

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Multilingual and multicultural Education**  
**EDCI 510, Section 002**  
**Linguistics for PK-12 ESOL Teachers**  
**Fall 2010**  
**Wednesdays, 7:20 pm - 10:00 pm**  
**Robinson Hall B122**

**PROFESSOR:** Dr. Shelley Wong  
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**COURSE DESCRIPTION:**

**A. Prerequisites:** None

**B. Course Description from the University Catalog:**

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.

**C. Expanded Course Description:**

Among the topics addressed are: how to integrate and connect the four language skills – listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies). In addition, students will be introduced to major grammatical structures 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. The course will employ frameworks, strategies and activities to raise intercultural and critical language awareness through a discourse approach and incorporate additive approaches to the teaching of English which build upon home heritage languages of students in multilingual, multicultural schools and communities.

**NATURE OF COURSE DELIVERY:**

**Instructional approaches include:** Whole class mini-lectures and demonstrations, workshops,

small group and peer feedback sessions, field projects, videos, and homework assignments for applying principles discussed in texts and class.

### **LEARNER OUTCOMES:**

1. Demonstrate applications of linguistics to teaching and learning in PreK-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 Pre K-12 students in U.S. public schools:
  - 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 incorporate 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 ESOL students’ questions about grammar, distinguish between errors and mistakes and know how to address them in a supportive and sensitive manner.
6. Utilize knowledge of English phonology, morphology, syntax, semantics and pragmatics to develop meaningful contextualized learning activities for ESOL students.
7. Analyze pedagogical implications of discourse variety and register including English as an International Language, World Englishes, African American Vernacular English, elements of politeness and slang.

### **PROFESSIONAL STANDARDS:**

This course fulfills the English Linguistics requirement for Virginia Licensure in ESL and NCATE/TESOL 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**

**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**

***Performance Indicators from the TESOL Standards include:***

**1.a.1. Apply knowledge of phonology** (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.

- Candidates *apply knowledge* of developmental and contrastive phonology to *identify difficult aspects* of English pronunciation for their students, noting how ESOL students' *L1 and identity* may affect their English pronunciation.
- Candidates *develop contextualized activities* to assist ESOL students in recognizing, using, and acquiring the English sound system, thus enhancing oral skills.
- Candidates incorporate a *variety of instructional techniques* to assist ESOL students in *developing phonemic awareness* as well as other reading skills.

**1.a.2. Apply knowledge of morphology** (the structure of words) to assist ESOL students' development of *oral and literacy skills in English*.

- Candidates *apply knowledge* of developmental and contrastive morphology to facilitate ESOL students' *acquisition of English oral and literacy skills*.
- Candidates *design contextualized activities* to provide input and practice of patterns of English word formation.

**1.a.3. Apply knowledge of syntax** (phrase and sentence structure) to assist ESOL students in developing written and spoken English.

- Candidates *design contextualized instruction* to help ESOL students understand, notice, use, acquire, and practice English syntactic structures.
- Candidates draw on their knowledge of *developmental and contrastive aspects* of English syntax to systematically build ESOL students' ability to use English syntactic structures.
- Candidates *recognize and teach syntactic structures* that ESOL students must understand and use *to communicate effectively* in spoken and written form in a variety of situations and academic content areas.

**1.a.4. Apply understanding of semantics** (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.

- Candidates *apply knowledge of how meaning is constructed* in English to assist ESOL students to *develop and use a wide range of vocabulary* in English.
- Candidates *design instructional activities* to help ESOL students to understand and use vocabulary appropriately in spoken and written language.
- Candidates provide ESOL students with timely input and sufficient *contextualized practice, with particular attention to semantic and thematic groupings of new vocabulary, idioms, cognates, and collocations.*

**1.a.5. Apply knowledge of pragmatics** (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language and in formal and informal settings.

- Candidates help ESOL students understand how context affects the use and form of oral and written communication by *providing models and practice* with focused feedback.
- Candidates *design contextualized instruction using formal and informal language* to assist ESOL students in using and acquiring language for a variety of purposes.

**1.a.6. Demonstrate ability to help ESOL students develop social and academic language skills in English.**

- Candidates *explain specific examples of social and academic language*, focusing on important vocabulary, syntax, and discourse structures in written and spoken contexts.
- Candidates *design contextualized instructional activities* using written and spoken language to assist ESOL students in recognizing, using, acquiring, and practicing social and academic language.

**1.a.7. Demonstrate ability to help ESOL students acquire a range of genres**, rhetorical and discourse structures, and *writing conventions* in English.

- Candidates identify current standards of writing mechanics in English and can explain to ESOL students how their L1 may affect their use of these mechanics.
- Candidates *design contextualized activities* that assist ESOL students in recognizing, using, acquiring, and *practicing Roman script, spelling, punctuation, capitalization, and text organization in English.*
- Candidates understand the impact that learning a new orthography and writing conventions have on ESOL students' progress in learning how to read and write in English and assist students as appropriate.

**1.a.8. Demonstrate understanding of the nature and value of World Englishes and dialect variation**, and build on the language that ESOL students bring in order to extend their linguistic repertoire.

- Candidates *build on English dialects* that ESOL students bring to the classroom to help them extend their linguistic repertoire in English.

**1.a.9. Locate and use linguistic resources** to learn about the structure of English and of students' home languages.

- Candidates *locate and use resources* that describe the *specific linguistic traits of English and of their ESOL students' home languages*.

**1.a.10. Demonstrate proficiency in English** and serve as a good language model for ESOL students.

- Candidates *demonstrate proficiency* in oral and written and social and academic English, and serve as *good language models* for ESOL students.

To see detailed descriptions of TESOL Domains, Standards, performance indicators, and rating scales, please see entire document at:

<http://www.ncate.org/documents/ProgramStandards/tesol.pdf>

For the **ESL TEACHING INTERNSHIP Portfolio in this M.Ed. program**, you will be expected to show evidence of having met each of the standards listed in the box above by your performance in this course.

Therefore, ***be sure to keep all of your projects from this course***, including the instructor's comments on your papers and other work.

In addition, ***send each of your projects in this course to your instructor by email or on a CD-Rom*** for documentation purposes

### **Required Texts:**

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

### **Recommended Texts:**

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

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

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

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

## **COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:**

### **A. Requirements:**

1. Class participation and homework assignments: Read chapters and complete assigned exercises from the GB text; participation in discussions, problem solving activities and responding to student writing (15%)
  2. Quizzes (25%)
  3. Teaching demonstration. Prepare a handout for the class. Each presentation should include the following components:
    - 1) What is the grammar point/topic?
    - 2) Why is it difficult for ESL/EFL learners? (Provide examples from student writing)
    - 3) Show us some activities or exercises (realia, multi-media, meaningful and thematic /content based)
    - 4) Look at the way that various grammar reference books and textbooks handle the topic. Provide an annotated bibliography or critique of what you found. (30%)
  5. Final group project (Textbook analysis) (30%)
- Total: (100%)

### **B: Performance based Assessment:**

*Interacting in meaningful ways with other grad students/teachers during each class session is essential for success in this course. Student projects will be evaluated using performance-based, criterion-referenced scoring rubrics.*

**Absences:** Your presence in each class session is highly valued. Absence from class means you miss the presentation and group discussion, and we miss your contribution to the session. Students absent 3 or more times may have their final grade reduced by one letter grade. Students in previous classes have recommended this policy.

**Late projects:** If you need to request an extension of time to turn in a project, please contact the instructor prior to the due date. No more than one late project will be accepted from each student.

### **C: Criteria for evaluation:**

In assessing your work, my goals are: to provide you with **feedback** for improvement, to determine the extent to which you have met the **standards and criteria** for performance, and to be as **fair and objective** as possible.

1. I will provide each of you with individual **feedback** on your projects. This feedback will not only reflect to what extent you have met the standards for performance but also how you can do better on your next project. *The criteria for each project are quite similar.* The feedback may include suggestions for improving critical thinking, linking assigned readings to your project, elaborating on implications, or improving writing skills for graduate level work. If you need clarification on my evaluation of your work, let's talk about it.
2. Each teacher's project will be assessed using the **criteria** specified in the Scoring Rubric for each project. To assess each project, I conduct a blind, criterion-referenced assessment; I do not know the identity of the author of the project I am rating. I assign a rating on the merits of the project itself as it compares to the criteria specified in the scoring rubric. This is why it is very important that you meet each criterion on the Scoring Rubric (from Greek, it's *one criterion, two criteria*). I will most likely not know your identity until after I have finished reading all projects and begin to record the scores.
3. To ensure **fairness**, I will cover your name on the cover page and assign your project a numerical code. This helps maintain anonymity and fairness in the rating process. You can help me achieve my fairness goal by putting your name on the cover sheet only and not on any other page of your project (appendices, teacher letters, forms, etc.). I use blind assessments to eliminate potential bias on my part and to be as fair to you as I can. To protect your identity, do not make your paper look distinctive in any way (fancy fonts, colorful cover pages, etc.) Papers with one staple in the upper left-hand corner are preferred to folders, covers, or book-like stapling. If you have any suggestions as to how I can make the assessment process fairer, please let me know.

#### **D. Grading scale:**

Course grades will be calculated by multiplying the rating received for each project by its assigned weight on the syllabus and then tallying the subtotals for a total score. For example, if a student achieves a total score of 3.9 – 4.0 (on a 4.0 scale), he/she will receive an A. “A”s or “A minuses” will be assigned to final scores totaling 3.7 or above. [ Pluses (+) and minuses (-) are optional and may be assigned at the discretion of the instructor.] Total course scores from 3.0 -3.69 will be assigned a “B” or “B plus” and scores at 2.9 or below will receive a C.

This grading policy is based on past experience using scoring rubrics to assign course grades. Each course instructor develops his/her own grading system. GMU has no official grading policy, although it does assign numerical values to grades received in this course. However, these numerical values are in no way comparable to the scores assigned to projects using the scoring rubrics in this course.

#### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.  
Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

### Class Schedule

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

| Week/<br>Date | Topics & Assigned Readings  |
|---------------|---|
| 1 9/1         | Overview of course objectives, texts, & requirements.<br>Introductions: Learning in Community<br>Pretest<br>Introduction to the role of grammar in ELT<br><br>Readings: The Grammar Book (GB) Chapter 1 (Chapter 2 & 3 optional)<br><br>Pennycook, A. (1996). Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism TESOL Quarterly, 30(2), pp. 201-230.<br>(Available electronically: <a href="http://library.gmu.edu/">http://library.gmu.edu/</a> click on Ejournals.<br><br>TESOL Domains, Standards, performance indicators, and rating scales, please see entire document at:<br><a href="http://www.ncate.org/documents/ProgramStandards/tesol.pdf">http://www.ncate.org/documents/ProgramStandards/tesol.pdf</a> |

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|---|------|--|
| 2 | 9/8  | <p>What is Linguistics? What is grammar? Grammatical terms to know.</p> <p>Teaching Demonstration: MASS Count Nouns</p> <p>Sign up for Teaching Presentations.</p> <p><b>GB</b> Chapter 4: The Copula and Subject Verb Agreement<br/>(Chapters 2 &amp; 3 optional)</p> <p>Read and do homework for Chapter 4</p> |
| 3 | 9/15 | <p>Praxis and ESOL Teacher Competency in Grammar</p> <p>Errors, Mistakes &amp; Correction</p> <p>Writing Samples: Students with Interrupted Schooling<br/>Tense and Aspect System</p> <p><b>GB</b> Chapter 7: Read and do homework</p>   |
| 4 | 9/22 | <p>Contrastive Analysis</p> <p>Native and Non-Native Speaker Competencies and Collaboration</p> <p>Modals and Related Forms</p> <p><b>GB</b> Chapter 8: Read and do homework</p>   |
| 5 | 9/29 | <p>Meet in Midterm Study Groups and to work with Writing Samples</p>   |
| 6 | 10/6 | <p>Discourse Analysis</p> <p>Text Analysis Assignment How to Do It</p> <p>Writing Samples Presentations</p> <p><i>Tense Aspect Modality Systems in Discourse</i></p> <p><b>GB</b> Chapter 9: Read and do homework</p> <p>Midterms Due</p>  |

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| 7  | 10/13 | <p>Critical Discourse Analysis<br/>Writing Samples Presentation</p> <p>Articles</p> <p><i>GB</i> Chapter 15: Read and do homework</p> <p><b><i>Mid-Term Feedback Forms.</i></b></p>  |
| 8  | 10/20 | <p>Phonology. Phonemes and phonemic awareness. Phonology and teaching L2 Reading.</p> <p>Reference and Possession<br/><i>GB</i> Chapter 16: Read and do homework</p> <p>Freeman &amp; Freeman (2004) English Phonology (pp. 49-74) in <u>Essential Linguistics</u></p> |
| 9  | 10/27 | <p><b>Writing Systems: Orthography</b><br/><b>Demonstrations: Farsi, Arabic, Japanese, Korean, Urdu</b></p> <p><b>Partitives, Collectives and Quantifiers</b><br/><i>GB</i> Chapter 17: Read and do homework</p>   |
| 10 | 11/3  | <p>Morphology:<br/><i>Language and linguistics in context</i><br/>28. Language, Literacy, and Culture: Intersections and Implications<br/><i>Sonia Nieto</i><br/>Phrasal Verbs<br/><i>GB Chapter 22: Read and do homework</i></p>                                      |
| 11 | 11/10 | <p>Semantics</p> <p>Conditional Sentences<br/><i>GB</i> Chapter 27:</p>  |
| 12 | 11/17 | <p>Critical Discourse Analysis and Language Varieties<br/>Introduction to Relative Clauses<br/><i>GB</i> Chapter 28</p>  |
| 14 | 11/24 | <p>Thanksgiving Holiday</p>  |

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|----|------|--|
| 15 | 12/1 | <b>Presentations on Final project (TEXT ANALYSIS).</b><br>Course evaluations. Feedback Forms. Materials Release Forms. |
| 16 | 12/8 | <b>Final In class Exam</b>   |

### Guidelines for Working in Teams

*Two of the required projects for this course may be conducted in a team with 1 or 2 others in this course.*

1. Teachers who want to work together as a team need to discuss carefully each team member's role in the project. **Each of you should take a lead role**, but you should not proceed without getting feedback from your team members and informing them of your progress, consulting them for ideas, and so on. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each. Draft an agreement specifying each team member's lead role and how and when each person will contribute to the team. ***Submit your proposal to me as early as possible.***

Lead roles may include:

- identifying outside readings that can inform your project and sharing them with the team;
- presenting ideas on teaching implications;
- providing sample teaching materials;
- preparing the class handout;
- leading the class in the sample chapter exercises.

2. ***Make sure at least one teacher on your team has some teaching experience.***

### TEACHING DEMONSTRATION

#### Purpose

To examine implications of English linguistics to the teaching of English as a second or additional language for students in PreK-12 settings.

#### Tasks

Do a teaching demonstration that shows implications of linguistics for teaching English phonology, morphology, or syntax to students at a beginning or intermediate level of English proficiency in Grades PreK-3, 4-6, 7-9, or 10-12. Put your demonstration in the context of literature or a content area subject.

1. Each candidate will do ***one teaching demonstration*** on a syllabus topic using examples of text

or a reading passage taken from an actual grade-level textbook or reading materials used in a classroom for English language learners. **Prepare a 3-page handout** for the class. Each presentation should answer the following questions:

(A) What is the **syllabus topic** you are demonstrating?

Address the appropriateness of your selected topic for your target population.

(B) What are the **implications** for teaching English language learners?

Describe level of challenge, learning difficulty.

(C) How can we **contextualize** the teaching of language using grade-level textbooks and/or literature?

Demonstrate either (a) a simulation of one or more teaching activities for your topic, using us as your class or (b) a description of one or more teaching activities that address the learning difficulty. Use LCD projector and hands-on materials.

**Optional:** Provide an **annotated bibliography** of at least 3 references (teacher reference, online resources, grammar books for students) that address your topic.

Individual presenters will have **15 minutes** to present your demonstration to the class if you are the sole presenter, **25 minutes total** for multiple presenters.

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**Due Dates: Beginning Week 4**

2 presentations per class session possible, up to 3 people per team (teams optional)

Your Teaching Demo will be assessed using a criterion-referenced scoring rubric.

### **Text Analysis Project**

**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:** Review a **mathematics, science, or social studies textbook** or **historical fiction** used in a specific grade level. Determine patterns of linguistic difficulty of selected pages from the textbook 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 **specific instructional activities** to help students meet the linguistic demands in the categories of **phonology, morphology, and syntax**.

1. Select a textbook that is in actual use in a K-12 classroom. List the Grade Level, content area, textbook title, publisher and publication date, Chapter, Unit, or Section and page numbers. Describe your rationale for selecting the text. (i.e. the text is a required textbook for Grade 5 science and teachers report that the text is too difficult for English language learners) and the institutional context of the class and the school. Select 3-4 pages of the text for analysis.

2. Examine the text 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 *patterns of linguistic difficulty* posed in **morphology, lexicon and syntax**. Use your *Text Analysis Form* to begin your analysis, and attach your filled out form to your final paper when you turn it in. *Give examples* from the pages analyzed of learning challenges in each category (phonology, morphology, syntax).

*Always put examples of words, phrases, or sentences from the text you are analyzing in italics.*

How many examples? More than 5 and less than 10 for each category. 20 examples in any one category would be too many. Explain why these examples pose challenges to ELLs in terms of second language acquisition and native languages and cultures of the learners.

You can identify patterns directly on the text you are analyzing by **using colored highlighters** or **underlining** areas of concern in **phonology, morphology, and syntax**. Under each category, please look for these areas, in particular: (put these on a table)

### **Part I: Syntax**

1. Verb Tense and Aspect, Modal Auxiliaries
2. Nouns, Articles, Comparatives, Quantifiers
3. Relative Clauses and Prepositional Phrases

### **Part II: Morphology and Lexicon**

1. Cognates
2. Derivational and inflectional morphemes
3. Affixes & suffixes
4. Word analysis skills needed
5. Denotations & connotations
6. Content Specific Vocabulary
  
7. Idiomatic Expressions

### **Part II. Prior Knowledge**

1. **Concepts**
  
2. **Culturally based assumptions**

3. Stereotypes, bias, “hidden curriculum”

4. Towards a more inclusive curriculum

**ATTACH A COPY OF THE PAGES YOU ANALYZED SHOWING YOUR NOTATIONS.**

b. Make references to *both textbooks used in this course in order* to support your analysis, as appropriate, but *do not use quotations or copy directly* from our course textbooks. Instead, synthesize the points made in the texts and cite the authors’ names

(see Style Sheet attached).

c. *Propose teaching strategies and activities* for ESL students that will help address the *patterns of linguistic difficulty* identified in each category of your analysis (not just one instance of *comparatives*, for example). (Use ideas from the teaching suggestions in our texts and from class Teaching Demos.) For example, how would you help students overcome the linguistic challenges in: *MORPHOLOGY, LEXICON, SYNTAX?* Go beyond vague or broad statements and describe specific things you could do in the classroom. How would you introduce this chapter or pages? How would you teach it? How would you add scaffolding to the text to enhance reading comprehension? Supplementary materials to present other perspectives?

**REMEMBER:** *Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.*

### Guidelines

1. Put your name on the cover sheet only, not on every page. This helps maintain anonymity and fairness in the rating process.
2. See our Style Sheet (at end of this syllabus) for details on citation format and writing style.
3. Your Text Analysis will be assessed using a criterion-referenced scoring rubric.

**Page Length:** 12-15 pages of narrative, double-spaced, with page numbers inserted, appendices labeled (appendices don’t count toward the page limit)

**Due Date:** *Week 15 Dec. 1<sup>st</sup>*

### Style Sheet

This Style Sheet can help you prepare written projects for this course. If followed closely, these guidelines can help improve your writing for graduate level work. Please use the following guidelines (most are based on the American Psychological Association’s [APA] publication manual,

available in the university bookstore).

1. The type of Project you are submitting, **your name**, and the course number should appear in the center of your **cover sheet only** as follows:

|  |
|--|
| <p style="text-align: center;"><b>Text Analysis Project</b></p> <p style="text-align: center;">Maria McMann</p> <p style="text-align: center;">EDCI 510<br/>Linguistics for PreK-12<br/>ESOL Ts<br/>Spring 2010</p> <p style="text-align: center;">May 1, 2010</p> |
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***PLEASE DO NOT PUT YOUR NAME ON ANY OTHER PAGE IN THE MATERIALS YOU HAND IN. THE NAME GOES ON THE COVER PAGE ONLY.***

2. Use a Size 12 font or larger (no tiny fonts).
3. Label appendices as they appear in your narrative. The first appendix you mention should be *Appendix A*; the second should be *Appendix B*, and so on.
4. Use one staple in the upper left-hand corner of the paper –no folder covers or book-like stapling.
5. Use double-spaced paragraphs, AND double-space between paragraphs.
6. Indent the first line of paragraphs rather than use block style (flush to left margin).
7. Use **subheadings (boldfaced)** to indicate major sections of your report. Refer to the description of tasks for each course requirement for suggestions on major sections. Leave some space between your subheadings and the text which follows it
8. Avoid listing or enumerating what you want to describe (as in, "These are the main issues: 1....2....3...."). Instead, briefly summarize two or three main points you want to make.
9. If reviewing outside readings, provide a separate listing of these as "Outside Readings" or "Materials Reviewed", with complete bibliographical information. Sample citation format  
*Harp, B. (1997). Assessment and evaluation in whole language programs. Norwood, MA: Christopher-Gordon Publishers.*
10. To show that you are using the ideas from the assigned readings to support the points made in

your report, use within-text citations to give authors credit for their ideas. Paraphrase the key ideas in your own words. All within-text citations should appear in your reference list. **Avoid using the authors' exact words AND/OR using direct quotations at all costs!**

When should works be referenced? Use the following guidelines:

- When using the author(s)'s thoughts or concepts explicitly but not quoting directly;
- When using a thought or concept unique to the author(s).
- Thoughts or concepts representing common knowledge or generally known facts should not be referenced.

A. For within-text citations, use the **author's last name only** and the year of the publication. If referring to an edited volume or a compilation of different writers' work, refer to the author, the editor or publisher, and the year (page numbers are only included for direct quotations). Always check the spelling of authors' names, and pay special attention to the order of their names (These are not typically listed alphabetically but by the importance of each author's contribution to the work; lead authors are listed first because they have taken more responsibility than their co-authors). See the following examples:

*Alternative assessments have several characteristics in common, these are... (Herman,*

*Aschbacher, & Winters, 1992).*

*According to Hill & Ruptic (1994), one must have a philosophy of instruction and assessment before beginning to plan for either.*

B. **Avoid using secondary references** (e.g., "Stiggins as cited in Sperling, 1993") and references to unpublished materials, such as class lecture notes ("as noted by Dr. Valdez Pierce in class on Feb. 2").

C. Provide a list of references for all within-text citations only. This means **that if you do not refer to a publication in your report, you should not add it to your list of references**. List references alphabetically by last name, followed by the year in parentheses, the title (underlined), the place of publication, and the publisher. Use the following examples for your list of references. Indent every line after the first in each reference. Put the period **AFTER** the citation or parentheses containing the reference.

*Brown, J. D. (Summer 1994). Classroom-centered language testing. TESOL Journal, 1 (4), 12-15.*

*Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). Portfolio assessment in the reading-writing classroom. Norwood, MA: Christopher Gordon Publishers.*

11. When to use *et al.* (no period after *et*): **Only for within-text citations of more than two authors**. Use *et al.* after the first full reference listing all authors.

12. Rather than use the following commonly used terms, use terms with more positive connotations or less relative terms such as the ones suggested below.

**Commonly used term***LEP**mainstream teacher**normal, average**CALP, BICS (these are outdated)**Informal assessment***Suggested term***English language learner (ELL)**grade-level teacher**typical, usual**academic language/language of the content areas, conversational skills**Alternative/authentic assessment*

13. If you use **acronyms, spell out what each stands for** the first time it appears in your paper, e.g., native language (L1), English language learner (ELL). Acronyms stand alone, without periods, as in: ELL            ESL

Similarly, abbreviations such as *U.S.* should be avoided and the entire phrase spelled out.

14. Rather than use terms particular to specific school programs (such as Level A-1, HILT- EX ), use more descriptive terms, such as "beginning level" or "intermediate level."

15. Use **boldface** print when using linguistic terms such as:

*Five syntactic challenges include: **passive voice, comparatives**.....*

16. Avoid using the term *etc.* in your papers.

17. Avoid common punctuation errors, as in:

*it's* (contraction) for *its* (possessive)

*student's needs* (of one student) for *students' needs* (of two or more students)

18. When referring to specific words, put them italics, as in:

They cannot tell the difference between *affect* and *effect*.

19. Be sure you are using the correct spelling for *affect* (verb) and *effect* (noun).

20. Avoid metaphorical vernacular terms such as the following:

*The light bulb turned on in my head...*

*The light finally went on in my head...*

**Analytic Scoring Rubric for Teaching Demonstration**

**Team Member NAMES:**

**Date:**

**Score:**

| <b>DOMAIN<br/>SCORE<br/>POINTS</b> | <b>TOPIC</b>   | <b>CONTEXTUALIZATION</b>  | <b>MATERIALS</b>   | <b>REFERENCES</b>  |
|------------------------------------|--|---|--|--|
| 4                                  | Accurately explains topic and difficulty level posed to language learners.                         | Contextualizes linguistic feature with examples from meaningful oral or written communication and student writing | Uses handouts and hands-on materials that clearly demonstrate the usefulness of the teaching approaches/activities | Makes appropriate references to assigned and/or outside readings to support topic selection, clarify the grammatical teaching points and teaching activities used.   |
| 3                                  | Needs elaboration to explain topic and difficulty level posed to language learners.                | Contextualizes linguistic feature with examples from oral or written communication or student writing.            | Uses handouts and hands-on materials that leave some questions unanswered.   | Makes a few references to assigned and/or outside readings to support topic selection, clarify the grammatical teaching points and teaching activities used.         |
| 2                                  | Needs elaboration and/or clarity to explain topic and difficulty level posed to language learners. | Contextualizes linguistics feature with some examples, but the linguistic feature is not clear.                   | Uses handouts and hands-on materials that do not demonstrate usefulness of teaching approach.                      | Makes few or incorrect references to assigned or outside readings to support topic selection,. clarify the grammatical teaching points and teaching activities used. |
| 1                                  | Does not explain topic and difficulty level posed to language learners.                            | Does not contextualize linguistic feature.  | Does not use handouts or hands-on materials.   | Does not make references to assigned or outside readings.  |

**Feedback:**

**Analytic Scoring Rubric for TEXT ANALYSIS PROJECT (Developed by Dr. Lorraine Valdez-Pierce)**

**Team Member NAMES:**

**Date:**

**Score:**

| <b>Domain<br/>Score Points</b> | <b>TARGET<br/>POPULATION</b>  | <b>QUALITY OF<br/>ANALYSIS</b>  | <b>RECOMMENDATIO<br/>NS</b>   | <b>CITATIONS</b>   | <b>WRITING</b>   |
|--------------------------------|---|---|---|--|--|
| 4                              | Clearly describes the specific target population for whom the text is intended. | Accurately analyzes linguistic difficulties posed by the text and attaches text reviewed.                               | Makes research-based recommendations for using the text with English language learners.               | Uses citations appropriately to refer to course textbooks.   | Writing is well-organized and contains minor errors in grammar, spelling, and mechanics.           |
| 3                              | Describes target population but leaves out some key information.                | Contains some inaccuracies in analysis of linguistic difficulties posed by the text or does not include text reviewed.  | Makes recommendations, not all research-based, for using the text with English language learners.     | Uses citations inappropriately to refer to course textbooks. | Writing is organized but contains fundamental errors in grammar, spelling, or mechanics.           |
| 2                              | Describes target population but leaves out all key information.                 | Contains many inaccuracies in analysis of linguistic difficulties posed by the text AND does not include text reviewed. | Makes few recommendations, not all research-based, for using the text with English language learners. | Uses few citations to refer to course textbooks.             | Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics.          |
| 1                              | Does not describe target population.  | Does not analyze linguistic difficulties posed by text AND does not include text reviewed.                              | Makes no recommendations.   | Does not refer to course textbooks.                          | Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics. |

**Feedback:**

**Analytic Scoring Rubric for Teaching Demonstration**

| <b>DOMAIN SCORE POINTS</b> | <b>TOPIC</b>   | <b>TEACHING APPROACHES</b>  | <b>MATERIALS</b>   | <b>REFERENCES</b>  |
|----------------------------|--|---|--|--|
| 4                          | Accurately explains topic and difficulty level posed to language learners.                         | Chooses developmentally appropriate teaching approaches for overcoming obstacles posed by the topic to the specific language proficiency level of the students.   | Uses handouts and hands-on materials that clearly demonstrate the usefulness of the teaching approach. | Makes appropriate references to assigned readings to support topic selection and teaching activities used.       |
| 3                          | Needs elaboration to explain topic and difficulty level posed to language learners.                | Chooses teaching approaches that are either (1) not appropriate for students or (2) not helpful for overcoming obstacles posed by the topic to the specific language proficiency level of the students. | Uses handouts and hands-on materials that leave some questions unanswered.                             | Makes few or incorrect references to assigned readings to support topic selection and teaching activities used.  |
| 2                          | Needs elaboration and/or clarity to explain topic and difficulty level posed to language learners. | Chooses teaching approaches that are (1) not appropriate for students AND (2) not helpful for overcoming obstacles posed by the topic to the specific language proficiency level of the students.       | Uses handouts and hands-on materials that do not demonstrate usefulness of teaching approach.          | Makes few AND incorrect references to assigned readings to support topic selection and teaching activities used. |
| 1                          | Does not explain topic and difficulty level posed to language learners.                            | Does not choose a teaching approach for overcoming obstacles posed by the topic.  | Does not use handouts or hands-on materials.   | Does not make references to assigned readings.   |

**Feedback:**

**Analytic Scoring Rubric for TEXT ANALYSIS PROJECT**

| <b>Domain<br/>Score Points</b> | <b>TARGET<br/>POPULATION</b>  | <b>QUALITY OF<br/>ANALYSIS</b>  | <b>RECOMMENDATIO<br/>NS</b>   | <b>CITATIONS</b>                                 | <b>WRITING</b>   |
|--------------------------------|---|---|---|--|--|
| 4                              | Clearly describes the specific target population for whom the text is intended. | Accurately analyzes linguistic difficulties posed by the text and attaches text reviewed.                               | Makes research-based recommendations for using the text with English language learners.               | Uses citations to refer to course textbooks.     | Writing is well-organized and contains few errors in grammar, spelling, and mechanics.             |
| 3                              | Describes target population but leaves out some key information.                | Contains some inaccuracies in analysis of linguistic difficulties posed by the text or does not include text reviewed.  | Makes recommen-dations, not all research-based, for using the text with English language learners.    | Uses few citations to refer to course textbooks. | Writing may lack clear organization and contain errors in grammar, spelling, or mechanics.         |
| 2                              | Describes target population but leaves out all key information.                 | Contains many inaccuracies in analysis of linguistic difficulties posed by the text AND does not include text reviewed. | Makes few recommendations, not all research-based, for using the text with English language learners. | Uses no citations to refer to course textbooks.  | Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics.          |
| 1                              | Does not describe target population.  | Does not analyze linguistic difficulties posed by text AND does not include text reviewed.                              | Makes no recommendations.   | Does not refer to course textbooks.              | Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics. |

**Feedback:**