

EDCI 510, Section 001
Linguistics for PreK-12 ESOL Teachers

Spring 2010

Thursdays, 4:30 – 7:10 pm

Robinson Hall- B, Rm. 102

Assoc. Professor Dr. Miriam Isaacs
Adjunct Instructor (University of Maryland, College Park)

Mailing Address George Mason University, MSN 4B3
Fairfax, VA 22030

If you are going to miss class or be late on class day: TEL: (202) 362-9554
To make an appointment, request, or ask a question: Email: misaacs@umd.edu
To fax a document: FAX: (703) 993-4370

Course Description

This graduate course provides an introduction to language as a system, with a particular focus on teaching English as a second language (ESOL) to students in public schools, Grades PreK-12.

Among the topics addressed are: English phonology, morphology, and syntax; implications for teaching English language learners the four language skills – listening, speaking, reading, and writing; pragmatics and semantics, language variation, first and second language acquisition, writing systems, language processing & neurolinguistics, and implications for teaching content-specific language (math, science, social studies). In addition, candidates will be introduced to the universal grammar of language and various grammar points that pose difficulty for English language learners, including verb formation and verb tenses, modals and auxiliary verbs, phrasal verbs, articles, reference and possession, mass and count nouns, prepositions, conditionals, and relative clause formation.

**This syllabus is based on the original drafted by the designer, Dr. Lorraine V. Pierce.*

Candidates completing EDCI 510 will be able to:

1. Describe language and its components (phonology, morphology, and syntax);
2. Examine implications of phonology, morphology, and syntax for teaching PreK-12 ESOL students;
3. Use knowledge of linguistics to teach four language skills (listening, speaking, reading, writing);
4. Anticipate learning difficulties based on students' native languages;
5. Use knowledge of language as a system to plan literacy instruction with content area textbooks (e.g., social studies, math, science) at various grade levels;
6. Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities;
7. Identify types of errors that will not benefit from correction;
8. Differentiate between social and academic language;
9. Incorporate instructional activities for developing phonemic awareness in reading;
10. Identify discourse varieties and register, including elements of politeness and slang;
11. Teach strategies to help PreK-12 students in U.S. public schools:
 - monitor their own pronunciation and grammar in spoken and written forms;
 - learn new vocabulary;
 - extend and use their native languages to promote proficiency in English; and
12. Develop contextualized learning activities to assist ESOL students in Grades PreK-12 in acquiring English phonology, morphology, syntax, vocabulary; formal and informal varieties of language (pragmatics), writing conventions and orthography, and text structure in writing; [main goal of this course].

Instructional approaches include: Whole class mini-lectures and demonstrations, workshops, small group and peer feedback sessions, field projects, videos, and homework assignments for applying principles discussed in texts and class. *Interacting in meaningful ways with other grad students/teachers during each class session is essential for success in this course.* **Student presentations and projects will be evaluated** using performance-based, criterion-referenced scoring rubrics, while quizzes will be scored objectively.

GSE Syllabus Statements of Expectations/Behaviors/Attitudes

The Graduate School of Education (GSE) expects that *all students* abide by the following principles:

1. Students are expected to exhibit professional **behavior and dispositions**. See <http://gse.gmu.edu> for a listing of these dispositions.
2. Students must follow the guidelines of the **University Honor Code**. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
3. Students must agree to abide by the university policy for **Responsible Use of Computing**. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
4. 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. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
5. **Cell Phones OFF:** Students are required to keep all cell phones turned off during class. In case of a campus emergency, the instructor will be notified on her cell phone.

Inclement Weather/Emergency Policy

In case of snow, hurricanes, dangerous weather conditions, or security emergencies, call 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

MASON ALERT

Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to <http://alert.gmu.edu>

Course Requirements

1. Quizzes	30%	Quizzes on Assigned Readings
2. Teaching Demo	35%	Teach a Language Lesson (due Weeks 5-12)
3. Textbook Analysis	35%	Analyze Grade-Level Textbooks used in Grades PreK-3, 4-6, 7-9, or 10-12 for linguistic components (due Week 15)

***Requirements 2 & 3 must be conducted on different syllabus topics.
Students may work in teams of two or three for Requirements 2 & 3.***

Textbooks

All books have been ordered through the GMU Bookstore.

Required Texts

Cowan, R. (2008). *The Teacher's Grammar of English*. Cambridge, UK: Cambridge University Press.

Freeman, D. E. & Y. S. Freeman. (2004). *Essential Linguistics: What You Need to Know to Teach*. Portsmouth, NH: Heinemann.

Optional Texts

Luria, H., D. M. Seymour, & T. Smoke (Eds). (2006). *Language and Linguistics in Context*. Lawrence Earlbaum.

Parker, F. & K. Riley. (2004). (4th Ed). *Linguistics for Non-Linguists: A Primer with Exercises*. Boston: Allyn & Bacon.

*Students will be asked to use a personal computer (PC) for preparing course requirements, for accessing Blackboard, and for contacting the instructor and classmates through email.

Blackboard: Each student will access the class Internet web site using *his/her GMU email login name and password* to access class handouts.

Go to <http://courses.gmu.edu/> and

Check for pop-up blockers that may not allow you to access Blackboard.

Class Schedule

Prepare to discuss the assigned readings during the week in which they appear.

Week/ Date	Topics & Assigned Readings
1 1/21/10	<p>Overview of course objectives, texts, & requirements. What is Linguistics? Branches of Linguistics. What is Grammar? Grammatical terms to know. First language acquisition.</p> <p>Readings Cowan, Chs. 1 & 2; Freeman & Freeman, Intro. & Ch. 1</p>
2 1/28	<p>Teaching grammar effectively. Question Formation. Written & Second Language Acquisition. Two Views of Reading & Writing. Krashen's Hypotheses. Critical Period. Fossilization.</p> <p>TEACHING DEMO: How to do it.</p> <p>Readings Cowan, Chs. 3 & 4 Freeman & Freeman, Ch. 2</p>
3 2/4	<p>Negation. Imperative Sentences.</p> <p>Readings Cowan, Chs. 5 & 6</p>
4 2/11	<p>English Phonology. Phonemes. Phonology & Teaching L2 Reading. Two Views of Phonemic Awareness. Allophones. Dialects. Differences between Languages.</p> <p>Readings Freeman & Freeman, Ch. 3</p>
5 2/18	<p>Phonology and Language Differences. Implications for Teaching.</p> <p>TEACHING DEMOS*.</p> <p>Readings Freeman & Freeman, Ch. 4</p>
6 2/25	<p>Prepositions. Multiword Verbs. Quiz #1.</p> <p>Readings Cowan, Chs. 8 & 9</p>
7 3/4	<p>English Orthography. Determiners & Articles. Noncount Nouns. TEACHING DEMOS. Mid-Term Feedback Forms.</p> <p>Readings Cowan, Chs. 10 & 11; Freeman & Freeman, Ch. 5</p>
8 3/11	<p>No Class – Spring Break</p>

9	3/18	Linguistics & Phonics. Syntax & Two Views of Reading. Adjectives & Adverbs. TEACHING DEMOS. Readings Cowan, Ch. 12; Freeman & Freeman , Chs. 6 & 9
10	3/25	English Morphology. Modal Verbs. TEXT ANALYSIS: HOW TO DO IT. Quiz # 2. Readings Cowan, Ch. 14; Freeman & Freeman, Ch. 7
11	4/1	Morphology & Teaching Reading. Developing Academic Language. Verb Tense & Aspect. TEACHING DEMOS. Readings Cowan, Ch. 16; Freeman & Freeman, Ch. 8
12	4/8	Passive Sentences. TEACHING DEMOS. Readings Cowan, Ch. 17
13	4/15	Relative Clauses. TEACHING DEMOS. Readings Cowan, Ch. 18
14	4/22	Conditional Sentences. Quiz # 3. Readings Cowan, Ch. 19
15	4/29	Planning Learning Objectives by Language Proficiency Level. TEACHING DEMOS (if necessary). TEXT ANALYSIS DUE TODAY OR IN 1 WEEK. * In case of any of the sessions above are cancelled by the university, we will have a makeup class on May 6.

** 2 Team Teaching Demos in 1st half of each assigned class session. Students choose first and second preference for Teaching Demo night. Set up a signup list and schedule for Teaching Demos.*

We will plan on NOT having Teaching Demos on Quiz nights so that students can prepare for each Quiz.