

**GEORGE MASON UNIVERSITY**  
**College of Education & Human Development**  
**FAST TRAIN PROGRAM**

EDCI 510: LINGUISTICS FOR ESL PK-12 TEACHERS  
January 21 – May 5, 2010

**Instructor: Nataliya Schetchikova, PhD**  
E-mail: [natamac@cox.net](mailto:natamac@cox.net)  
Phone: 703-981-1427 (cell)

**Program Coordinator: Jennifer Coarts**  
E-mail: [jcoarts@gmu.edu](mailto:jcoarts@gmu.edu)

**Office hours: By appointment, phone, email M-F (weekends in emergency)**

*This course takes place online, at Blackboard.gmu.edu, using the Blackboard course software. Participants will receive an email with directions for accessing the course material.*

## **COURSE SYLLABUS**

### **Course Description**

This graduate course provides an introduction to language as a system, with a particular focus on teaching English as a second language to students in public schools, Grades PK-12. Among the topics addressed are first and second language acquisition processes; English phonology, morphology, syntax, and discourse; implications for teaching English language learners the four language skills: listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies). In addition, candidates will review major grammatical structures encountered in standard ESL textbooks and posing difficulty for English language learners, including grammatical metalanguage, lexicon, verb formation and verb tenses, phrase structure, modals and auxiliary verbs, phrasal verbs, articles, mass and count nouns, prepositions, and relative clause formation. The course will employ frameworks, repertoires, strategies and activities to raise intercultural awareness and respect of others, including non-European languages and instructional and curricular implications of multilingualism as a resource, rather than a problem.

### **Course Delivery**

Course is delivered in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include:

- Online presentations and assignments (weekly learning modules);
- Class discussions (all students are actively involved through the consideration and posing of questions that provoke critical thinking and thoughtful dialogue);
- Cooperative learning (small-group structure emphasizing learning from and with others);
- Collaborative learning (heterogeneous groups in an interdisciplinary context); and
- Self-guided learning.

## Course Outcomes

Students completing EDCI 510 will be able to:

1. Demonstrate applications of linguistics to teaching and learning in PK-12 contexts; integrate and connect the four language skills (listening, speaking, reading, and writing) to develop curriculum that addresses the whole person.
2. Teach strategies to help PK-12 students in U.S. public schools to:
  - extend the forms and functions of language use
  - 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
3. Adopt a multilingual, multicultural orientation to teaching and learning English as an *additional* language; anticipate learning difficulties based on students' native languages; and include home languages into the classroom.
4. Use knowledge of language as a system to scaffold literacy instruction at various grade levels with content area textbooks (e.g., social studies, math, and science); analyze texts critically for their "hidden curriculum" and "selective tradition."
5. Answer ESL students' questions about grammar, to distinguish between errors and mistakes and to know how to address them in a supportive and sensitive manner.
7. Utilize knowledge of English phonology, morphology, syntax, and discourse to develop meaningful contextualized learning activities for ESL students.
8. Analyze pedagogical implications of discourse variety and register including English as an International Language and African American Vernacular English, discourse varieties and register, including elements of politeness and slang.

## Relationship to Program Goals and Professional Standards

EDCI 510 addresses the following program goals and professional standards.

### *Graduate School of Education Goals*

#### **Diversity**

- ✓ Infuse diversity into the experience, training, and practice of students, faculty, and staff
- ✓ Ensure that diverse issues are reflected in curriculum and syllabi

#### **Reflective, Research-Based Practice**

- ✓ Encourage reflective and research-based practice for GSE faculty and for our students in their own practice

#### **Research and Scholarship**

- ✓ Promote the intellectual stimulation of a GSE learning community

### ***Interstate New Teacher Assessment and Support Consortium (INTASC) Principles***

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

### ***Teachers of English to Speakers of Other Languages (TESOL) Standards***

#### **Domain 1: Language**

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

**Standard 1.a. Describing language.** Candidates demonstrate understanding of language as a system and exhibit a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

**Standard 1.b. Language acquisition and development.** Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

**Domain 2: Culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.

**Standard 2.a. Nature and Role of Culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

**Standard 2.b. Cultural Groups and Identity.** Candidates know, understand, and use; knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

### **Domain 3: Planning, Implementing, and Managing Instruction**

Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

**Standard 3.a. Planning for Standards-Based ESL and Content Instruction.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

**Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**Standard 3.c. Using Resources Effectively in ESL and Content Instruction.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

### **Course Texts**

#### **Required**

Luria, H. & Seymour, D. M. & Smoke, T. (2006). Language and linguistics in context. Mahwah, NJ: Lawrence Erlbaum Associates.

Celce-Murcia, M. & Larsen-Freeman, D. (1999). The Grammar Book: An ESL/EFL Teachers Course. 2nd edition. Rowley, MA: Newbury House.

#### **Recommended**

Freeman, D. & Freeman, Y. (2004). Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar. Heinemann, NH

**Additional Readings** can be found at the additional readings on Blackboard.

### **COURSE REQUIREMENTS**

EDCI 510 will meet on-line at <http://courses.gmu.edu/>, weekly. As a community of online learners, it is incumbent upon each of us to participate regularly and to complete weekly assignments. Students will also be expected to complete collaborative group projects and to undertake self-guided learning.

The success of an online class is based largely on engagement and interaction among participants and collaborative learning. We are all teachers and we are all learners in this class. That means we all have a responsibility to share our perspectives and ask difficult questions, not just to demonstrate that we are participating, but also to contribute to our colleagues' learning process.

Assignment	Value	Description	Due date
1. Class participation	15 points	Complete readings, participate in online discussions, including responding to all questions and interacting with peers. This will include grammar clinics.	Ongoing
2. Presentation on course readings	12 points	Lead activities on weekly readings and prepare a summary handout from <i>Language and Linguistics in Context</i> .	Sign up for reading/week of choice by Feb. 2
3. Selected chapter in the Grammar Book—presentation on reading and teaching presentation	20 points	Presentation on weekly reading from <i>the Grammar Book</i> , followed by a detailed virtual teaching presentation on a topic covered in the Grammar Book that also utilizes web-based resources in PK-12 content-based curriculum.	Sign up for chapter/week of choice by Feb. 2
4. Midterm reflection	15 points	Paper	March 10
5. Final exam	20 points	Paper	April 29
6. Text analysis project <i>(Required for ESOL Program Portfolio)</i>	20 points	Analysis of a mathematics, science, or social studies textbook or historical fiction used in a specific grade level to determine linguistic demands for students learning English as a second language.  <b>Must be submitted to your TASK STREAM account.</b>	May 2

You can find detailed guidelines and scoring rubrics for each assignment below.

### Graduate Grades

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The FASTTRAIN system for grading graduate courses is as follows:

Grade	GRADING	Graduate Courses
A+	100	Satisfactory / Passing
A	94-99	Satisfactory / Passing
A-	90-93	Satisfactory / Passing
B+	85-89	Satisfactory / Passing
B	80-84	Satisfactory / Passing
C	70-79	Does not meet licensure requirements or Level I award recommendation
F	<69	Does not meet requirements of the Graduate School of Education; student is out of program

### **Assessment Issues**

#### ***“Absences” from online sessions***

*If you know that you will miss a week online, please notify me prior to the beginning of the week.*

Absence means that you miss interacting with and contributing to group discussions. While illness and official travel are reasonable impediments, missing more than three will result in an unsatisfactory grade.

#### ***Late projects***

If you need to request an extension of time to turn in a project, please **E-MAIL ME BEFORE THE DUE DATE** to talk about it. No more than one late project will be accepted from any one student and any late projects will receive a 5-point deduction.

#### ***Plagiarism***

Avoid plagiarism, which is using an author’s words without citing the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code.

#### ***Double dipping***

Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It’s unethical.

#### ***Grade Incompletes (IN):***

**Are not automatically assigned and are discouraged.** If you need to request an Incomplete grade, you will need to show serious cause for this decision (see Graduate Catalog).

#### ***NCATE Assessment***

For purposes of NCATE Accreditation, student work samples from the designated NCATE assignment will be collected for program review.

### **GSE Syllabus Statements of Expectations**

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

- Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](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. See <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. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc)

## ASSIGNMENTS AND RUBRICS

### I. Class Participation Guidelines

1. Regular contributions to online class modules, including responding to all questions thoroughly and completely, extending topical discussion through integration of topics, readings, and experience, and challenging and leading colleagues to new understandings.
2. Completion all of the assigned course readings and referencing them in weekly assignments and integrating them with teaching experience or teaching intention.
3. Participation in all group activities related to assignments, including taking responsibility for feedback to peers in group settings, meeting deadlines, and providing feedback.
4. Sharing insights, information, and relevant experiences with classmates.
5. Respecting the opinions, ideas, and contributions of others.

### II. Presentation of Course Readings and Discussion Board (12 points)

#### *Purpose*

- To develop and present materials in the role of the teacher by summarizing relevant information from course textbook.
- To take responsibility for discussion board on a reading by providing further points for discussion and by monitoring relevant discussion points.

#### *Task*

- Choose a chapter included on the syllabus from the textbook *Language and Linguistics in Context*.
- Create a summary handout and additional comprehension questions or other comprehension-based activity for the chapter to present to the class.
- Present summary handout in the form of a word document, PowerPoint presentation, or other format, with at least two additional discussion questions or other comprehension-based activities.
- Lead and monitor the discussion board on assigned reading.

#### *How to do it:*

1. Review the assigned readings from *Language and Linguistics in Context* for the semester. ***You will be presenting on the week that the class is covering the reading you chose.***

2. By February 2, select the reading you will be presenting on. Sign up by e-mailing your teacher who will then post the updated list on BB under **Assignments - Presentation on Course Readings**.

3. Read thoroughly and prepare a summary of the reading as a Word document or a PowerPoint presentation, or other format. Include additional discussion questions or other way to bring the information to your peers. *Is there a technology tool that might assist you in presenting this information? Go to Blackboard (Web Links) for information on Computer-Assisted Language Learning tools that you can utilize for professional development as well as for teaching ESL/FL students.*

4. Turn in your summary the first day of the week that it is assigned. Your instructor will add it to the weekly assignments for you.

5. Act as article expert by taking the lead on discussion boards for your article.

### ***III. Lesson Demonstration on a Chapter from The Grammar Book (20 Points)***

#### ***Purpose***

To apply theoretical and explicit grammar knowledge obtained from *TGB* to practical teaching situations in PK-12 environments.

#### ***Task***

- Take readings in *The Grammar Book* and apply them to a classroom setting by completing a lesson demonstration and an accompanying written report.
- You can either work alone or collaborate with a co-teacher to develop and outline a demonstration of a lesson for teaching a grammar point to a particular group of students.
- Each individual or pair of teachers will 1) define the exact group of students to be taught; 2) choose a grammar point from one of the chapters in *TGB*; 3) design a presentation, focused practice and communicative or other practice activity to teach the grammar point; 4) decide on how feedback and error correction will be handled; and 5) describe some follow-up activities.  
***You should demonstrate the lesson as if it were a workshop for ESL/FL teachers. You will make the demonstration during the week that the grammatical topic is covered in the text.***
- You will also prepare a written report about the demonstration, describing the project and including rationale and background information.
- You can complete the assignment as a PowerPoint presentation, a Blog, a Wiki or simply as Word documents. Please see Blackboard, external links and additional readings, for resources.

#### ***How to do it:***

1. Go to Blackboard and sign up for a chapter or grammar point from *TGB* to do your lesson and report on **by February 2**.
2. Read chapter in *TGB* and write an overview of the chapter. Do NOT summarize the entire chapter, but rather provide a brief overview of the entire chapter, including a summary of problem areas for ESL/FL learners, with solutions. If your lesson solves one of these, elaborate on it in your written report.
3. Build your lesson demonstration and develop a lesson plan.
  - a) See Handouts for Lesson Demonstration under **Assignments – Lesson Demonstration**.
  - b) Use the web-based resources on **Web Links** or personal text-based resources. You might include a presentation activity, a focused practice activity, a communicative activity, and follow-up or homework assignments. You may use text and online sources to vary the lesson focus. Make sure you cite the outside sources you use. Walk your audience through the lesson step by step, to ensure they understand and can visualize what you would have done face-to-face. See extra credit if you want to attempt to go live, but this is not required!
  - c) Describe any other future activities that help reinforce the grammar point and lesson presented.
  - d) Provide your lesson plan and any other handouts or web resources for follow-up activities for your “audience”. Finally, check the message board for comments and questions about your lesson.
  - e) Get creative and take advantage of the wide variety of online tools to enhance your presentation. Complete this portion of the assignment on Word or PowerPoint; however, remember the more

you learn about technology, the better off your students will be. Of course, some of you are or may be teaching in an environment where technology is unavailable. Emphasize use of realia or other tools that are best for your teaching situation.

4. Write a report. Include the following information into your report. For detailed instructions, see “Lesson Demonstration Handout.doc” under **Assignments – Lesson Demonstration**.

*It’s very important to read and follow the instructions in the **Handouts** folder under **Assignments – Lesson Demonstration** on Blackboard for suggestions for this assignment.*

#### **IV. Midterm Reflection DUE March 10 (15 Points)**

##### ***Purpose***

- To challenge students to take the role of teacher by grading and analyzing errors on model student assignments.
- To integrate knowledge learned explicitly and apply this knowledge to a real-life teaching situation to better prepare teachers for the classroom.
- To reflect on how this knowledge will contribute to instruction in skill and content areas.

##### ***Task***

- Analyze theoretical and practical components of two out of a choice of three writing samples from the primary and secondary levels.
- Focus on the identification of grammar errors, error analysis and teaching solutions.
- Reflect on how this analysis will better enable you to teach all content areas of curriculum in any teaching setting.

##### ***How to do it:***

Your instructor will post the midterm reflection assignment on Blackboard on March 3. You must complete the midterm and turn in to your instructor by March 10.

#### **VI. Final Synthesis Paper: DUE April 29 (20 points)**

##### ***Purpose***

To utilize course information to answer two questions in depth, focusing on both theoretical and practical background knowledge.

##### ***Task***

Double-spaced paper that is 6-8 pages (not counting references).

##### ***How to do it:***

- Situate yourself within a *specific* institutional context for your answer (i.e. Head Start Program, Special Education Pre-school program, bilingual elementary school, middle school, high school).
- Write a properly synthesized review of the literature on the targeted topics and an exploration of pedagogical implications that emerge from the literature and from information gained throughout the semester.

Select one from A:

1. What role should grammar play in the EFL/ESL classroom? What are the most important principles to you in teaching grammar?
2. What are the linguistic systems (i.e. phonological, syntactic, etc.) that EFL/ESL teachers should be aware of? What linguistic terminology or meta-language is important for us (but not our students) to know? Select 3-4 terms and provide examples that illustrate teacher linguistic knowledge and applications for the PK-12 classroom.

Select one from B:

1. What is discourse? Why is it important for ESOL teachers to be aware of discourse? What relevance does critical discourse analysis have for us in education? Provide classroom examples or applications that are situated within a specific context.
2. How can teachers adopt a multilingual, multicultural orientation to teaching and learning English as an additional language when they don't know the languages of their students? Why is language loss of concern to TESOL educators?

*Final Synthesis Paper (20 Points)*

CATEGORY	5	4	3	2	1
<b>Paper argues points with support</b>	Excellent paper that argues points with supporting examples, references or supporting evidence.	Good paper that argues points with supporting examples, references or supporting evidence.	Adequate paper that argues some points with supporting examples, references or supporting evidence.	Unclear paper that barely argues points with supporting examples, references or supporting evidence.	Paper fails to argue points with supporting examples, references or supporting evidence.
<b>Clear link between readings and practical application</b>	The paper shows a clear link between the readings in the course and practical applications. There is a strong link between theory and practice.	The paper shows a link between the readings in the course and practical applications. There is a good link between theory and practice.	The paper shows a link between the readings in the course and practical applications. There is a slight link between theory and practice.	The paper shows a slight link between the readings in the course and practical applications. There is not a strong link between theory and practice.	The paper fails to show a clear link between the readings in the course and practical applications. There is no link between theory and practice.

<b>Paper analyzes the role of grammar</b>	Excellent paper that draws on a synthesis of course information to analyze the role of grammar in the classroom.	Good paper that draws on a synthesis of course information to analyze the role of grammar in the classroom.	Adequate paper that draws on a synthesis of some course information to analyze the role of grammar in the classroom.	Unclear paper that draws on little of the course information to analyze the role of grammar in the classroom.	Paper that fails to draw on a synthesis of course information to analyze the role of grammar in the classroom.
<b>Paper is well written</b>	Paper that adheres to guidelines of size and content and that is easy to understand and follow.	Paper that does a good job adhering to guidelines of size and content and that is easy to understand and follow.	Paper that adequately adheres to guidelines of size and content and that is easy to understand and follow.	Paper that barely adheres to guidelines of size and content and that is easy to understand and follow.	Paper that fails to adhere to guidelines of size and content and that can't be understood or followed.

**V. Text Analysis Project: DUE May 2 (20 points)  
(Required for ESOL Program Portfolio)**

**All PBA assignments must be submitted to your TASK STREAM account. Failure to submit your PBA to TASK STREAM will make you ineligible to register for further courses and your grades will be held.**

**Purpose:** To show that you can apply principles of English linguistics to analysis of a grade-level textbook required for use in Grades PreK-3, 4-6, 7-9, or 10-12.

**Task:**

- You will complete this assignment in small groups assigned by the instructor.
- Review a mathematics, science, or social studies textbook or historical fiction used in a specific grade level to determine linguistic demands for students learning English as a second language.
- For teachers of Grades PreK-3, use a story or content text appropriate to the grade.
- Recommend instructional activities to help students meet the linguistic and cognitive demands of the textbook.

**How to do it:**

1. Put the name of the textbook, with all bibliographical information, at the top of your first page of narrative. Example:

*History of the United States*, 4<sup>th</sup> Ed. (1998)  
Black, Smith, and Kline, Editors  
Longman Publishers, White Plains, New York  
Total pages: 589

2. Put your name on the cover sheet only, not on every page. This helps maintain anonymity and fairness in the rating process.

3. Describe the number of pages reviewed and whether it is a chapter or part of a chapter.

***A minimum of 3 pages must be reviewed. ATTACH THE PAGES REVIEWED.***

4. Identify the student population for whom the text is intended. Include the grade level and content area.

5. Examine the book for the linguistic (reading comprehension) demands made by the language of the text. If you would like to determine readability levels using the Fry Readability Formula or a different formula, go to one of the following web sites: <http://school.discovery.com/schrockguide/fry/fry.html>  
<http://www.rctresources.com/cabinet/curriculum/fry.pdf>  
<http://www.ext.colostate.edu/PUBS/octnews/oc030602.html>

a. Identify the levels of difficulty posed in *phonology, morphology, syntax (grammar) and orthography*. Address syllabus topics that differ from and go beyond the one you addressed in your Teaching Demonstration. Use your Text Analysis Form to begin your analysis, and attach your form to your paper.

b. Make references to assigned readings to support your analysis. See our Style Sheet for details on citation format and writing style.

c. Make recommendations for teaching ESL students that will help address the difficulties posed by the printed text. (Use ideas from the teaching suggestions in our texts.)

d. *Optional:* Interview PreK-12 Social Studies, Math, Science, and English Language Arts teachers to determine linguistic demands of their grade-level assignments, projects, and tests.

**Page Length:** 3 -5 pages, single-spaced and DOUBLE-SPACED BETWEEN PARAGRAPHS.

### Text Analysis Project Rubric (20 points)

CATEGORY	4	3	2	1
<b>Target Population</b>	Clearly describes the specific target population for whom the text is intended.	Describes target population but leaves out some key information.	Describes target population but leaves out all key information.	Does not describe target population.
<b>Quality of Analysis</b>	Accurately analyzes linguistic difficulties posed by the text and attaches text reviewed.	Contains some inaccuracies in analysis of linguistic difficulties posed by the text or does not include text reviewed.	Contains many inaccuracies in analysis of linguistic difficulties posed by the text AND does not include text reviewed.	Does not analyze linguistic difficulties posed by text AND does not include text reviewed.

<b>Recommendations</b>	Makes research-based recommendations for using the text with English language learners.	Makes recommendations, not all research-based, for using the text with English language learners.	Makes few recommendations, not all research-based, for using the text with English language learners.	Makes no recommendations.
<b>Citations</b>	Uses citations to refer to course textbooks.	Uses few citations to refer to course textbooks.	Uses no citations to refer to course textbooks.	Does not refer to course textbooks.
<b>Writing</b>	Writing is well-organized and contains few errors in grammar, spelling, and mechanics.	Writing may lack clear organization and contain errors in grammar, spelling, or mechanics.	Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics.	Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics.

*Please don't hesitate to contact Nataliya with any questions or concerns that you have about any of the assignments or course information on this syllabus.*