EDCI 510, Section 002
Linguistics for PreK-12 ESOL Teachers
FALL   2011
Tuesdays, 7:20 – 10 pm., Robinson Hall A, Rm. 105

Associate Professor
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Office Location   Robinson Hall A, 3rd floor, Room 319

Office Hours   Tues., 5 – 6 p.m. & by appointment

If you are going to miss class or be late on class day: TEL: (703) 993-2050
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To fax a document: FAX: (703) 993-4370

Course Description (GMU Catalog)   Credits: 3 (NR)
Examines language as a system, with particular focus on teaching English as a second language (ESOL) to students in public schools, grades PreK-12. Considers teaching implications of phonology, morphology, syntax, semantics, and pragmatics.
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      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, 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.

      Candidates examine intercultural and critical discourse issues and incorporate additive approaches to the teaching of English which build upon home heritage languages of students in multilingual, multicultural schools and communities.

      This course addresses the linguistics requirement for Virginia Licensure in ESL and Standards 1.a. and 2 of the TESOL Professional Standards for Teacher Preparation programs.

Teachers of English to Speakers of Other Languages (TESOL)
National Council of Accreditation for Teacher Education (NCATE)

Professional Standards for ESL PreK-12 Teacher Licensure (2009)

DOMAIN 1: LANGUAGE
Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.

Standard 1.a. Language as a System

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Performance Indicators from the TESOL Standards for Standard 1.a. include:

1.a.1. *Demonstrates knowledge of the components of language and language as an integrative system*.

1.a.2. *Applies knowledge of phonology (the sound system), morphology* (the structure of words), *syntax* (phrase and sentence structure), *semantics* (word/sentence meaning) and *pragmatics* (the effect of context on language) to help ELLs develop *oral, reading, and writing skills in English (including mechanics) in English*.

1.a.3. Demonstrates knowledge of rhetorical and discourse structures as applied to ESOL learning.

1.a.4. Demonstrates proficiency in English and serves as a good language model for ELLs.

**Teachers of English to Speakers of Other Languages (TESOL)
National Council of Accreditation for Teacher Education (NCATE)**

Professional Standards for ESL PreK-12 Teacher Licensure (2009)

DOMAIN 2: CULTURE
Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as it Affects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Performance Indicators from the TESOL Standards for Standard 2. include:

2.b. Understands and applies knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.

2.e. Understands and applies concepts about the interrelationship between language and culture.

To see detailed descriptions of the revised TESOL Standards (2009), performance indicators, and rating scales, please see entire document at:

http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

Be sure to save all of your projects from this course, including the instructor's comments on your papers and other work. You may need these papers for a portfolio later in your graduate program.

George Mason University   Graduate School of Education

NEW   ***Candidates completing this course 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.   Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities, as well as those types of errors that will not benefit from correction;

5.   Use knowledge of how languages are similar and different to analyze linguistic difficulties for ELLs in comprehending written text used in math, science or social studies and to make instructional recommendations;

6.   Use knowledge of rhetorical and discourse structures and readability formulas to analyze text structures in textbooks and academic conventions, such as headings, glossary, and tables to assist in reading comprehension, study skills and academic content knowledge;

7.   Analyze a content-area reading passage and make specific recommendations for activities and strategies to address specific difficulties that students may encounter in the text;

8.   Identify background and culturally-based knowledge needed to comprehend a content-area reading text; and

9.   Analyze a content-area reading passage to identify elements of cultural bias or racial or cultural stereotyping.

Instructional approaches include: Whole class mini-lectures and demonstrations, small group and peer feedback sessions, field project, videos, and weekly 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 exams will be scored objectively.

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

HONOR CODE: NO PLAGIARISM.

Students must adhere to the guidelines of the George Mason University Honor Code. GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely.

What does academic integrity mean in this course? Essentially this: <u>when you are responsible for a task, you will perform that task.</u> <u>When you rely on someone else's work (online, published, printed handouts, personal communication) in any part of performing your assigned task, you will give full credit in the proper, accepted form</u>.

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. [See http://academicintegrity.gmu.edu/honorcode/].

- **GMU EMAIL ACCOUNTS**
  Students must use their Mason email accounts (MASONLIVE) to receive important University information, including messages related to this class. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. See http://masonlive.gmu.edu for more information.

  OFFICE OF DISABILITY SERVICES
  If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

OTHER USEFUL CAMPUS RESOURCES

- WRITING CENTER: A114 Robinson Hall; (703) 993-1200;
  http://writingcenter.gmu.edu
- UNIVERSITY LIBRARIES "Ask a Librarian"
  http://library.gmu.edu/mudge/IM/IMRef.html

- COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;
  http://caps.gmu.edu
- UNIVERSITY POLICIES
  The University Catalog, http://catalog.gmu.edu, is the central resource for university
  policies affecting student, faculty, and staff conduct in university academic affairs.
  Other policies are available at http://universitypolicy.gmu.edu/. All members of the
  university community are responsible for knowing and following established
  policies.

- Students are expected to exhibit professional behaviors and dispositions at all
  times.

- For additional information on the College of Education and Human Development,
  Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Cell Phones OFF: **Students are required to keep all cell phones turned off during class per university policy. In case of a campus-wide emergency, the instructor will be notified on her cell phone.**


Inclement Weather/Emergency Policy
In case of snow, hurricanes, other bad weather, or security emergencies, call (703) 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

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College of Education & Human Development: 5 Core Values

The College of Education & Human Development is committed to five CORE VALUES: *collaboration, ethical leadership, innovation, research-based practice, and social justice*. Graduate students are expected to adhere to these values both in and out of class. http://cehd.gmu.edu/values/

NEW
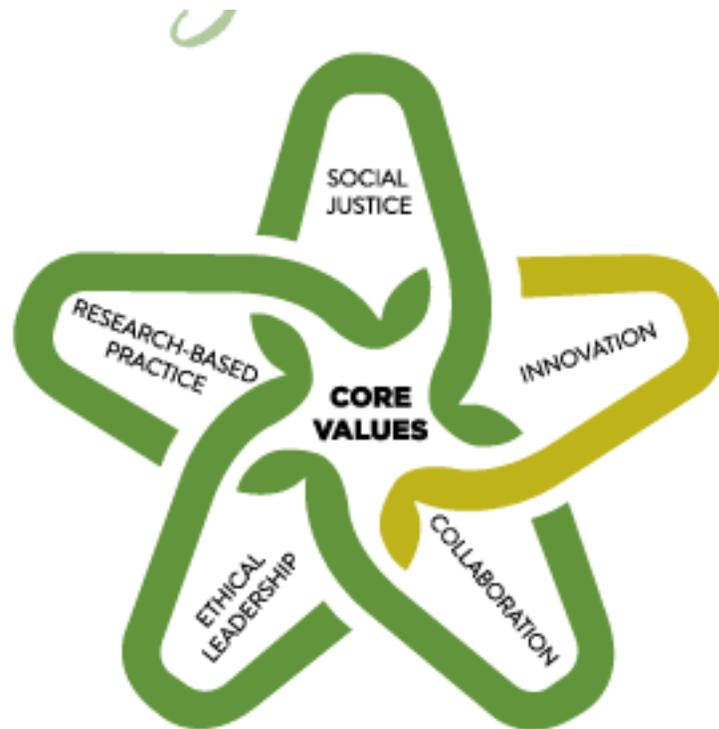
Course Requirements

1. Mid-Term Exam	**20%**	Assigned Readings (Week 9)
2. Teaching Demo	**25%**	Teach a Language Lesson (Group project due Weeks 4-8)
3. Textbook Analysis	**30%**	Analyze Grade-Level Textbooks used in Grades PreK-3, 4-6, 7-9, or 10-12 for linguistic components (Group project due Week 15)
4. Final Exam	**25%**	Assigned Readings (Week 16)

NEW

Required Textbook *(available at the GMU Bookstore in the Johnson Center)*
Cowan, R. (2008). ***The Teacher's Grammar of English***. New York: Cambridge University Press.

NEW

Additional Readings (on Blackboard)
Freeman, D. E. & Y. S. Freeman. (2004). *Essential Linguistics: What You Need to Know to Teach.* Portsmouth, NH: Heinemann (Chapter 3 on phonology).

Bright, A, & Wong, S. (2009). Uncovering bias in school curriculum: And what *else* do we teach?
        Mosaic, 2 (1), 23 – 34.
Ndura, E. (2004). ESL and Cultural Bias: An analysis of elementary through high school
        textbooks in the western United States of America*. Language,
        Culture and Curriculum*, Volume 17, Issue 2, **p. 143-153.**

Otlowski, M. (2003, June). Ethnic diversity and gender bias in EFL textbooks. *Asian EFL
        Journal*.

ESL Classroom & Cultural Sensitivity – Activities for Teachers – go to
http://www.yourdictionary.com/esl/ESL_Classroom-and-Cultural_Sensitivity.html
Carrell, P. (1984). The effects of rhetorical organization on ESL readers**.** *TESOL Quarterly***,**
        Vol. 19, No. 3, 441-469.
Carrell, P. (1985). Facilitating ESL Reading by teaching text structure. *TESOL Quarterly*, Vol. 19,
        No. 4, 727-752.
Early, M. & G. M. Tang. (1991). Helping ESL students cope with content-based texts. *TESL
Canada Journal*, Vol. 8, No.2.

Class Schedule

NEW **Prepare to discuss the exercises for each week's assigned chapters.**

Week/ Date	Topics & Assigned Readings
1 8/30	Overview of course objectives, texts, & requirements. What is Linguistics? Branches of Linguistics. Universal Grammar. ***Readings (to be discussed in class tonight)*** **Chs. 1-3**
2 9/6	Question Formation & Negation. **TEACHING DEMO: How to do it.** ***Readings*** **Ch. 4 & 5**
3 9/13	Phonology. Phonemes. Phonology & Teaching L2 Reading. Allophones. Dialects. Differences between Languages. Implications for Teaching. . ***Readings*** *Freeman & Freeman (2004), English Phonology (Ch. 3) & Pronunciation Articles (all on Blackboard)*
4 9/20	Tense & Aspect. ***TEACHING DEMO #1.*** ***Readings*** **Ch. 16**
5 9/27	Imperatives & Passive Sentences. ***TEACHING DEMO # 2.*** ***Readings*** **Ch. 6 & 17**
6 10/4	Nonreferential *It* and *There*. Cultural bias in texts. ***TEACHING DEMO # 3.*** ***Readings*** **Ch. 7, Readings on Cultural Bias (on Blackboard)**
7 10/11	***NO CLASS – Columbus Day Break***
8 10/18	Determiners. **Mid-Term Feedback Forms.** ***TEACHING DEMO 4.*** ***Readings Ch. 10***

9	10/25	**Articles. *MID-TERM EXAM today*.** ***Readings Ch. 11***
10	**11/1**	**Modal Verbs. <mark>TEXT ANALYSIS: HOW TO DO IT.</mark>** ***Readings Ch. 14***
11	11/8	**Relative Clauses*.*** ***Readings Ch. 18***
12	11/15	**Rhetorical, Discourse, & Text Structures.** ***Readings Readings on Blackboard***
13	11/22	**Indirect Objects.** ***Readings Ch. 15***
14	11/29	**Adjectives & Adverbs. Pronouns.** ***Readings Ch. 12 & 13***
15	12/6	***Catch up – Feedback on Text Analysis. Review for Final Exam. Course Evaluations. Feedback Forms. Materials Release Forms.*** ***TEXT ANALYSIS DUE no later than Dec 10.***
16	12/13	***FINAL EXAM TODAY.***

Blackboard Requirement

Each student must access the course web site using *his/her GMU email login name and password* to access class handouts, assignments, and exams on Blackboard.

Go to http://mymasonportal.gmu.edu/ , click on the COURSES tab across the top, then click on the link to this course. Check for pop-up blockers that may not allow you to access Blackboard. *If you are unable to get into Blackboard, please let me know immediately, before your projects and exams are due.*