assessment(s) is robust and nuanced and based on SLA readings from EDCI 630
Part V: Overall Reflection of Focused English Learner Study	4	5 --- LO 4	Does not provide description and critical reflection of lesson/unit planning process; makes no connections to overall teaching practice	Provides a cursory description with inadequate critical reflection of lesson/unit planning process; makes minimal connections to overall teaching practice	Provides detailed description and adequately critical reflection of lesson/unit planning process; makes satisfactory, clear connections to overall teaching practice	Provides thorough, nuanced description with robust critical reflection of lesson/unit planning process; makes extensive connections to overall teaching practice
Style & Mechanics	4		Assignment may be poorly organized across sections of report and/or	Assignment is generally well organized across sections but has some	Assignment is well organized across all or most of study. Clearly	Assignment is well organized consistently across all sections of

| | | | written overall with many stylistic or grammatical errors and error patterns. Extensive APA formatting errors prevent professional communication | organizational problems. May have minor problems with clarity of writing overall; stylistic errors or error patterns may be evident. Some APA formatting errors prevent professional communication | written overall; very few errors evident. Few APA formatting errors but do not hinder the reader significantly. | report. Clearly and convincingly written overall; NO stylistic errors or error patterns, no APA errors present. |

Class Participation Rubric EDCI 630			
	Evolving	**Competent**	**Accomplished**
Overall Participation	**Few** activities/assignments in Bb are completed on a **timely basis** throughout the course; **critical engagement** (insightful and analytical thinking) around course readings/videos or other learning resources is **often not evident.** Synchronous session, if scheduled, may not have been attended.	**Most** activities/assignments in Bb are completed on a **timely basis** throughout the course; **critical engagement** (insightful and analytical thinking) around course readings/videos or other learning resources is **satisfactorily (usually) evident.** Synchronous session, if scheduled, was attended and student somewhat engaged with peers and instructor.	**Any/All** activities/assignments on Bb are completed on a **timely basis** throughout the course; **critical engagement** (insightful and analytical thinking) around course readings/videos or other learning resources is **always strongly evident.** Synchronous session, if scheduled, was attended and student actively engaged with peers and instructor.
Discussion Quality	Discussion posts and **some** replies are underdeveloped; Course readings are not **adequately** integrated to support posts; **Few** APA-7 style citations are used in posts; **Some to no posts** utilize and demonstrate learners' prior and/or new knowledge (candidate **does not**	Discussion posts and **most** replies are **one to three *hearty* paragraphs**; Course reading/content are **satisfactorily** integrated to support posts; APA-7 style citations are **often** used in posts; **Many but not all** posts utilize and demonstrate learners' prior	Discussion posts and **all** replies are **one to three *hearty* paragraphs**; Course readings/content are **strongly integrated** to support thoughtful and reflective posts; APA-7 style citations are **always** used in posts; Posts utilize and learners' prior and new

	often apply key course content to current or future teaching); **Some** replies do not go beyond superficial responses and may not build on others' responses to create connected threads.	and/or new knowledge (candidate **usually thoughtfully** applies key course content to current or future teaching); **Most** replies typically go beyond superficial responses, building on others' responses to create connected threads.	knowledge (candidate **always thoughtfully** applies key course content to current or future teaching); **All** replies go beyond superficial responses, building on others' responses to create connected threads.