

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

**EDCI 516-001
CRN 74043
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
Fall 2006**

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| Professor: | Rebecca K. Fox, Ph.D. |
| Class Day & Time: | Wednesdays, 7:20 – 10:00 p.m. |
| Class Location: | Enterprise Hall 173 |
| Contact Information & Office Hours | |
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COURSE OUTLINE

A. Course Description:

Examines research in first and second language acquisition, including the interaction of a bilingual's two languages, with applications for the classroom. Community-based field experience in public schools is required.

Students will examine research on the cognitive and linguistic achievements of bilingual learners and will acquire knowledge about the consequences of bilingualism for students' cognitive development, school achievement, and linguistic processing. This is a required course for Virginia State PK - 12 ESL/FL licensure and for foreign language immersion teachers.

B. Course Delivery:

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles through a variety of in-class, on-line, and individualized instructional strategies.

Instruction includes:

- Presentations (i.e., lectures,/lecturettes assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative and Collaborative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Guest lectures*;
- *Student presentations*;

- *Videos and other audio-based learning resources;*
- *School site-based work with language learners*
- *Blackboard 6™* web-based course management system.

EDCI 516 employs a seminar format and thus requires the active participation of all students during each class meeting. The course is structured around discussion, hands-on learning activities, and group projects. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings. Students should be prepared to discuss the content readings in class and on the class Blackboard site in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion. To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, students will also be expected to post emergent thoughts and responses regularly on the class *Blackboard* site and should thus have regular access to a computer with internet access.

C. College of Education and Human Development Statement of Expectations

George Mason University Statement of Professional Behavior and Dispositions, Honor Code, and Policy on Disabilities:

The Graduate School of Education (GSE) in the College of Education and Human Development expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. Please see <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. Please see http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. Go to <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. Please see www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

D. Course Outcomes

At the conclusion of EDCI 516-001, students will be able to:

- Demonstrate an understanding of language as a system, recognize the changing nature of language, and demonstrate a high level of competence in helping students acquire and use the target language in listening, speaking, reading, and writing for social and academic purposes (TESOL NCATE 1a; ACTFL NCATE 1b)
- Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment; they understand how concepts, theories, research, and practices facilitate the acquisition of a primary and a new language in and out of classroom settings (TESOL NCATE 1b; ACTFL NCATE 3a).
- Know, understand, and use knowledge of how cultural groups and students' cultural identities affect

language learning and school achievement (TESOL NCATE 2b).

- Demonstrate that they understand the connections among perspectives of a culture and its practices and products, that they integrate the cultural framework for language standards into their instructional practices (ACTFL NCATE 2a).
- Identify and discuss the social, cultural, affective, and cognitive factors playing a role in L2 acquisition and use this knowledge to create a supportive classroom learning environment that addresses the needs of diverse learners (ACTFL NCATE 3a, b).
- Understand the ongoing nature of assessment practices and other various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect student learning (TESOL/ NCATE 4a; ACTFL NCATE 5a).
- Know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of second language learners (ESL/ EFL/ WL) (TESOL/ NCATE 4b; ACTFL NCATE 5a).
- Collaborate with and be prepared to serve as advocates for all students and a resource to fellow staff members, including paraprofessionals, to improve learning for all students and promote the field of language learning and student success (TESOL/ NCATE 5c; ACTFL NCATE 6b).
- Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice (ACTFL/ NCATE 6b).

E. Relationship to Program Goals and Professional Organizations

Language is the most human form of behavior. The investigation of what research shows us about how language is acquired and the study of how language interacts with culture are essential areas of information that individuals seeking to teach second/world languages must know and understand. Exploring how languages are acquired (language acquisition research) and the links among culture, communication, and academic success will help develop a knowledge base appropriate for individuals teaching in today's multicultural world. Emphasis will be on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.

EDCI 516 follows the guidelines and recommendations made by:

| | |
|---|-------|
| The American Council on the Teaching of Foreign Languages | ACTFL |
| Teachers of English for Speakers of Other Languages | TESOL |
| The National Association for Bilingual Education | NABE |
| The National Association for Multicultural Education | NAME |

TESOL, ACTFL, NABE, and NAME, are among the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations and foreign/second language learning and acquisition. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches society and rejects the view that diversity threatens the fabric of society. ACTFL and TESOL have the more specialized mission of developing the expertise of their members and other educators involved in teaching second/world languages. This mission encourages the fostering of an effective learning environment, accomplishing the goal of effective communication in diverse settings, and respecting an individual's rights and needs.

F. Academic Standards

The following standards aim to provide consistency in teacher education programs across the United States in terms of what EFL/ ESL/ FL (WL) teachers need to know and be able to do – that is, the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

Licensure courses are aligned specifically with the national standards of two governing professional organizations: the American Council on the Teaching of Foreign Languages and the Teachers of English for Speakers of Other Languages. Courses also follow the INTASC guidelines (Interstate New Teacher Assessment and Support Consortium) that identify those principles that should be present in all teaching environments, regardless of the subject or grade level.

The **ACTFL NCATE Standards for the Preparation of P-12 Foreign Language Teachers** articulate what beginning foreign language teachers need to know in order to be successful teachers of foreign languages. They were approved in 2002. The **NCATE TESOL Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education** serve as a bridge to the general education standards expected of all students in the United States and were approved by the TESOL Board of Directors October, 2002.

These three sets of national professional standards serve as a framework for systematic teacher preparation and professional development programs. Evidence of the degree to which the standards have been met is compiled in a program participant's **Professional Development Portfolio** (refer to the program's PDP Guidelines) throughout the licensure component of the program and presented to faculty at the conclusion of the licensure internship. Information about these standards may be found at:

<http://www.ncate.org/documents/ProgramStandards/tesol.pdf>

<http://www.actfl.org>

<http://www.ncate.org/documents/ProgramStandards/actfl.pdf>

The ACTFL NCATE Standards cover the following six domains:

| ACTFL NCATE STANDARDS FOR P-12 FOREIGN LANGUAGE TEACHER EDUCATION PROGRAMS | | | |
|---|--|---|---|
| Domains | | Standards | Standards specifically met by EDCI 516 |
| One | Language, Linguistics, Comparisons | 1a. Proficiency in the TL | |
| | | 1b. Linguistic elements of TL | |
| | | 1c. Comparisons | |
| Two | Cultures, Literatures, Cross-disciplinary texts | 2a. Cultural understanding | 2a |
| | | 2b. Nature and role of literary and cultural texts | |
| | | 2c. Integration | |
| Three | Language Acquisition Theories & Instructional Practices | 3a. Understands and uses LA theory to inform instruction and create meaningful TL interaction | 3a |
| | | 3b Develops instructional practices that meet needs of diverse learners | 3b |
| Four | Integrate Standards into Curriculum & Instruction | 4a. Understands Standards | |
| | | 4b. Integrates Standards | |
| | | 4c. Uses Standards to design & evaluate learning | |
| Five | Assessment of Language & Culture | 5a. Demonstrates understanding of multiple ways of assessment | 5a |
| | | 5b. Reflects on results | 5b |
| | | 5c. Reports results | 5c |
| Six | Professionalism | 6a. Professional development | 6a |
| | | 6b. FL advocates | 6b |

The **TESOL NCATE** Standards cover the following six domains:

| TESOL NCATE STANDARDS FOR P-12 TEACHER EDUCATION PROGRAMS | | | |
|--|---|---|---|
| Domains | | Standards | Standards specifically met by EDCI 516 |
| One | Language | 1a. Describing Language | 1a5, 6, 8, 9, & 10 |
| | | 1b. Language acquisition and development | 1b1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13 |
| Two | Culture | 2a. Nature and role of culture | 2a1, 3, & 4 |
| | | 2b. Cultural groups and identity | 2a1, 3, & 4 |
| Three | Planning, Implementing, and Managing Instruction | 3a. Planning for Standards Based ESL & content instruction | 3a3 |
| | | 3b. Managing and implementing Standards Based ESL and content instruction | 3b2 |
| | | 3c. Using resources effectively in ESL instruction | 3c1, 3, 4, & 5 |
| Four | Assessment | 4a. Issues of Assessment for ESL | 4a1 & 3 |
| | | 4b. Language proficiency assessment | 4b2 & 3 |
| | | 4c. Classroom-based assessment for ESL | |
| Five | Professionalism | 5a. ESL research and history | 5a1 & 2 |
| | | 5b. Partnerships and advocacy | 5b2 & 3 |
| | | 5c. Professional development and collaboration | 5c1 & 4 |

H. Texts and Resources

A. Required Texts

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (3rd ed.). Clevedon, UK: Multilingual Matters.

Collier, V.P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Woodside, NY: Bastos Educational Books.

Tse, L. (2001). "Why don't they learn English?" *Separating fact from fallacy in the U.S. language debate*. New York: Teacher College Press.

Additional resources will be available from the Fenwick Library E-Reserves. An up-to-date Helpful Resources and References List will be made available under Course Documents and External Links on our *Blackboard 6* class site.

B. Recommended Books:

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: L. Erlbaum.

Tokuhama-Espinosa, T. (2003). *The multilingual mind: Issues discussed by, for, and about people living with many languages*. Westport, CT: Praeger.

American Psychological Association (2002). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

[*Note*: All papers and professional writing in the GMU Graduate School of Education follow the APA Style Manual (Fifth Edition).]

I. Course Requirements

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

Students are *expected to attend all class sessions*, to participate actively during large and small group discussion and activities, and to log on weekly to <http://blackboard.gmu.edu> for between-class discussion topics, questions, and postings, as assigned. Because this course is interactive in nature, your active participation in class provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points.

Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline, unless special arrangements have been made with the professor in advance. If you believe you will have difficulty meeting course requirements in a timely manner, please discuss your situation with the instructor as soon as possible.

An extension to class discussion, *Blackboard 6* serves as an electronic symposium or discussion group. Entries should be topical and discussion points should include information connected to the course and program readings.

EDCI 516–001 and -002 course requirements will be met as follows:

| Class Assignments | | | |
|---|--|----------------------------|---|
| Project | Goal | Percentage of Grade | Due Date |
| In-class and On-line Participation and Readings | <p>Students are expected to actively participate in every class session, both in class and by electronic posting, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class.</p> <p>Students must inform instructor of the need for an absence from class.</p> <p style="text-align: center;"><i>NCATE TESOL Standards: 1b, 3a, 4a, & 5a</i> <i>ACTFL NCATE Standards: 3a, 4a, 6a</i></p> | 25 percent | Each class meeting |
| Critical Journal Response <i>(Theory & Research)</i> | <p>Using traditional and on-line sources, students will demonstrate an understanding of the course objectives by reviewing connections between selected readings (juried articles or short book/monograph), class activities, and its connection to their own personal/ professional classroom experiences.</p> <p style="text-align: center;"><i>NCATE TESOL Standards 1b, 2a & 2b</i> <i>ACTFL NCATE Standards 3a, 5a, 6a</i></p> | 15 percent | Class 7 Oct. 11 |
| Philosophy of Education <i>(Professionalism, Theory, & Research)</i> | <p>Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning, and learners, candidates will write an opening Philosophy of Education statement. This will include reflections on the role of culture, instructional practices, & assessment. It will be reviewed and updated in later coursework.</p> <p style="text-align: center;"><i>NCATE TESOL Standards 2a, 2b, 4a, 5c</i> <i>ACTFL NCATE Standards 2a, 2b, 6b</i></p> | 15 percent | <p style="text-align: center;">In Class Working Draft Oct. 18</p> <hr/> <p style="text-align: center;">Final Copy Class 10 Nov. 8</p> |
| Language Analysis Case Study and Presentation | <p>Students will work in small groups to collect, record, and analyze an oral and written language sample from a language learner. A written commentary connecting this hands-on experience to</p> | 45 percent | Written project to be handed in on Class 13 |

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| <i>(Theory, Research, Professional Collaboration & Practice)</i> | course readings, SLA research and theory, a personal reflection, and a list of references will accompany the analysis. Each group will share their findings in a formal research presentation at the end of the semester. <i>NCATE TESOL Standards - 1a, 1b, 2 b, 4b, and 5b</i> <i>ACTFL NCATE Standards 2a, 3a, 3b,5a, 5b, 5c, 6b</i> | | Group Presentation Day Class 13 Dec. 6 |
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**** **Online Etiquette reminder for all:** Whether you are composing an e-mail message or posting a message in *Blackboard 6*, it is wise to assume that everyone in the world will read your words. Practice your professionalism, sensitivity, kindness, respect for others' beliefs and opinions, along with your growing knowledge in SLA as you share your insights and thoughts throughout the semester.

J. Grading

The University-wide system for grading graduate courses is as follows:

| Grade | Standards | Grading | Grade Points | Graduate Courses |
|-------|--------------------------------|------------|--------------|--------------------------|
| A+ | Substantially Exceeds Standard | 98 - 100 | 4.00 | Satisfactory / Passing |
| A | Meets Standard | 93 – 97.49 | 4.00 | Satisfactory / Passing |
| A- | Meets Standard | 90 – 92.49 | 3.67 | Satisfactory / Passing |
| B+ | Partially Meets Standard | 88 – 89.49 | 3.33 | Satisfactory / Passing |
| B | Partially Meets Standard | 83 – 87.49 | 3.00 | Satisfactory / Passing |
| B- | Partially Meets Standard | 80 – 82.49 | 2.67 | Satisfactory* / Passing |
| C | Attempts Standard | 70 – 79.49 | 2.00 | Unsatisfactory / Passing |
| F | Does not Meet Standard | Below 70% | 0.00 | Unsatisfactory / Failing |

- Note: Mason students are advised that, although a B- is a satisfactory grade for a course, students must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

Course Schedule: Fall 2006

| Class | Theme/Topic | Preparation and Readings (To be read prior to class – Some supplemental readings TBA) | Assignments for This Date's Class |
|--------------------------------|---|---|---|
| Class One August 30 | <p>Course Introduction: Overview of EDCI 516</p> <p>Review Syllabus & Requirements</p> <p>Intro to Blackboard & GMU Email accounts</p> | <p>Part One: <i>Introduction to EDCI 516, Syllabus and Overview</i></p> <p><i>BREAK – move to Innovation Hall</i></p> <p>Part Two: <i>Blackboard Briefing & GMU Email accounts:</i></p> <p>CLASS WILL MEET for the second half of class in Computer classroom IN 222 (Innovation Hall) across campus for our electronic orientation</p> <p>Looking ahead: Please read for Class 3: Tse, L. (2001). <i>"Why Don't They Learn English?"</i></p> | <p>After this class, please subscribe to The Office of English Language Acquisition (Dept of Ed)'s newsletter by going to: http://www.ncela.gwu.edu/enews/subscribe.htm</p> <p>(Formerly the NCELA Newsletter, this is now the OELA Newsletter of the National Clearinghouse for English Language Acquisition)</p> |
| Two Sept. 6 | <p>Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research</p> <p>Myths and misconceptions about second language learning</p> <p>Intro to Teaching Philosophy Journal Response</p> | <p>Baker (2006) text: Chapters 1 & 3</p> <p>Continue reading the posted readings for the first three classes, and as time permits, the following are <u>highly</u> recommended:</p> <p>McLaughlin, B. (1992). "Myths and misconceptions about second language learning" found at: http://www.ncela.gwu.edu/pubs/symposia/reading/article6/mclaughlin93.html</p> <p>Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/esl_resources/digests/myths.html</p> <p>Critical Journal Response – Opening discussion & Introduction Philosophy of Teaching – Introduction & Group Discussion</p> | <p>Beginning this week, begin to participate in our EDCI 516 site on <i>Blackboard 6</i> electronic discussion forum. Weekly "strands" will be posted.</p> <p>http://blackboard.gmu.edu</p> <p>Begin to formulate your thoughts about teaching and learning in the second language classroom. During this week & beyond, please post your current thoughts and beliefs about teaching (your emergent teaching philosophy) in GMU's <i>Blackboard 6</i> electronic discussion forum in the space provided.</p> |
| Three Sept. 13 | <p>Continuing: SLA Research and its implications for classroom practice\</p> | <p>Baker (2006)- Chapter 2</p> <p>Group debrief of the Tse book (reading should be completed by this class)</p> | <p>Be sure you have completed the Tse by this evening's class and posted your reflection of Bb that captures the segments of the Tse you personally found to be the most meaningful,</p> |

| Class | Theme/Topic | Preparation and Readings (To be read prior to class – Some supplemental readings TBA) | Assignments for This Date's Class |
|--------------------------------|--|--|--|
| | Definitions, & Measurement | If time permits, read: Crandall, J. (2003). They DO speak English: World Englishes in U.S. Schools. And Critical Journal Response – zeroing in on format and finalizing article selection | striking, or thought provoking. |
| Four Sept. 20 | Standards for Teachers and P-12 Students: TESOL, ACTFL, NCATE | The ESL Standards for Pre-K-12 Students -- http://www.tesol.org/s_tesol/seccss.asp?CID=95&DID=1565 The Foreign/World Language Standards for PK-12 Students http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary) In-class Video: <i>American Tongues</i> (with debrief) Consult the following in preparation for the video: http://www.cofc.edu/~jacobs/AmericanTongues.htm Another excellent site supports the <i>Do You Speak American?</i> : http://www.pbs.org/speak/about/guide - vocabulary lists | Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum, as indicated in class, particularly the formulation of your teaching philosophy thoughts. |
| Five Sept. 27 | L1 Research in Children L2 Research: Children and Second Language Acquisition | Part I: L1 & L2 Research and Children Readings: Baker (2006). Chapter 5 Wong-Fillmore, L. (1991). Second-language learning in children: A model of language learning in social context. In Bialystok, E. (Ed.), <i>Language Processing in Bilingual Children</i> (pp. 49-69). New York: Cambridge University Press. Lightbown, P. (1999). How languages are learned. Oxford: Oxford University Press, 1-27. Begin to read the Collier Monograph | Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum. |

| Class | Theme/Topic | Preparation and Readings (To be read prior to class – Some supplemental readings TBA) | Assignments for This Date's Class |
|-----------------------------------|---|---|---|
| Six October 4 | Intro to Language Analysis Case Study Project Adolescents/ Adults and Second Language Acquisition | Introduction of the Language Analysis Project [Sign up this evening for LA Project groups] Baker, C. (2006). Chapter 6 Thomas, W. P., & Collier, V. P. (2002). Study Summary Report: http://www.crede.ucsc.edu/research/llaa/1.1_conclusions.html Walqui, A. (2000). Strategies for success: Engaging immigrant students in secondary schools: http://www.ericdigests.org/2001-1/success.html | Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum. |
| Seven October 11 | Bilingualism & Cognition Cognitive Theories and the Curriculum | Baker, C. (2006). Chapters 7 & 8 Genesee, F. (2000). Brain research: Implications for second language learning. www.eric.ed.gov Other Readings-TBA Mid Course Evaluations – in class | CRITICAL JOURNAL RESPONSE DUE (15%) Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum. |
| Eight October 18 | Implications of Learner Similarities/ Differences for the Classroom Input and Interaction in SLA: A Brief Look at the Multiple Intelligences | Gardner, H. "Multiple intelligences theory: Eight ways of knowing" at: http://www.multi-intell.com http://surfaquarium.com/MI/inventory.htm Christison, D. (1996). Teaching and Learning Languages through multiple intelligences. TESOL Journal 10-14. Available on e-reserves. | In preparation for this week's work on multiple intelligences, you are requested to download the referenced MI Inventory. Please take the MI inventory, and score it yourself. Ongoing: Participate in GMU's <i>Blackboard</i> electronic discussion forum. Bring draft of Philosophy Paper to class – small group support. |
| October 25 | Project Work Night | Language Acquisition Case Study Groups – Group work night to continue planning and launching your LACS | Online and/or in-person work groups this week |

| Class | Theme/Topic | Preparation and Readings (To be read prior to class – Some supplemental readings TBA) | Assignments for This Date's Class |
|-------------------------------|--|--|---|
| Nine November 1 | Affective, Social, and Cultural Perspectives in SLA Models of Bilingual Education | Baker (2006) – Chapter 18 Collier, V.P. (1995). – Complete reading of monograph Vollmer, G. (2002). Sociocultural perspectives on second language writing. Baker, C. (2006). Chapter 12 & 13 | Ongoing: Participate in <i>Blackboard</i> electronic discussion forum. |
| Ten November 8 | Bilingualism, Biliteracy, and Language Learners | Baker, C. (2006). Chapters 9 & 10 Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. <i>Educational Leadership</i> , 61(2). Available on e-reserves. Rossell, Christine (2004). Teaching English through English. <i>Educational Leadership</i> 62(4): 8-13. Available on e-reserves. Recommended reading: Armstrong, T. (2004). Making the Words Roar, <i>Educational Leadership</i> 61(6) 78-81. Available on e-reserves García, G. (1999). Bilingual children's reading: An overview of recent research. Available on e-reserves. Snow, C. (2002). www.whyreadingishard.com | Ongoing: Participate in <i>Blackboard</i> electronic discussion forum. PHILOSOPHY of EDUCATION Paper due (15%). |
| Eleven November 15 | Bilingualism and Special Needs | Baker (2006) - Chapter 16, Deaf Bilingual Learners Guest Speakers | Work in Language Analysis Groups – continue posting discussion and progress in Bb LACS groups |
| Nov. 22 | No Class | NO CLASS this week – Thanksgiving holiday | |
| Twelve November | Policy & Politics of Bilingualism: The | NCLB & ESEA Reauthorization | Work in Language Analysis Groups – continue posting discussion and progress in |

| Class | Theme/Topic | Preparation and Readings (To be read prior to class – Some supplemental readings TBA) | Assignments for This Date's Class |
|----------------------------|--|--|---|
| 29 | Socio-political Debate | Crawford, J. Language Policy web site: http://ourworld.compuserve.com/homepages/JWCRAWFORD/ Contrast this perspective with that of the English First web site at http://www.englishfirst.org Baker, C. (2006). Chapters 17 and 19. | BB groups |
| Thirteen Dec. 6 | Final 516 Class – Pulling It All Together Course Synthesis | Language Analysis Projects Due and LAP Team Presentations - Project Debrief discussion and Pulling it All Together Course Synthesis and Evaluations. | Presentations Language Analysis Project (Course Performance-based Project) Group written reports with individual personal reflections due (45%). |

EDCI 516
Critical Journal Response – Assignment Guidelines
Due date: October 11 (Class 7)

Assignment Aligned with the NCATE TESOL Standards 1b, 2a, & 2b,
And with ACTFL NCATE Standards 3a, 5a, 6a.

Objective: To engage learners thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The reading of current research is important for professional growth and development.

The Critical Journal Response (CJR) engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. It allows provides students an opportunity to use APA Style, a GSE requirement. CJRs will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your CJR should be **between 2-5 pages** in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the author*, and how and why you *can or cannot apply* these ideas into your current or future practice.

The response should be comprised of three parts (or levels):

- 1) **Level One: description/article abstract,**
- 2) **Level Two: analysis, application, and interpretation, and**
- 3) **Level Three: reflection** on the content and its meaning to you in your current/future professional role and application to your classroom.

Details to guide you in your analysis process:

Level One – Description/Abstract: A short paragraph. This paragraph **describes** the article and captures its salient points. This tells briefly **what** the article is about, captures the central idea of the article, and provides an overview, or abstract, for your reader.

Level Two - Analysis, Application, and Interpretation of the material is the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article. It concerns your interpretation of the material based on the readings we have done in class to date. In this section, utilize **at least three supporting sources (references)** from your readings, using APA style, 5th edition. Cite references at the end of your journal critique on a page entitled References. These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own or for another class.

Level Three - Reflection: This is a section where you will reflect on what the article means to you and how you connect to it. For example: Why did this article appeal to you, or why did you select this particular article? You should include a section that states what this research, or information in the article, means to you as an educator and how you might use it (or portions of it) in your (future) classroom. You might tell what you would/do **similarly** or **differently**, and **why**, to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular environment. This section personalizes the description, analysis, and interpretation to your individual situation.

Philosophy of Teaching Statement

Due date: November 8, 2006

Assignment Aligned with:
TESOL/ NCATE Standards 2a, 2b, 4a, 5c
ACTFL/NCATE Standards 2a, 2b, 6b.

Students will write an initial philosophy of teaching statement that reflects their understanding of and commitment to the critical issues related to teaching language learners. There is no “right” or “wrong” way to write a philosophy statement, which is why it is so challenging for many people to write one. You may decide to write in prose, use famous quotes, create visuals, use a question/answer format, etc. However, your philosophy of teaching statement should incorporate the following elements:

- Your **OWN** beliefs about and reflections on the purpose of teaching and learning language
- Your goals for P-12 students
- Your reflection on the role and characteristics of an effective foreign/second language teacher
- Your goals and expectations about the nature of the student-teacher relationship
- Your beliefs about your own professional development as a teacher

It should be reflective and personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of you as a teacher, as a person who is intentional about teaching practices and committed to students.

It is generally 3-4 pages in length. For some purposes, an extended description is appropriate, but length should suit the context.

It is normally written in first person. Writing in first person is most common and is the easiest for your audience to read.

“Own” your philosophy. Write about *your* experiences and *your* beliefs. Explain what you believe and why you believe it, and make this clear to the reader.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

Include teaching strategies and methods to help people “see” you in the classroom. By including very specific examples of teaching strategies, assignments, discussions, etc, you help readers visualize what actually happens (or will happen) in your learning environment.

Language Analysis Case Study Project and Oral Presentation

EDCI 516-001

Fall 2006

Project Guidelines

Due Date for Submission of Written Report & Oral Presentations: December 6, 2006

Assignment aligns with *NCATE TESOL Standards - 1a, 1b, 2 b, 4b, and 5b*
ACTFL NCATE Standards 2a, 3a, 3b, 5a, 5b, 5c, 6b

Objectives of Language Analysis Field Project & Presentation:

The *Language Analysis Field Project and Presentation* of EDCI 516-001 & 002 in the CEHD CIMM and CIFL/CISL teacher licensure program is designed to engage students in a **performance-based assessment task** in which they will analyze second language acquisition patterns in EFL/ESOL/FL/WL learners. As a final course assessment, the LAP requires students to apply all aspects of the EDCI 516 course materials. This project requires students to think critically about teaching and learning in the context of the world/second language classroom. It enables them to connect theory, research, and practice with language learners and to engage in the assessment of a language learner, analysis of language acquisition, and suggest an exploratory action plan for ongoing language acquisition. To promote collaborative research and a professional community of learners, program participants will work in cooperative groups and present their findings and recommendations to colleagues. This project helps students develop a perspective that will contribute to their professional knowledge base and identity.

The Language Analysis Project is appropriate for all EDCI 516-001 students, whether currently teaching or not. It requires no prior knowledge of linguistics.

Presentation Component Objective: The purpose of the group presentation component of this project is two-fold:

- 1) To provide students the opportunity to collaborate with colleagues in a learning/professional educational community on a relevant topic of professional use (language assessment) in the world/second language classroom and to share the findings with colleagues (professional development),
- 2) To provide students with the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students.

EDCI 516 Language Analysis Case Study
Procedures and Suggested Format
for Conducting the Project and for the Final Written Report

RECOMMENDED STEPS and PROCEDURES

| | |
|----------|--|
| 1 | Data collection: oral and written language samples |
| 2 | Data Analysis and Team Collaboration |
| 3 | Writing the Joint Report including Exploratory action plan |
| 4 | Individual Reflections (from each LACS group member) |
| 5 | References (APA style) |
| 6 | Appendixes (e.g., interview guide, transcription, student work samples) |

Step One: Collecting the Oral and Writing Language Samples for Analysis

After building rapport and getting to know a second language learner, each group will collect an authentic language sample from a second language learner. The sample should include both written and oral language. The individual selected may be an early childhood, elementary, middle, high school student or an adult learner (i.e., from an ESL/EFL/FL/WL learner from any age or grade level).

Oral Sample: You may use an interview or conversation format, or any other activity that elicits language production in as natural and relaxed a setting as possible. You need to audio- or video-tape the sample for transcription.

Written Sample: You may request a sample of the individual's school work or request other written material written by the individual, as appropriate. This may be a letter, an essay, a short report, or anything that will help you gain access to the written domain of their language acquisition. You may find it helpful to collect more than one sample from varying contexts.

Additional details:

1. You will need to gain appropriate permission from the individual.
2. If applicable, this language sample may be collected in the natural classroom setting, or it may be collected outside the school setting.
3. Find out as much as you can about the language, educational, cultural background of the person whose language sample you will be analyzing. **See guidelines for interview provided below.**

Step Two: Data Analysis and Team Collaboration

Each group will submit one jointly written Language Analysis Case Study with Exploratory Action Plan AND

*Each member will include individually written Reflections at the end (one from each group member)
We suggest that you submit the report with the sections in the following order.*

Interview the Language Learner

In your interview, we encourage you to seek the following information and include it in the Introduction to your written report – please include a description of the language learner is (a pseudonym is suggested to protect the anonymity of the individual), criteria for selecting the participant, setting in which the sample was conducted.

Description/Identification, brief personal history and education of the sample participant and, if possible, of the participant's family. This should include the following contextual information:

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

Analyze the Oral and Written Language Samples

After you have obtained your language sample, we suggest that you analyze the **oral language sample** in two distinct steps:

One:

1. **Listen to the tape, or watch the video, of the language sample several times.**
2. **Make notes** about what you hear/see about the language sample of the participant.
3. **Record/jot down your preliminary impressions.** Use one of our oral proficiency scales to assess the language proficiency of this learner. What preliminary observations can you make about the learner based only on this oral sample? Does this sample tell you all you need to know about this language learner? Why, or why not? Did all group members rate the learner the same? Why or why not?

Two:

1. You should ***now transcribe*** *some of the major parts of the language sample* upon which your analysis will focus. A full transcription is not required, but you will want to transcribe enough of the sample so that it will provide you data for analysis. Rather than conducting a detailed linguistic transcription (most of you may not yet have taken a formal linguistics course), the purpose of this project is to analyze the tape for overall language acquisition, pronunciation, understanding, and error patterns.
2. ***Study*** this transcription. What *more* do you see in the transcription that may not have been evident while only listening to the language? Hesitations, L1 to L2 transfer errors. In what stage of language acquisition would you estimate this learner might be?

Consider: In conducting your analysis, you may want to review:

- 1) *Fairfax County Public Schools' Oral Proficiency Scoring Rubric*,
- 2) GMU's Oral Proficiency Rubric,
- 3) ACTFL Oral Proficiency Scale, or
- 4) Ask *NCELA No. 25* [<http://www.ncela.gwu.edu/askncela/25tests.htm>].

If you wish, you may rate the language sample according to other rating scales. You and your group should discuss your findings from **BOTH the oral and written samples**. The idea is to take the language sample, interpret both the oral and written language domains, and link/relate them concretely to SLA theory and research (e.g., Baker, Bialystok, Collier, Ellis, Hakuta, Krashen, McLaughlin, Peregoy and Boyle, Peale and Lambert, Snow, Wong Fillmore, Walqui & West, etc.) When citing these course (and other) readings, please follow the guidelines of APA style (5th edition).

To guide you in your analysis, you might want to discuss the similarities or differences between both languages. Brief reference to the five domains (e.g., listening, speaking, reading, writing, and thinking) and the participant's fluency level (social and academic). Is there a difference you see in these two areas?

Also, consider the following factors that play an overall role in your analysis:

| | |
|---|---|
| <ul style="list-style-type: none"> L1 Educational foundation: amount, level, and quality. | <ul style="list-style-type: none"> Environment (L1, L2) and expectations for learning and success. |
| <ul style="list-style-type: none"> Communicative competency and functional proficiency. | <ul style="list-style-type: none"> Individual learner differences: linguistic, cognitive, and sociocultural development. |
| <ul style="list-style-type: none"> Phonemic acquisition: how L2 learner pronounces English/FL/WL words and sounds out English/FL/WL letters. Relationship with his/her L1. | <ul style="list-style-type: none"> BICS & CALP - perceived and/or know skills that relate to the Basic Interpersonal Communicative Skills & Cognitive Academic Language Proficiency (Cummins, 1979). |
| <ul style="list-style-type: none"> L2: situational? Sociocultural? Academic? | <ul style="list-style-type: none"> Code-switching |
| <ul style="list-style-type: none"> General language proficiency rating using ESL/TESOL (or other language scale) | <ul style="list-style-type: none"> Body language (e.g., hand movements, proximity, eye contact). |
| <ul style="list-style-type: none"> Grammatical errors or error patterns. Are these predictable? Stage of L2 acquisition (e.g., Rod Ellis, 1994; Collier, 1995). | <ul style="list-style-type: none"> Filling gaps between words learner does not know or remember. How is this accomplished? What does it reveal? |
| <ul style="list-style-type: none"> Relationship between L1 & L2: potential role of phonology, morphology, syntax. Are there difficulties with syntax, grammar, and tenses? Is there a transfer of cognitive strategies learned in L1? Applying L1 grammar rules to L2. Is informant Thinking/ processing occurring in L1 or L2; is there "translating" from L1 to L2? What transference of skills is there from L1 to L2? | <p>Examples of some common errors:</p> <ul style="list-style-type: none"> Trouble with /th/ sound while speaking Rolling the /r/ Dropping the endings of words (especially those ending in /s/) Confusing prepositions, such as form for to and of Confusion among articles: a, an, the Confusion: me, my and I |
| <ul style="list-style-type: none"> Consider: Potential social settings and opportunities to interact with fellow L2 and TL speakers | <ul style="list-style-type: none"> Level of self-awareness: L2 strengths and weaknesses, self-correction in the L2 |

Step Three

Completing the Written Group Report and the Exploratory Action Plan

Introduction- see Step I for items to be sure to include

Analysis – see above for items to include in the written analysis of the oral and written language samples

Exploratory Action Plan -

Students will prescribe an **exploratory action plan** to help the individual attain higher levels of language competence. These may focus on some ideas to correct, or overcome, possible language difficulties, or provide steps to help your learner reach a language level supporting academic success in school. This should include **recommendations and/or conclusion(s)** you can make, and should include tasks for school (teacher and/or student) and home/community (learner/family) integration. What steps might the learner take to improve his/her language skills? What should the learner do next? What steps might the teacher take to facilitate progress?

The action plan should present realistic and individualized plan for language learner that differentiates instruction based on individual learner needs by:

- taking into consideration the age, background, and working/school/living environment of learner
- making recommendations based on a realistic set of goals with a time table in focus
- discussing/anticipating means to achieve higher proficiency levels in both written and oral domains
- including both in-school and out-of-school (family and community) activities and resources

*The Action plan must connect solidly to the SLA theories studied in EDCI 516 by referencing theories and theorists to back up recommendations.

Step IV

Individual Reflections – One from each group member

In a final section, **each student** will write his/her own thoughts and assessment of the experience, a reflection on the process, and its implications for teaching.

Tell about what **you** learned through this project. Each group participant will write his/her individual reflection about what was learned by engaging in this language analysis project. (For example, a group of 4 students would submit one language analysis and report with 4 individual personal reflections.) In the personal reflection, please include the following information:

- Reflection on personal and professional knowledge/growth,
- Connections you have found important to course content and its application to the classroom setting,
- Thoughts on how you might use this process, or portions of this process, in the future,
- How this knowledge might contribute to your role as classroom teacher and facilitator?
- What you perceive to be the professional and personal strengths you were able to contribute to the group's work. Will this self-knowledge serve you in the future?

Step V

References

Include a list of references at the end of your analysis project. You must cite a minimum of 8 course readings in the analysis and discussion sections. Please incorporate a strong number of the SLA theories studied in EDCI 516. This report is the application of your growing professional knowledge and this course's performance assessment of your SLA knowledge. Please use APA Style (5th edition).

Part VI

Appendixes

Please include your interview guide, transcription of the interview/language sample, and other data collected for the written sample, as applicable

Group Presentation Guidelines

Each Language Acquisition Case Study will present their project and findings to fellow groups on the last night of class.

1. Groups of four (or five) make an optimal working group. *ALL GROUP MEMBERS SHOULD PARTICIPATE IN THE PRESENTATION.* Some groups find it helpful to guide their presentation using Power Point or other presentation software, and although an excellent idea, it is not required.
2. Play a *short* excerpt of the language sample tape and examples of the written language sample.
3. Provide a short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted. (Some groups provide copies of their power point or a one-page summary of their salient findings.)
4. Be sure to include audience interaction and time for questions.

Total Presentation Time: 20 minutes per group
(You will need to plan your presentation time carefully.)

**EDCI 516: Bilingualism and SLA Research
Evaluation RUBRICS**

| | Points | Unsatisfactory (No to Limited Evidence) F | Beginning: Does Not Adequately Meet Expectations (Limited Evidence) C | Developing: Meets Expectations Adequately Developing/Clear Evidence B | Accomplished/Excellent: Strongly Meets Expectations - Clear, Convincing, Consistent Evidence A |
|---|------------------|--|--|---|---|
| Class Participation & Readings | 25 | <p align="center">< 12 points</p> <ul style="list-style-type: none"> *Does not ask questions or make comments that indicate familiarity with topics for class. *Does not participate actively in small groups *Sporadic postings on Bb discussion (<5), or postings indicate a lack of having read course assignments * Misses class often, or arrives late/leaves early without prior explanation or arrangement | <p align="center">13 - 16 points</p> <ul style="list-style-type: none"> *Rarely asks questions in class or makes comments that indicate lack of familiarity with the topics prepared for class * Does not actively participate in small groups during class or does not engage in group discussion * Participates minimally on BB discussions, does not post weekly * Only sporadic responses to classmates' postings on Bb * Misses more than 3 classes, often late/ leaves early | <p align="center">17 - 20 points</p> <ul style="list-style-type: none"> * Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class * Participates in small groups, only logs on regularly; posting are somewhat irregular, missing more than one prompt * Responds to classmates' postings on Bb, but not each week * Misses 2 or 3 classes without prior arrangement with instructor | <p align="center">21 - 25 points</p> <ul style="list-style-type: none"> * Regularly asks questions in class or makes observations in small group discussion that indicate reflection, knowledge of readings prepared for class * Participates actively in small groups in class, logs onto class on-line discussion and posts a minimum of 1 substantive posting per week when prompts are provided * Responds to classmates' postings on Bb – minimum of 1 per week * Attends class regularly (no missed classes or missed with pre-approval) |
| Critical Journal Response | 15 points | <p align="center">< 8 points</p> <ul style="list-style-type: none"> * Does not choose an article from a refereed journal, * Critique is not organized, or does not follow guidelines, -Referencing not in APA style * Contains many stylistic errors or error patterns * Does not contain a reflections/connections section | <p align="center">8 - 9 points</p> <ul style="list-style-type: none"> * Article approaches requirements * Critique organization a bit hard to follow, but contains only a few written errors * Referencing lacks some compliance with APA style * Contains only an abbreviated reflective statement, does not make personal connections to the article or apply it to the | <p align="center">10-12 points</p> <ul style="list-style-type: none"> * Meets requirements * Critique generally well organized, but may need more work on one of the sections. * Well written with few spelling or stylistic errors * Referencing in APA Style, but may contain some minor errors * Includes reflection but needs to delve more deeply into the application to the classroom | <p align="center">13 - 15 points</p> <ul style="list-style-type: none"> * Follows all requirements * Critique well organized with a clear description, a section for analysis, interpretation, & connection to readings, and a personal reflection & classroom connection. * Well written with few or no errors or error patterns * Referencing done in APA Style * Includes a strong reflection |

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| | | classroom setting | | |
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EDCI 516: Bilingualism and Language Acquisition Research
Language Analysis Case Study and Presentation Rubric
Course Performance-based Assessment

| Total Project Points | 45 Points | 1 Does Not Meet Standard (F) | 2 Approaches Standard (C) | 3 Meets Standard (B) | 4 Exceeds Standard (A) |
|--|------------------|---|---|---|--|
| Cultural Context, Description of Learner & Learner's Language Development | 5 points | 0 – 1 points *Introduction is cursory or includes two or fewer descriptive elements listed under the Excellent category (see right) in this project component | 1 – 2 points *Description/Introduction includes only three of the six descriptive elements listed under the Excellent category (see right) in this project component | 3 – 4 points *Description/Introduction includes only four or five of the six descriptive elements listed under Excellent | 5 points *Description/Introduction includes all six elements described, including a detailed rationale, description of the language learner and his/her language development history, including the socio-cultural context |
| Language Proficiency Assessment | 5 points | 0-1 point *Does not conduct language sample, as described in syllabus, or does not include both written and oral language samples for analysis or does not use a Language Proficiency Assessment to report the findings | 2-3 points *Conducted the language sample, but did not adequately follow the guidelines set forth in syllabus, or did not apply knowledge or report findings accurately | 3-4 points *Conducted/collected the language sample as described, but may be incomplete or did not report the findings of the Language Proficiency Assessment | 5 points *Conducted/collected the written and oral language samples, as described in the project guidelines in the syllabus, and reports findings using a Language Proficiency Assessment |
| Language Analysis & Application of Language Acquisition | 15 points | < 7 points *Cursory analysis of language learner, or may indicate misconceptions about SLA | 7 – 9 points *Minimal analysis of language learner, or does not include accurate application of SLA theories connected to | 10 – 12 points *Analysis of language learner provides adequate evidence of understanding of SLA theory & research | 13 – 15 points *Analysis of language learner provides strong evidence of understanding of SLA theory & research |

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|--|-----------------|---|--|---|---|
| Theories | | theories studied in EDCI 516 | this learner and only addresses 4 – 5 theories/readings covered in course content | through a discussion of 6 – 7 SLA theories studied in EDCI 516 | through a thoughtful, thorough, and reflective discussion of at least 8 SLA theories studied in EDCI 516 |
| Action Plan – Application of SLA Theories | 5 points | 0 points *Does not include an Exploratory Action Plan, or Plan contains considerable errors or lack of cultural relativity | 1 – 2 points *Presents only cursory action plan for language learner that lacks in individualization or differentiation and may connect only minimally to learner’s background or SLA theories | 3 – 4 points *Presents realistic, culturally grounded exploratory action plan for language learner but may need additional individualization to meet learner needs and connects adequately to SLA theories studied in EDCI 516, but may need stronger grounding | 5 points *Presents realistic and individualized action plan for language learner that is culturally grounded and based on oral and written samples that differentiates instruction based on individual learner needs and connects to SLA theories, as described in the instructions |
| Reflection On Teaching and Learning | 5 points | 0 – 1 points *Reflection may be missing or only brief, or * Lacks focus or clarity of thought | 1 – 2 points *Very limited discussion or reflection OR Three of the five elements listed are missing | 3 – 4 points *Cursory reflection that only contains some of the elements in the | 5 points *Includes a rich, thorough individual reflection that addresses all the elements as described in the instructions: |
| Overall Writing, Format, and Referencing | 5 Points | 0 points *Contains includes only minimal references or citations (less than 3) or does not follow APA style *Paper is not organized well or contains many grammatical errors or error patterns | 1 – 2 points *Contains 3 – 4 citations and references with considerable APA referencing errors *Paper needs work in grammatical, organizational, or stylistic form OR contains several errors or error patterns | 3-4 points *Contains 5 – 7 citations and references may be limited in scope with incomplete APA referencing, or errors *Organized adequately and grammatically and stylistically well written, but may contain some errors or error patterns | 5 points *Contains a minimum of 8 citations and references of SLA theories/theorists that are in correct APA style *Clearly organized and grammatically and stylistically well written with few to no errors, and no error patterns |
| Oral Group Presentation | 5 points | 0 points *No Group Presentation, or does not include all members | 1 – 2 points *Group Presentation does not adequately comply with | 3 – 4 points *Group Presentation generally meets with | 5 points *Group Presentation well planned & presented, meets |

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|--|--|--|---|--|--|
| | | *No handout included, or group does not follow presentation guidelines in syllabus | guidelines, or all members do not participate equally; *Cursory handout provided | guidelines; members participate equally *Handout included, may not adequately represent project content | all guidelines; members participate equally *Includes well prepared handout that contains salient points of project |
|--|--|--|---|--|--|

Philosophy of Teaching Rubric
NCATE Unit Standard #1, Assessment 6
[Required for Portfolio and ACTFL and TESOL NCATE accreditation]

| No Evidence Little or No Evidence | Beginning: Does not adequately meeting Expectations Limited Evidence | Developing: Meets Expectations Adequately. Clear Evidence | Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence |
|--|--|---|--|
| <7 points F | 7-9 points C | 10-12 points B | 13-15 points A |
| Statement of Beliefs & Views of the Teacher | | | |
| *Terms absent or confusing | *Limited presentation of the terms <i>teaching</i> and <i>learning</i> and their relationship *Examples and reflection about beliefs, attitudes are inappropriate or missing *Does not adequately articulate his/her view of the role of the teacher within the classroom or teaching setting *Statement provides limited expression of the characteristics of an effective teacher and their influence on students | *Defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship *Includes appropriate examples and reflection about beliefs, attitudes *Adequately articulates his/her view of the role of the teacher within the classroom or teaching setting *States the characteristics of an effective teacher and their influence on students, but the statement may lack some clarity | *Clearly and personally defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship *Convincing and consistent examples and reflection about beliefs, attitudes *Clearly articulates his/her view of the role of the teacher within the classroom or teaching setting *States clearly and convincingly the characteristics of an effective teacher and their influence on students |
| Goals for Students | | | |
| *Is not included or not an obvious section of the philosophy statement | *Articulates limited understanding of his/her view of the learner within the classroom or other learning setting *Demonstrates little understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting | *Articulates his/her view of the learner within the classroom or other learning setting *Demonstrates some understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting | *Clearly articulates his/her view of the learner within the classroom or other learning setting *Demonstrates superior understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting |
| Plans for Professional Development as a Teacher | | | |

| | | | |
|--|--|---|---|
| *Not an obvious section of the document | *Demonstrates a limited understanding of his/her own development, or does not identify the need for continued professional development. | *Demonstrates a general understanding of his/her own development by identifying the need for <i>one</i> of the following: Continuing professional education and/or life-long learning experiences, ongoing reflection of teaching practices, or the application of “scientific teaching” methods (i.e., teacher action research, assessment of teaching practice, etc.) | *Demonstrates a clear understanding of his/her own development by identifying the need of <i>at least two</i> of the following: Continuing professional education and/or life-long learning experiences, ongoing reflection of teaching practices, or the application of “scientific teaching” methods (i.e., teacher action research, assessment of teaching practice, etc.) |
| Literature and References and APA Format | | | |
| *Connections to broader literature are not appropriate, or are missing *Statement does not meet philosophy guidelines, and provides little or no evidence, citing two or fewer sources * Does not follow APA format, or contains multiple errors in form, format, or referencing | *Includes appropriate connections to broader literature, but may need further explanation about connections * Statement meets philosophy guidelines, but provides limited evidence, citing fewer than 3 sources *Generally follows APA format for headings, citations, and references, but contains several errors | *Includes thoughtful connections to broader literature *Statement adequately meets philosophy guidelines, but cites fewer than 5 sources *Some incomplete APA referencing, or may contain APA errors in text or list of References | *Includes thoughtful and thorough connections to broader literature *Clear, consistent, and convincing citations of more than 5 sources , including salient class/course materials & readings *Paper follows APA Style Guidelines in form and format, referencing |
| Overall Style | | | |
| *Poorly organized and/or inconsistent voice used *Has grammatical or stylistic needs; contains errors and error patterns that prevent the reader from understanding the message | *Generally well organized but has some problems or the voice is not consistently presented *Generally well written, but may have some problems with clarity of expression, or may have errors/error patterns | *Well organized across all or most sections of the statement with consistent or clear voice used *Grammatically and stylistically well written, may contain a few errors *Clearly written overall and conveys information well to the reader | *Well organized with clear and consistent voice used *Grammatically and stylistically well written with few to no errors, and no error patterns * Clearly organized and conveys information succinctly to the reader |

EDCI 516 Faculty Team [Osterling, Fox, Buchanan, Koenig – adapted from National Board Scoring Rubric Formatting and from: Schonwetter, D.J., Sokal, L., Friesen, M. & Taylor, K.L. (2002). Teaching philosophies reconsidered: A Conceptual model for the development and evaluation of teaching philosophy statements. *The International Journal for Academic Development*. 7(1) p. 83-97.