

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

EDCI 510: LINGUISTICS FOR PreK-12 ESOL TEACHERS
August 30 – December 12, 2011

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This course takes place 40% face-to-face (F2F) and 60% 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 take place 40% face-to-face (F2F) and 60% on-line at <https://mymasonportal.gmu.edu>. Please, check the Course Schedule for each session's modality under the Modality column. 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, class attendance, participate in online/F2F 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 Sept. 12
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 Sept. 12
4. Midterm reflection	15 points	Paper	Oct. 17
5. Final exam	20 points	Paper	Dec. 6
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. Must be submitted to your TASK STREAM account.	Dec. 9

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

Assessment Issues

“Absences” from F2F/online sessions: *If you know that you will miss a class, please notify me prior to the beginning of the week.* Absence means that you miss interacting with other students and contributing to group discussions. While illness and official travel are reasonable impediments, missed F2F/online sessions will result in deduction of one point per session missed.

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. Instructors may use Safe Assign, plagiarism detection software, on assignments and papers. Plagiarism is grounds for dismissal from the Graduate School and FAST TRAIN.

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.

GMU E-mail: Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student’s academic dean, and is permitted only for nonacademic reasons that prevent course completion. (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Incomplete (IN): This grade may be given to students *who are in good standing*, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar’s Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

The Professional Development Portfolio: The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate’s knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate’s coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the “Text Analysis Project.” This assignment must be posted to Task Stream, where it will be reviewed and graded.

Additionally, students are required to submit both a mid-point portfolio reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Both the mid-point and final portfolio will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN Web site: http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf for more information.





College of Education and Human Development Student Expectations





- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.






Campus Resources



- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

COURSE SCHEDULE

Week /Date	Modality	Topic/Activities	Readings: Language and Linguistics in Context Textbooks	Readings: The Grammar Book and articles (on Blackboard)	Assignments Due
Week One Aug. 30- Sept. 5		Introductions and course overview. Discussion of language and its acquisition.	Unit I: Introduction to Unit I by <i>Trudy Smoke</i>	Chapters 1 & 36. Introduction and Conclusion.	Week One Learning Module.
Week Two Sept. 6- Sept. 12		Linguistic effects of codeswitching. Introduction to key theory and application concepts of grammar.	6. Hablamos Spanish and English by <i>Ana Celia Zentella</i>	<i>Additional course readings, outlined on the Modules, can be found under Web Links.</i>	Week Two Module. Sign up for presentation of course materials and Lesson Demo by Sept. 12
Week Three Sept. 13- Sept. 19		Power and discourse in a culturally diverse classroom. Relationships between language and societal markers. Grammatical Metalanguage	9. Language and Shame by <i>Meena Alexander</i>	Chapter 2	Week Three Module.
Week Four Sept. 20- Sept. 26		Challenge of linguistics and language to recognize the relationship between language and power. The Lexicon: individual word, compound and co-occurrence and multiword phrases.	10. Unfinished Knowledge: The Story of Barbara by <i>Ryuko Kubota</i> 11. Sociolinguistics and Power by <i>Alastair Pennycook</i>	Chapter 3	Week Four Module.

Week /Date	Modality	Topic/Activities	Readings: Language and Linguistics in Context Textbooks	Readings: The Grammar Book and articles (on Blackboard)	Assignments Due
Week Five Sept. 27- Oct. 3		Overview of how languages change over time from language contact. Comparison of teenage ebonic speech in the United States with Bombay Bazaar English speech in India. The Copula and Subject-Verb Agreement.	15. People and Language by <i>Kate Parry</i> 16. Queen's English by <i>Homi K. Bhabha</i>	<i>Chapter 4</i>	Week Five Module.
Week Six Oct. 4- Oct. 10		Challenges facing African writers when considering writing in English. Empirical data of gender influences on language change in the 70's and 80's Introduction to Phrase Structure	18. The African Writer and the English Language by <i>Chinua Achebe</i> 21. Gender Issues in Language Change by <i>Deborah Cameron</i>	Chapter 5	Week Six Module.
Week Seven Oct. 11- Oct. 17		History of literacy; oral vs. written, theory and content curriculum. More Phrase Structure Rules	23. Definitions of Literacy and Their Consequences by <i>Michael Newman</i>	Chapter 6	Week Seven Module. Midterm Reflection Paper DUE Oct. 17
Week Eight Oct. 18- Oct. 24		Discourse and identity The Tense and Aspect System	24. What Is Literacy? By <i>James Paul Gee</i>	Chapter 7	Week Eight Module.

Week /Date	Modality	Topic/Activities	Readings: Language and Linguistics in Context Textbooks	Readings: The Grammar Book and articles (on Blackboard)	Assignments Due
Week Nine Oct. 25- Oct. 31		Teacher responsibility to teach dominant discourse. Modal Auxiliaries and Related Phrasal Forms	25. The Politics of Teaching Literate Discourse by <i>Lisa D. Delpit</i>	Chapter 8	Week Nine Module.
Week Ten Nov. 1 – Nov. 7		Theories and research concerning out-of-school literacy. Articles	26. Literacy and Learning Out of School: A Review of Theory and Research by <i>Glynda Hull and Katherine Schultz</i>	Chapter 15	Week Ten Module.
Week Eleven Nov. 8- Nov. 14		Presentation of critical theory through an examination of the multilingual writer and the connection to the wider social and political world. Prepositions	27. Understanding Critical Writing by <i>A. Suresh Canagarajah</i>	Chapter 21	Week Eleven Module.
Week Twelve Nov. 15- Nov. 21		Critical perspective of literacy for bilingual and multilingual students; reflection of language and cultural differences on social and political power. Phrasal Verbs	28. Language, Literacy, and Culture: Intersections and Implications by <i>Sonia Nieto</i>	Chapter 22	Week Twelve Module.
Week Thirteen Nov. 22- Nov. 28		Complicated nature of gendered access to educational programs. Introduction to Relative Clauses	31. Women and Empowerment Through Literacy by <i>Malini Ghose</i>	Chapter 28	Week Thirteen Module.

Week Fourteen Nov. 29- Dec. 5		Robert Ku's individual narrative and how the individual narrative is representative of larger social issues.	32. Confessions of an English Professor: Globalization and the Anxiety of the (Standard) English Practice by <i>Robert Ji-Song Ku</i>		Week Fourteen Module.
Week Fifteen Dec. 6- Dec. 12		Course wrap-up.	Final exam Text analysis project		Final exam due Dec. 6 Text analysis project due Dec. 9

ASSIGNMENTS AND RUBRICS

I. Class Participation Guidelines

1. Regular contributions to F2F/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.

Please note: I monitor the grammar discussion board daily and respond to everyone with comments and questions, and I expect you to look back at the past discussion boards and answer any questions. The same level of engagement is expected from everyone on the LLiC discussion boards—which are monitored by the student discussion leaders each week. I do check these discussion boards daily, as well, but I typically refrain from commenting on those until later in the week/early the following week, to give the discussion leaders a chance to moderate the discussion board.

Class Participation Scoring Rubric (15 points)

	Unsatisfactory (0.95 points)	Minimal (1.95 points)	Competent (2.8 points)	Excellent (3.75 points)
1. Overall participation	Misses more than 3 F2F/online sessions; fails to contribute regularly.	Misses 2-3 F2F/online sessions, and/or fails to contribute regularly.	Misses 1-2 F2F/online sessions or topics but otherwise contributes regularly.	Attends all F2F/online sessions and contributes regularly in assigned discussion groups, providing challenge and leadership to colleagues.
2. Preparation of readings	No evidence of reading or preparation for	Prepared some of the time for thoughtful	Prepared most of the time for thoughtful	Demonstrates completion of course readings through

	class.	contribution to class/blackboard discussions.	contribution to class/blackboard discussions.	insightful applications to F2F/online discussions.
3. Participation in activities, discussions, projects.	Little to no participation in discussions, activities, or projects.	Minimal participation in discussions, activities, projects.	Satisfactory participation in discussions, activities, projects.	Active, weekly participation in topical F2F/online discussions, integrating experience and perspectives to inform discussion.
4. Homework, group projects.	Rarely or never prepared with assignments for class or group work.	Responds to some questions and peers.	Responds to questions and discussion prompts in factually correct ways; responds to peers regularly.	Responds to all reading related questions and discussion prompts, makes insightful, literature-based commentary on others' work.
Total:	Unsatisfactory	Minimal	Competent	Excellent

Presentation of LLiC 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 and how to do it

1. Review the assigned readings from *Language and Linguistics in Context (LLiC)* for the semester. **You will be presenting on the week that the class is covering the reading you chose.** For deadlines, see **Course Content >> Sign-up Sheets.**
2. By Sept. 12, 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 **Course Content – Sign-up sheets.** The topics will be assigned on first-come, first-served basis. Note: If more than one students have selected the same chapter, you can choose to work individually or collaborate on the assignment.
3. Read the chapter thoroughly and prepare a summary of the reading. Include additional discussion questions or other comprehension-based activity for the chapter to present to the class. *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. Present your summary in the form of a PowerPoint presentation, Word document, or other format, with at least two additional discussion questions or other comprehension-based activities.
5. Upload your summary and questions on Blackboard by the due date (see due dates on the sign-up sheet). Your instructor will add it to the Course Content for you.
6. Act as article expert by taking the lead on discussion boards for your article regularly throughout your week. Your job is to facilitate in-depth understanding of the material and stimulate

discussion by asking follow-up questions, commenting on your classmates' posts, and providing relevant additional information from your experience or relevant sources. You are expected to respond to each student's original posting at least once.

Note: Your instructor will check LLiC discussion boards daily, but will comment on the posts later in the week/early the following week, to give you a chance to moderate the discussion board.

7. If you are collaborating on this assignment with another student, notify your instructor ahead of time. At the end of your project, complete the Group Work Form (available under **Assignments >> LLiC Presentations** and e-mail to Gisela by the end of your presentation week.)

Presentation of Course Materials Scoring Rubric (12 points)

CATEGORY	4	3	2	1
Summary of Reading and Comprehension Activity	Excellent summary of chapter content that was turned in on time.	Good summary of chapter content that was turned in on time.	Adequate summary of chapter content that was turned in on time.	Unclear summary of chapter content that was turned in on time.
Comprehension Activity	Comprehension activity is well developed with a thorough understanding of materials and offers excellent insight for classmates.	Comprehension activity is adequately developed with a thorough understanding of materials and offers good insight for classmates.	Comprehension activity is adequately developed with a thorough understanding of materials and offers adequate insight for classmates.	Comprehension activity is not well developed and offers little insight for classmates.
Lead Discussion Board	Engages in discussion and addresses students' questions with an excellent level of knowledge and expertise, utilizing outside information when necessary.	Engages in discussion and addresses students' questions with a good level of knowledge and expertise, utilizing outside information when necessary.	Engages in discussion and addresses students' questions with an adequate level of knowledge and expertise, utilizing some outside information when necessary.	Engages in discussion and addresses students' questions with an inadequate level of knowledge and expertise, utilizing outside information when necessary.

This rubric was created on Rubistar. <http://rubistar.4teachers.org>

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 will make the demonstration during the week that the grammatical topic is covered in the text. For the deadline, go to **Course Content >> Sign-up Sheets**.

What is required:

- You will develop a lesson demonstration—consisting of preparation, presentation, focused practice, communicative activity and other practice activity to teach the grammar point; error correction strategy and follow-up activities.
- Present the lesson demonstration as if it were a workshop for ESL/FL teachers. You can complete the lesson demonstration as a **PowerPoint presentation, a Blog, a Wiki or simply as a Word document**. For extra credit, you can create a video of your lesson for your classmates to see (this is optional).
- Develop a lesson plan for your lesson. The goal of the lesson plan is to serve as a detailed map for any other teacher who may need to teach the lesson.
- Create a written report describing the lesson and activities you choose, focusing on **the rationale behind your choices**.

How to do it:

1. Go to Course Content >> Sign-up Sheets >> TBG Sign-up Sheet and e-mail Gisela with the chapter of your choice **by Sept. 14**. You can either work alone or collaborate with a co-teacher. If you choose to collaborate, notify Gisela ahead of time.
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. Choose a grammar point from the chapter and define the exact group of students you will be presenting the grammar point to.
4. Build your lesson demonstration for this group of students and develop a lesson plan:
 - a) Read *Planning a Lesson* at www.nclrc.org/essentials/planning/plindex.htm.
 - b) See “**Instructor Lesson Planning Worksheet.doc**” under “Assignments – Lesson Demonstration.
 - c) Include six parts in your lesson: Preparation, Presentation, Focused Practice, Communicative Practice, Evaluation, and Expansion (follow-up and homework activities). For your demonstration, you will need to develop and describe all of these. See [examplelesson.pdf](#) under **Assignments >> Lesson Demonstration** for a sample lesson plan. For sample lesson demonstrations, see [Lesson Demo Exemplars](#).
 - d) To develop the lesson, you may need to use outside text-based or web-based resources. Make sure you cite the outside sources you use. For more information and suggestions for activities, go to www.nclrc.org/essentials/planning/structure.htm and/or check **Web Links** included in your Learning Modules for Week 2-4.
 - e) Walk your audience through the lesson step by step, to ensure they understand and can visualize what you would have done face-to-face. You may use text and online sources to vary the lesson focus. Emphasize use of realia or other tools that are best for your teaching situation.
 - f) Provide your lesson plan and any other handouts or web resources for follow-up activities for your “audience.”

- g) Prepare a written report about the lesson demonstration, describing the project and including rationale and background information. (Refer to **“Written Report Instructions.doc”** available under **Assignments >> Lesson Demonstration.**) Note: The most important part of your report is explaining the rationale behind choosing each of the activities.
- h) Submit the Lesson Demonstration, Lesson Plan and your Written Report by the due date under **Assignments >> Lesson Demonstration.** If you collaborated on the project with another student, fill out the **Group_Work_Form.doc** and e-mail to Gisela by the end of your project week.
- i) Finally, check the discussion board for comments and questions about your lesson.

*It's very important to read and follow the instructions and download and use handouts under **Assignments – Lesson Demonstration** on Blackboard for suggestions for this assignment.*

Lesson Demonstration Scoring Rubric (20 points)

CATEGORY	5	4	3	2	1 / 0
Chapter Overview	Lesson demonstration begins with an excellent overview of chapter in The Grammar Book, to include problem areas for ESL/FL learners and solutions.	Lesson demonstration begins with a good overview of chapter in The Grammar Book, to include problem areas for ESL/FL learners and solutions.	Lesson demonstration begins with an adequate overview of chapter in The Grammar Book, to include problem areas for ESL/FL learners and solutions.	Lesson demonstration begins with a less than adequate overview of chapter in The Grammar Book, to include problem areas for ESL/FL learners and solutions.	Lesson demonstration fails to begin with an overview of chapter in The Grammar Book, to include problem areas for ESL/FL learners and solutions.
Lesson Demonstration	Excellent lesson demonstration that includes all components and is presented for the "audience" or to help other teachers understand your learners and lesson objectives.	Good lesson demonstration that includes all components and is presented for the "audience" or to help other teachers understand your learners and lesson objectives.	Adequate lesson demonstration that includes all components and is presented for the "audience" or to help other teachers understand your learners and lesson objectives.	Lesson demonstration that doesn't include all components and is presented for the "audience" or to help other teachers understand your learners and lesson objectives.	Lesson demonstration that fails to include all components and is presented for the "audience" or to help other teachers understand your learners and lesson objectives.
Lesson Plan	Lesson plan outline is very clear and complete according to instructor guidelines and	Lesson plan outline is clear and complete according to instructor guidelines and it includes all	Lesson plan outline is somewhat clear and complete according to instructor guidelines and	Lesson plan outline is less than clear and complete according to instructor guidelines and	Lesson plan outline is unclear and incomplete according to instructor guidelines and

	it includes all components of the lesson demonstration.	components of the lesson demonstration.	it includes some components of the lesson demonstration.	it lacks all components of the lesson demonstration.	it fails to include components of the lesson demonstration.
Written Report	Excellent written report that serves to help other teachers understand all the background information and goals of the lesson.	Good written report that serves to help other teachers understand all the background information and goals of the lesson.	Adequate written report that serves to help other teachers understand all the background information and goals of the lesson.	Written report that doesn't serve to help other teachers understand all the background information and goals of the lesson.	Written report that fails to help other teachers understand all the background information and goals of the lesson.

IV. Midterm Reflection DUE **October 17** (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 selected 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 **October 10**. You must complete the midterm and turn in to your instructor by **October 17**.

Midterm Reflection Scoring Rubric (15 Points)

CATEGORY	3.75	2.8	1.95	0.95	0.5/0
Identification and analysis of grammar errors First Choice	Excellent and thorough identification and analysis of grammar errors on first assignment.	Good and thorough identification and analysis of grammar errors on first assignment.	Adequate and thorough identification and analysis of grammar errors on first assignment.	Unclear identification and analysis of grammar errors on first assignment.	Fails to identify and analyze grammar errors on first assignment.

Identification and analysis of grammar errors Second Choice	Excellent and thorough identification and analysis of grammar errors on second assignment.	Good and thorough identification and analysis of grammar errors on second assignment.	Adequate and thorough identification and analysis of grammar errors on second assignment.	Unclear identification and analysis of grammar errors on second assignment.	Fails to identify and analyze grammar errors on second assignment.
Teaching solutions	Excellent and clear teaching solutions that utilize a thorough understanding of course materials.	Good and clear teaching solutions that utilize a thorough understanding of course materials.	Adequate teaching solutions that utilize some understanding of course materials.	Unclear teaching solutions that utilize little understanding of course materials.	Fails to offer teaching solutions that utilize any understanding of course materials.
Reflection on how course content will contribute to classroom instruction	Excellent reflection that takes knowledge obtained in first part of course and relates it to future classroom situation.	Good reflection that takes knowledge obtained in first part of course and relates it to future classroom situation.	Adequate reflection that takes some knowledge obtained in first part of course and relates it to future classroom situation.	Unclear reflection that takes little knowledge obtained in first part of course and relates it to future classroom situation.	Reflection that fails to take knowledge obtained in first part of course and relate it to future classroom situation.

VI. Final Synthesis Paper: DUE **December 6** (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).
- Choose two topics:

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? How will you implement these principles in practice?
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 how will you apply it in 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 and practical 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? Please give examples and explain how you will apply these principles in specific teaching situations.

- Write a properly synthesized review of the literature on the targeted topics, with a special focus on practical pedagogical implications that emerge from the literature and from information gained throughout the semester (discussions, lesson demonstrations, other projects)—as applied to the context
- Please note that arguing points with support (practical applications) and analyzing the role is grammar are especially important in this paper.

Final Synthesis Paper (20 Points)

CATEGORY	5	4	3	2	1
Paper argues points with support	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.
Clear link between readings and practical application	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.
Paper analyzes the role of grammar	Excellent paper that draws on a synthesis of course information to analyze the role	Good paper that draws on a synthesis of course information to analyze the role	Adequate paper that draws on a synthesis of some course information to analyze the role	Unclear paper that draws on little of the course information to analyze the role	Paper that fails to draw on a synthesis of course information to analyze the role

	of grammar in the classroom.	of grammar in the classroom.	of grammar in the classroom.	of grammar in the classroom.	of grammar in the classroom.
Paper is well written	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 December 9 (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, 4th 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
Target Population	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.
Quality of Analysis	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.
Recommendations	Makes research-based recommendations for using the text with English language	Makes recommendations, not all research-based, for using the text with	Makes few recommendations, not all research-based, for using the text with English language	Makes no recommendations.

	learners.	English language learners.	learners.	
Citations	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.
Writing	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 Gisela with any questions or concerns that you have about any of the assignments or course information on this syllabus.