

The Graduate Classroom Language Portfolio (GCLP) is worth 40% of your total course grade. Presented here is an outline of the Graduate Classroom Language Portfolio components, deliverables, due dates, and feedback processes.

Throughout the semester, you will submit the following documents via your portfolio folder (provided):

Language Portfolio Deliverables	Due Dates	Grade Weight
Eight final draft Article Critiques (500 words each)	Weeks 2-10	40%
Eight Group Discussion Worksheets	Weeks 2-10	30%
Eight Annotated Articles	Weeks 2-10	10%
One Group Discussion Lesson Plan	Weeks 2-10	20%
One Group Discussion	Assigned week	No points

Graduate Classroom Language Portfolio Description:

As multilingual users of English, you are at a linguistic advantage in that you can successfully operate at a high level in two or more languages. In addition, you have come into this program with the goal of further improving your proficiency in English. The Graduate Classroom Language Portfolio project will provide you focused activities designed to increase your fluency and accuracy in English language production as it applies to common graduate-level forms of classroom engagement. Further, the project is designed to improve your overall approach to language acquisition by introducing you to a number of language learning and language revision/editing strategies.

The purpose of this assignment is to guide you through the process of summarizing and responding to multiple, academic texts in a short amount of time while introducing you to important concepts related to the experiences of international graduate students. In addition, a major goal of this assignment is to prepare you to participate in graduate-level oral discussions; therefore, you will each be required to participate in each week discussion, either as a group member or as a group leader.

Throughout the semester, you will be asked to participate in exercises that require the ability to write concise academic texts that incorporate academic vocabulary and their multiple word forms, lead class discussions that incorporate effective oral communication skills, and think critically about grammar and style choice issues as you both write and revise your own work.

Specifically, you will need to

- complete, receive feedback on, and revise eight **Article Critiques** and **Discussion Worksheets** distributed weekly (weeks 2-10), making revisions of each Article Critique and **Discussion Worksheet** based on content and language feedback
- convert your written **Article Critiques** and **Discussion Worksheets** into oral summaries and comments/questions for in-class discussions that you and your co-leader will present as you follow your Group Discussion Lesson Plan (to be turned in on the presentation day and uploaded to our course BlackBoard)

DELIVERABLES IN DETAIL

I. **Article Critiques** **Due Date: Weekly, Weeks 2-10** **30% of GCLP**

Part I: Summary (250 words)

A. Key Words/Phrases/Language Patterns

A major goal for this assignment is for you to begin incorporating key academic words/phrases from texts into your own writing about those texts. Therefore, you will need to identify and write 10 key words/phrases from each assigned reading and list these as *Key Words/Phrases* at the top of your Article Critiques. You will be expected to integrate these words at least one time throughout your own writing of the Article Critique. *Note: you may need to change the word form of the term in order to maintain grammatical sentence structure.* In addition, each week you will be required to locate and construct two examples of a focus language pattern we have introduced in class (e.g. noun phrases, verb phrases, reduced adverbials, passive construction, etc.). You will need to identify the focused structure in the weekly reading and include that structure two times (highlighted) in your Article Critique.

B. Content of Summary

About ½ of your Article Critique should **consist of descriptive, analytical summary that treats your source as a *text* and not merely a source of information.** We will talk about what this statement means in class!

It's a good idea to choose two-four key elements of the article and use them to structure this section. You might choose to focus on:

- The article's structure or organization of the source
- The author's "project" or the purposes of the source; the scholarly questions that the author engages
- A key concept, term, or method

- Descriptive analysis of the type of sources engaged by the author(s) of the article. (You may want to draw on Joseph Harris' terminology of *forwarding* and *countering* to explain what types of sources the authors present and how they use them.) ****Note: For your first submission of the GCLP project, you will not be able to complete this step****
- A sense of the position of the author in the field (is this one of the foremost scholars in this area? Has this author written five books on a related topic?) or of the *disciplinary background* of the author.

****Instead of summarizing content from the article:**

"In the 1950's, the government encouraged Americans to build DIY bomb shelters."

Focus on *what the authors do with their content*:

"Lichtman contrasts the US government's call for citizens to build DIY fallout shelters with the reality that few had the necessary skills. She situates this tension within both US traditional values of self-sufficiency and independence, and traditional gender roles."

Notice in the second example that verbs are used to describe the work done by the author: she *contrasts* and *situates*. *Be warned: figuring out what your author is doing with her content will be much harder than simply repeating a few facts.*

Part II: Critique

About ½ of your Article Critique should discuss how the source intersects with the existing course readings and your development as an international scholar:

- Start from the assumption that any article that meets the criteria for critique is probably a decent work of scholarship. Be open to having this assumption challenged, but in general, your critique should have more to do with *how your peers can use the article to develop themselves as international scholars* than with the *quality of the article*. When you situate this text in relation with other course readings, you might consider the following:
 - How does this source expand the class' understanding of a concept, problems, or way of knowing also raised in other class readings?
 - How does this source challenge or counter arguments made in other class readings?
 - What new concepts, content, or ways of knowing does this article offer to the class?
 - How does this source improve or complicate the class' understanding of what it means to be an international scholar/student or academic writer.
 - How does this source improve the class' understanding of *how scholars study and build knowledge about academic or professional writing*?

II. Group Discussion Worksheet

Due Date: Weekly, Weeks 2-10

20% of GCLP

The purpose of this section is to guide you through the process of preparing for graduate-level oral discussions around provided reading materials. As you prepare for each discussion, the Group Discussion Worksheet will guide you through the process of developing and anticipating potential discussion points.

Developing Discussion Questions (bulleted question format)

- What are two questions you have about the general/overarching content provided in the article (e.g. "What, in your opinion, do you think was the general problem that that author was trying to address by writing this article?")
- What is one question you have about the application of the content provided in this article to your life/work as an international student at Mason (e.g. "When I was reading this article, I was thinking about how the author said X, and I was wondering if this means that we should Y...")
- What are two questions you have about specific areas of the text (e.g. "On page 53, the author mentions the term X, and I am unclear about the meaning of this term. What do you think the author means by X?")

You will submit your Group Discussion Worksheet with your Article Critique on the day of each group discussion

III. Annotated Articles

Due Date: Weekly, Weeks 2-10

10% of GCLP

Graduate study requires both extensive (i.e. a lot of material) and close (i.e. slow, careful) reading skills. The purpose of annotating each GCLP article is for you to receive feedback on your annotation techniques. You will be expected to demonstrate active reading techniques including: highlighting (often in different colors), underlining, commenting on, reacting to, questioning, and illustrating/mapping each assigned GCLP reading.

You will submit your Annotated Article with your Group Discussion Worksheet and your Article Critique on the day of each group discussion

IV. Discussion Lesson Plan
Assigned to each pair
20% of GCLP

As you prepare to lead a **50-minute group discussion**, the work you do on the Group Discussion Lesson Plan will guide you through the process of generating discussion, raising peers' awareness about specific points raised throughout the article, summarizing complex written ideas, and suggesting personal commentary in response to article information.

When it is your turn to lead the group discussion, you will need to plan a lesson that guides your classmates through the content of the reading. This is an opportunity for you to be creative. You need to lead a 50-minute group discussion about the reading and, throughout the lesson, you must be sure to include each classmate as an active participant. Though the assignment is a bit open to interpretation in order to give you some creative room, you and your partner must work together to ensure that 1) your Article Critique is summarized; 2) each classmate participates in an oral discussion about the article; and 3) the class is presented with a short (15- minute) activity that builds on the content of the article (i.e. application).

***On the day that you lead the group discussion, you will submit your Group Discussion Lesson Plan with your Annotated Article, your Group Discussion Worksheet and your Article. Your lesson plan should be identical to your co-leader's lesson plan and each leader should include the lesson plan in his/her GCLP folder. Note: Your lesson plan should detail your minute-by-minute plans for teaching the reading to the class.*

V. Leading Group Discussion
Assigned to each pair
20% of GCLP

On the day that you lead the group discussion, you are expected to come to class a few minutes early in order to upload your PowerPoint and prepare for the in-class activity. Please be sure to bring an extra copy of your lesson plan for each of your professors.

Leading a group discussion is an opportunity for you to grow confidence as a scholar and as a professional in your field. You are not teaching a class as a professor might; instead, you are facilitating a discussion with your colleagues. As you think through your plan for the discussion with your co-leader, remember that everyone in the class will have read and developed questions about the article. You want to engage your peers, encouraging opportunities for their participation in both the questioning and the discussing/thinking. Do

your best to connect the content of the article to the experiences you are all having as graduate students in your fields. Explore the topic and plan to extend the information from the reading into your own lives and experiences as emerging scholars, researchers, and practitioners.

Note: On the day that you lead discussion, your professors will participate only minimally in the discussion. They will be taking extensive notes on both the content and the delivery of your discussion in order to provide thorough feedback immediately following the 50-minute discussion.

Feedback Process & Revision Expectations Revisions due: November 6th and December 1st

You are expected to submit your GCLP (including your Article Critiques and your Discussion Worksheets) every Tuesday on a weekly basis beginning Week 2 of the semester (September 2nd) and ending on Week 10 of the semester (October 28th). Your Group Discussion Lesson Plan is due on the day you and your partner are in charge of leading discussion.

For each Article Critique, Group Discussion Worksheet, and Group Discussion Lesson Plan, you will receive either oral or written feedback. The goals of this feedback are to raise your awareness with regard to your comprehension of the article and its relevance to your own work as a graduate student, to draw your attention to individual patterns of language usage/error and to guide your language planning/usage processes in order to increase your confidence for both written and oral production/revision.

You will be expected to revise each of your Article Critiques and each of your Group Discussion Worksheets throughout the semester. You will receive feedback on these components according to the following schedule:

- Submissions 1-4 feedback will be provided on October 9th; revisions due November 6th
- Submissions 5-8 feedback will be provided on November 6th; revisions due December 2nd

Article Critique

For each Article Critique entry, you will receive two types of feedback:

- Content feedback on Part I (Summary), provided through the checklist included outlined in Appendix A.
- Language feedback on Part II (Critique), coded with the Coded Error Feedback Chart that is included as an appendix to the syllabus. ***Please be sure to secure your chart in your Graduate Classroom Language Portfolio and to bring it to class meetings with you each time***

Group Discussion Worksheet

You will receive language feedback on your question formation in the Group Discussion

Worksheet, coded with the Coded Error Feedback Chart that is included as an appendix to the syllabus.

Discussion Lesson Plan and Oral Discussion

Group Discussion leaders and audience participants will receive a 15-minute oral feedback session from the instructors following the 50-minute group discussion session.

Appendix A: Content Evaluation of Article Critique

Expectation	Evaluation
Structure or organization of the source is accurately described	<p>1 2 3 4 5</p> <p><i>Notes:</i></p>
The author's "project" or the purposes of the source are accurately identified	<p>1 2 3 4 5</p> <p><i>Notes:</i></p>
The author's scholarly questions are accurately identified	<p>1 2 3 4 5</p> <p><i>Notes:</i></p>
The article's key concept, term, or method is accurately described	<p>1 2 3 4 5</p> <p><i>Notes:</i></p>
The descriptive analysis of the type of sources engaged by the author(s) of the article reflect a nuanced understanding of the article's intertextuality (drawing on Harris' key concepts of <i>forwarding</i> or <i>countering</i>)	<p>1 2 3 4 5</p> <p><i>Notes:</i></p>