

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

EDCI 510-601: LINGUISTICS FOR PreK-12 ESOL TEACHERS
January 25 – May 8, 2012

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Office hours: By appointment, phone, e-mail Sunday-Thursday (Friday and Saturday in emergency)

This course takes place online, at <http://mymasonportal.gmu.edu>, using the Blackboard course software. Participants will receive an e-mail 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

Objectives and activities for this course will help teachers meet or exceed standards established by the Teachers of English to Speakers of Other Languages (TESOL) as well as, the National Council for Accreditation of Teacher Education (NCATE)* and the State of Virginia Standards of Learning for English Proficiency and English Standards of Learning.

TESOL Professional Standards for ESL PK-12 Licensure (visit www.tesol.org)

TESOL Domain 1

Standard 1a: 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

TESOL Domain 2

Standard 2: Culture as it Effects 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

TESOL Domain 3

Standard 3a: 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 ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum

Standard 3b: Implementing and Managing 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. Candidates support ELLs’ access to the core curriculum by teaching language through academic content.

Standard 3c: Using Resources and Technology 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.

TESOL Domain 5

Standard 5a: ESL Research and History

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5b: Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.

Relationship to Professional Organizations

EDCI 510 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDCI 510 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Value #5 Social Justice

Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #9 Professional Learning and Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

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 <https://mymasonportal.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	20 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	20 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. 7

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. 7
4. Midterm reflection	20 points	Paper	March 13
5. Text analysis project <i>(Required Performance Based Assessment)</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.	May 6
6. Field Experience <i>(Required for state licensure)</i>	Failure to turn in Fieldwork Logs and Evaluation Forms will result in an F in the course.	Completion of 20 hours of fieldwork in an ESL classroom. Typically this work is associated with your Performance Based Assessment. Your fieldwork log and fieldwork evaluation form must be signed and dated by your cooperating teacher and/or supervisor. Must be submitted to your TASK STREAM account.	May 6

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

Online Attendance Policy: As an enrolled graduate student, you must commit fully to being a member of this learning community over the next several months. **Therefore, lack of participation in online sessions will not be allowed.** Your continued presence in this course contributes to the learning of each of your colleagues and it is your obligation to support each other's learning. In addition, you are responsible for notifying your instructor if your participation in the online course will be interrupted due to a documented emergency. Any unexcused absences will result in point deduction from your participation grade (see Class Participation Scoring Rubric for more information).

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. There is no guarantee that such incompletes will be granted. 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 "Linguistic Text Analysis Project." ESL Students must post this assignment in Task Stream, where it will be reviewed and graded.

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 e-mail 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	Topic/Activities	Readings: Language and Linguistics in Context Textbooks	Readings: The Grammar Book and articles (on Blackboard)	Assignments Due
Week One Jan. 25-31	Introductions and course overview. Discussion of language and its acquisition	Unit I: Introduction to Unit I <i>Trudy Smoke</i>	Chapters 1 & 36. Introduction and Conclusion.	Week One Learning Module.
Week Two Feb. 1-7	Linguistic effects of codeswitching. Introduction to key theory and application concepts of grammar.	6. Hablamos Spanish and English <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 LLiC presentation and TGB Lesson Demo by Feb. 7
Week Three Feb. 8-14	Power and discourse in a culturally diverse classroom. Relationships between language and societal markers. Grammatical Metalanguage	9. Language and Shame <i>Meena Alexander</i>	Chapter 2	Week Three Module.
Week Four Feb. 15-21	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 <i>Ryuko Kubota</i> 11. Sociolinguistics and Power <i>Alastair Pennycook</i>	<i>Chapter 3</i>	Week Four Module.
Week Five Feb. 22-28	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 <i>Kate Parry</i> 16. Queen's English <i>Homi K. Bhabha</i>	<i>Chapter 4</i>	Week Five Module.