



Dual Language Development Program

Signature Assignment for SCAE 564

International Case Study

Student Learning Outcome(s) Assessed:

SLO #1: Identify and analyze current multicultural and language issues and policies in the United States and globally.

Description of the Signature Assignment

Candidates will select a country for further study of its linguistic history, issues, and policies. Countries include Spain, China, India, Canada, Israel, and South Africa. Using the articles contributed by group members, as well as course materials, each individual group member will write a report that includes (1) a description of language and language education policies and issues in the country of choice, (2) an interpretation of the language education policies using one or more of the frameworks discussed in class, and (3) a reflection on how the country's language situation compares with that of the U.S. and what we might learn from it.

Directions for Students

The International Case Study allows us to extend our understanding of issues of language policy, acquisition, attitudes, loss, and maintenance to settings outside of the U.S. In groups of 3, students will select a country for further study. Each group will organize an oral presentation on the linguistic situation in the country selected, and students will each submit a written report.

Group Activities¹ [20 points]:

1. Select a country and divide up topics of interest for further research. Topics may include:
 - Language distribution
 - History of language contact and use
 - Official and unofficial government policies regarding language use and acquisition (including differences in policies according to language)
 - Educational policies and programs
 - Conflicts or challenges rooted in language
 - Association of language issues with characteristics such as religion, SES, prestige, status
2. Each person finds a research article (or book chapter) and distributes copies to group members and Dr. Reese. This may be done electronically or in hard copy.
3. Together the group plans for the oral presentation for the class. (There will be time in class to discuss findings and prepare for the presentation.) This should include formal presentation of material (including--if desired--video clips, PowerPoint, maps, copies of language policies or laws, etc.) and also the preparation of discussion questions for the article read by the rest of the class.

¹ Not represented in Scoring Rubric

Individual Report [40 points]:

Using the articles contributed by group members, as well as course materials, write a 5-7 page paper that includes

- A description of the language and language education policies in the country of choice. (This does not need to be a summary of all of the information from the oral presentation, but should be a focused discussion of educational policies.)
- An interpretation of the language education policies using frameworks discussed in class and other readings as desired.
- A reflection on how the country's language situation compares with that of the U.S. and what we might learn from it.
- Bibliography & appropriate citations

Scoring Rubric for Individual Report:

Criteria Components	Does Not Meet Expectations 1 / 2	Meets Some Expectations 3	Meets Expectations 4	Exceeds Expectations 5	Final Score (weight)
Description	Description of language & language education policies is superficial, incomplete and/or inaccurate; data sources are lacking	At least one dimension of language and language education policies in the country of choice is described; at least one research source is used	Language and language education policies in the country of choice are described; 2 or more dimensions included (e.g. language distribution; history of language contact & use; official & unofficial policies regarding language use & acquisition; conflicts or challenges rooted in language; association of language issues with characteristics such as religion, SES, prestige, status); research sources are used	Language and language education policies in the country of choice are clearly described; several dimensions included (e.g. language distribution; history of language contact & use; official & unofficial policies regarding language use & acquisition; conflicts or challenges rooted in language; association of language issues with characteristics such as religion, SES, prestige, status); a variety of research sources are used	x3 = /15
Interpretation	Interpretation is lacking or does not identify an issue; no framework used	Interpretation uses only one source or framework; no elaboration	Several key issues are identified; language education policies are analyzed using frameworks from class readings; some supporting evidence is provided	Several key issues are identified; language education policies are analyzed using frameworks from class readings & others; supporting evidence is described	x2 = /10
Reflection	Reflection is lacking or is not connected to other sections	Reflection contains only comparison or lessons learned	Target country's language situation is compared with US; lessons for US included; personal viewpoint is articulated	Target country's language situation is compared with US on several dimensions; lessons for US included; personal viewpoint is articulated & supported	x2 = /10
Citations	Bibliography & sources are lacking	Bibliography & some sources are included; citation format problematic	Bibliography & some sources are included; sources cited in only one section	Sources of data are clearly cited throughout all sections; appropriate format for citations is used; bibliography is complete	x1 = /5
Total					/40

Legend

Total Points	College of Education Assessment Scale Equivalent	%	Grade
34-40	4 (Exceeds Expectations)	85-100	A
28-33	3 (Meets Expectations)	70-84	B
24-27	2 (Meets Some Expectations)	60-70	C
20-23	1 (Does Not Meet Expectations)	49-59	D
<20	0 (Can't Score)	<49	F