

1. **Course Prefix and #, Title and Credits:**

**EDCI 510, Section 001-10557
Linguistics for PK-12 ESOL Teachers
Credit hours: 03
Spring 2012**

2. **Instructor Information:**

**Associate Professor: Shelley Wong, Ed.D. in Applied Linguistics
Teachers College, Columbia University New York, New York
MA, University of California, Los Angeles (UCLA) –Teaching English as
a Second Language (TESL)**

**a. Office Hours: Monday 6:00-7:00 p.m. & Weds. 5:00-7:00 p.m.
Office Location: Thompson 1505 (703) 993-3513 (office);**

b. Course Location: Thompson Hall 1020; Weds. 7:20-10:00 pm

c. Contact information:

**Mailing Address: Dr. Shelley Wong
Graduate School of Education
4400 University Drive MSN4B3
George Mason University, Fairfax, VA 22030-4444**

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3. **Pre-requisites (NR)**

4. **Course Description (as noted in Catalog): Credits: 3 (NR)**

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

Expanded 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 Pre K-12. Among the topics addressed are: English phonology, morphology, lexicon, syntax, pragmatics and semantics. Using a discourse approach, we will connect the four language skills (listening, speaking, reading and writing) in teaching content-specific language (math, science, and social studies). In addition, ESOL teacher candidates 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.

Candidates will employ frameworks, strategies and activities to raise intercultural and critical language awareness and incorporate additive approaches to the teaching of English to build upon home heritage languages of students in multilingual, multicultural schools and communities.

**This syllabus is adapted from the original drafted by the designer, Dr. Lorraine V. Pierce.*

5. Course Learning Outcomes or Objectives

Candidates completing EDCI 510 will be able to:

1. Describe language and its components (phonology, morphology, lexicon, syntax, pragmatics and semantics);
2. Examine implications of phonology, morphology, and syntax for teaching PreK-12 ESOL students;
3. Use knowledge of linguistics to connect and integrate the teaching of the four language skills (listening, speaking, reading, writing);
4. Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities, as well as those types of errors that will not benefit from correction;
5. Use knowledge of how languages are similar and different to analyze linguistic difficulties for ELLs in comprehending written text used in math, science or social studies and to make instructional recommendations;
6. Use knowledge of rhetorical and discourse structures and readability formulas to analyze text structures in textbooks and academic conventions, such as headings, glossary, and tables to assist in reading comprehension, study skills and academic content knowledge;
7. Analyze a content-area reading passage and make specific recommendations for activities and strategies to address specific difficulties that students may encounter in the text;
8. Identify background and culturally-based knowledge needed to comprehend a content-area reading text; and
9. Analyze a content-area reading passage to identify elements of cultural bias or racial or cultural stereotyping.

6. Professional Association Standards (that are met through this course):

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

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

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

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

DOMAIN 1: LANGUAGE

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

Standard 1.a. Language as a System

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

Performance Indicators from the TESOL Standards 1.a include:

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

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

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

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

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

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

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

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

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

Be sure to save all of your projects from this course, including the instructor's comments on your papers and other work. You may need these papers for a portfolio later in your graduate program. 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 depositing in Task Stream or on a flash drive or a CD-Rom* for documentation purposes.

7. 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. *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.

Blackboard Requirement

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

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

8. Course Assignments and Examinations (aligned with outcomes/objectives)

Course Requirements

1. **Class participation and homework assignments:** Read chapters and complete assigned exercises from the text; share resources, participation in discussions based on readings, problem solving activities and responding to student writing **(10%)**
2. **Midterm (15%) Final (25%)** **(40%)**
3. **Teaching demonstrations:** **(20%)**

What is the grammar point/topic?

- 1) Why is it difficult for ESL/EFL learners? (Provide examples from student writing)
- 2) 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 and critique of what you found.

5. Final group project (Textbook analysis)	(30%)
Total:	(100%)

Assessment of Course Projects

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. *I will post samples of required projects on our class web site.* 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.

Evaluation for Course Grade

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.

The Mid-Term and Final Exams will be scored objectively on a 100% scale based on responses to multiple-choice, completion, and/or short-answer items.

Other Assessment Issues

Absences: *PLEASE EMAIL ME OR CALL ME AT MY OFFICE BEFORE OR ON THE SAME DAY OF THE CLASS* and ask a classmate to take notes for you if you know that you will be late to or absent from class. 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 your project, please **CALL ME BEFORE THE DUE DATE (not ON the due date)** to talk about it.

Plagiarism: Plagiarism is using an author's exact words as they appear in print without using quotation marks and/or without citing the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code.* Evidence of plagiarism will result in a rating of 1 and a note to the Dean's office. **Avoid using authors' exact words at all;** instead, paraphrase in your own words.

**Wong: We will take a cross-cultural and a developmental view of plagiarism with respect to teaching ESOL students in PreK-12 contexts. See:*

Pennycook, A. (1996) Borrowing Others' Words: Text, Ownership, Memory and Plagiarism. TESOL Quarterly, 30 (2), 201-230.

Double dipping: Projects or papers submitted for credit in one course cannot also be used for a grade in a different course.

Grade Incompletes (IN): Are not automatically assigned and are discouraged. If you need to request an Incomplete grade, you will need to show serious cause for this request (see Graduate Catalog). I will review your status in this course to determine whether or not to grant your request.

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*. *Prepare a 2-3-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, transparencies or charts and hands-on materials.

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, **20-25 minutes total** for multiple presenters.

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.

Objectives:

This assessment task requires that graduate students:

1. Conduct a field experience in an elementary or secondary ESL classroom. Make contact with an ESL or grade-level teacher and arrange to meet with her in order to identify a

textbook for review. Spend a minimum of 3 hours in the classroom interviewing the teacher and reviewing the content-area textbooks she presents as being challenging to ESL students. If possible observe the students using the textbooks.

2. Select a content-area textbook currently used in grade-level classrooms by observing ESL students in these classrooms and interviewing teachers to help identify challenging textbooks used to teach math, science or social studies.
3. Identify a reading passage in the selected content area textbook (such as Social Studies) and analyze it using the Fry Readability Formula and other readability formulas.
- **Analyze rhetorical organization or text structure of a content area text and suggest learning activities to help students increase their comprehension of the text.**
4. Demonstrate knowledge of language as a system by analyzing the reading passage with respect to multiple components of the language system that may cause difficulty for English Language Learners including *phonology, morphology, lexicon, syntax, semantics, discourse varieties, academic language, rhetorical registers and writing conventions*.
5. Recommend *specific instructional activities* to help students meet the linguistic demands of the text within 3 of the above components.
6. Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to English Language Learners.
7. Examine textbook bias with respect to gender, race and ethnicity and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural and educational backgrounds.

Task: Review a *mathematics, science, or social studies textbook* 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*

Identify an inservice teacher in this course or in a public school.

Spend a minimum of 3 hours in her/his classroom asking about content-area textbooks that pose linguistic challenges for ELLs and reviewing these textbooks in the classroom or in the school. This assessment requires that pre-service teachers work with in-service teachers or colleagues to identify textbooks actually in use in grade-level classrooms and the challenges that ESL students face in meeting content based standards.

1. Describe the institutional context of the school including a description of the language backgrounds of the students in the classroom and countries of origin and description of the challenges that ESL students face in literacy achievement, including poverty and interrupted schooling.
2. Select a *mathematics, science, or social studies textbook* used in the classroom identified. For example, teachers of Grades PreK-3 may use a story or content text appropriate to the age and grade level. From within the textbook selected, identify a short reading passage of approximately 500 words. Keep in mind the guidelines below to help you identify all required categories in the text. ***Once you identify the textbook, copy the reading passage that you plan to analyze and get instructor approval to use it before doing your analysis***

on it.

3. Using the reading passage selected, determine readability levels using one or more readability formulas at the links below. The Fry Readability Formula must be one of the formulas you apply, and you are encouraged to use 2 or more readability formulas:
<http://school.discovery.com/schrockguide/fry/fry.html> (Fry Readability Formula)
<http://www.readabilityformulas.com/fry-graph-readability-formula.php> (Fry and others)
<http://www.readabilityformulas.com/free-readability-formula-assessment.php>
4. From the text selected, identify *patterns of linguistic difficulty* posed in *phonology, morphology, and syntax (grammar) and provide examples* of learning challenges in each of the three categories (phonology, morphology, syntax). Use your *Text Analysis Form (available on Blackboard)* 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). **ADD: Text Structure to Text Analysis Form.**

Always put examples of words, phrases, or sentences from the text 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.

Identify the patterns in the text by **color coding them using highlighters** or using other codes such as underlining, putting phrases in parentheses, and so on.

Explain in your narrative the reasons why the examples may be problematic for ESL students. Attach a copy of the reading passage you selected showing your notations. You will want to identify the following as posing potential reading problems for the target ELL students:

i. Phonology

1. Homonyms
2. Orthography
3. Varied pronunciation of same letter or letter combination

ii. Morphology

1. Cognates
2. Affixes & suffixes
3. Word analysis skills needed
4. Denotations & connotations

iii. Syntax

1. Passive Voice
2. Relative clauses, especially embedded clauses
3. Phrasal Verbs
4. Verb Tenses

5. Modal auxiliaries
6. Conditional sentences
7. Quantifiers
8. Articles, count and non-count nouns
- 9.

iv. ADD : Text Structure Organization

v. Cultural Bias

1. Previous knowledge needed
2. Stereotypes, racism

5. *Propose teaching strategies and activities* for ESL students that will help address the *patterns of linguistic difficulty*, **text structure**, and *cultural bias* identified in the categories listed above. **REMEMBER:** *Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.*

6. Make references to *textbooks and other readings used in this graduate course (EDCI 510) in order* to support the analysis (but *do not use quotations or copy directly* from our course textbooks) and synthesize the points raised with respect to common grammatical trouble spots for English Language Learners.

Scoring Performance on the Text Analysis

The Text Analysis will be scored with an analytic scoring rubric. Categories selected for assessment include knowledge of :

- Language as a system and of its components
- Phonology, morphology, syntax, semantics, and pragmatics
- Rhetorical and discourse **(text)** structures
- Effects of racism, stereotyping, and discrimination
- Interrelationship between language and culture

Scoring Range – Four (4) levels of achievement for accomplishing this assessment task have been defined on the scoring rubric:

- 4 - Exceeds Standard
- 3 - Meets Standard
- 2 - Approaches Standard
- 1 - Does Not Meet Standard

Four levels have been selected to allow for clear discrimination between those who go above and beyond the standard, those who meet the standard, and those who are close to or do not meet the standard.

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: 25 pages max, with page numbers inserted into your document, appendices labeled.
Due date: April 25, 2012

Analytic Scoring Rubric for Teaching Demonstration

Team Member NAMES:

Date:

Score:

DOMAIN SCORE POINTS	TOPIC	CONTEXTUALIZATION	MATERIALS	REFERENCES
4	Accurately explains topic and difficulty level posed to language learners.	Contextualizes linguistic feature in grade-appropriate reading materials and meets learning needs.	Uses handouts and hands-on materials that clearly demonstrate the usefulness of the teaching approach.	Makes appropriate references to assigned and/or outside readings to support topic selection and teaching activities used.
3	Needs elaboration to explain topic and difficulty level posed to language learners.	Contextualizes linguistic feature in grade-appropriate reading materials and but may not meet learning needs.	Uses handouts and hands-on materials that leave some questions unanswered.	Makes few or incorrect references to assigned and/or outside 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.	Does not contextualize linguistic feature in grade-appropriate reading materials and may not meet learning needs.	Uses handouts and hands-on materials that do not demonstrate usefulness of teaching approach.	Makes few AND incorrect references to assigned or outside readings to support topic selection and teaching activities used.
1	Does not explain topic and difficulty level posed to language learners.	Does not contextualize linguistic feature in grade-appropriate reading materials OR meet learning needs.	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 (Revised from Dr. Lorraine Valdez-Pierce)

Team Member NAMES:

Date:

Score:

Domain Score Points	TARGET POPULATION	QUALITY OF ANALYSIS	RECOMMENDATIO NS	CRITICAL DISCOURSE ANALYSIS	WRITING
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.	Identifies stereotypes, bias or “selective tradition” with linguistic evidence and suggests culturally responsive alternatives.	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.	Identifies stereotypes, bias or “selective tradition” with weak linguistic evident or few CR alternatives	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.	Identifies stereotypes, bias or “selective tradition” with weak linguistic evidence and few CR alternatives	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.	Insufficient evidence of critical reading of text.	Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics.
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Feedback:

Analytic Scoring Rubric for Teaching Demonstration

DOMAIN SCORE POINTS	TOPIC	TEACHING APPROACHES	MATERIALS	REFERENCES
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

Domain Score Points	TARGET POPULATION	QUALITY OF ANALYSIS	RECOMMENDATIO NS	CITATIONS	WRITING
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:

Textbooks

All books have been ordered through the GMU Bookstore.

Required Texts

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

Recommended Texts

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

Bear, D.R. et. al. (2006) *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling*. Prentice Hall.

9. George Mason University Policies and Resources for Students

- a. Academic integrity (honor code, plagiarism*) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- c. Counseling and Psychological Services – 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/>].
- d. Office of Disability Services – 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 <http://ods.gmu.edu/>.

- e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- f. The Writing Center (Optional Resource) – 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/>].
- g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

10. **Core Values Commitment:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. (See logo below.)



Professional Standards and CEHD Core Values

In 2006, the College of Education and Human Development (CEHD) adopted five core values on which to focus: collaboration, ethical leadership, innovation, research-based practice and social justice. This course supports each of these values by providing multiple learning experiences that necessitate collaboration. Students are afforded opportunities to reflect on their leadership roles in their work as

researchers and educational practitioners in their work and learning contexts; to utilize discourse analysis to design and engage in innovative research and improve classroom practice, particularly with respect to examining the ethics of research and social justice.

*Plagiarism. See:

Pennycook, A. (1996) Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism
TESOL Quarterly, 30 (2), 201-230.

11. GSE or RHT contact information/website

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

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

Inclement Weather/Emergency Policy

In case of snow, hurricanes, other bad weather, or security emergencies, call 703 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

MASON ALERT

Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to <http://alert.gmu.edu>

Emergency Procedures:

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>.

Week/ Date	Topics & Assigned Readings
1 Weds. 1/25	<p>Introduction to the role of grammar in ELT Overview of course objectives, texts, & requirements. Pretest Readings: (Prepare to discuss the following): Cowan: Ch. 1 Introduction & Ch. 4 Questions Do <i>all</i> the exercises in Ch. 4 before coming to class.</p> <p>Pennycook, A. (1996). Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism <i>TESOL Quarterly</i>, 30(2), pp. 201-230. (Available electronically: http://library.gmu.edu/ click on Ejournals.) Prepare to discuss ethical, cross-cultural and pedagogical dimensions of plagiarism.</p>
2 2/1	<p>What is Linguistics? What is grammar? Grammatical terms to know. Cowan: Ch. 2 Grammatical Terms & Ch 5 Negation Teaching Demonstration: MASS Count Nouns Sign up for Teaching Presentations.</p>

3	2/8	Praxis and ESOL Teacher Competency in Grammar Cowan: Ch. 3 Teaching Grammar & Ch 6 Imperative Sentences Errors, Mistakes & Correction
4	2/15	Phonology. Phonemes and phonemic awareness. Phonology and teaching L2 Reading. Freeman & Freeman (2004) English Phonology (pp. 49-74) in <u>Essential Linguistics</u> (available through E reserves) Extra-credit: Parker & Riley (1986) Phonology (99-126) in <u>Linguistics for Non-Linguists: A Primer with Exercises</u> (E reserves)
5	2/22	Cowan: Ch. 16 Tense and Aspect Contrastive Analysis Native and Non-Native Speaker Competencies and Collaboration Read: Wong-Fillmore, L. (1993) Learning a language from learners. GB Chapter 8: Read and do homework
6	2/29	Cowan: Ch. 7 Non Referential It & There Ch. 8 Prepositions Discourse Analysis Text Analysis Assignment How to Do It Writing Samples Presentations <i>Tense Aspect Modality Systems in Discourse</i> GB Chapter 9: Read and do homework

Comment [21]: Added after printing syll

Comment [22R1]:

7	3/7	Cowan: Ch. 9 Multiword Verbs Ch. 10 Determiners Midterm
	3/14	Spring Break
8	3/21	Cowan: Ch. 11 Articles; Ch. 12 Adjectives & Adverbs Critical Discourse Analysis: Dot and the Line
9	3/28	TESOL CONVENTION PHILADELPHIA Meet in Groups to Prepare Study Guides:
10	4/4	Morphology Chapter from Freeman & Freeman Ch. 7 Words their Way
11	4/11	Cowan: Ch. 13 Pronouns Words their Way
12	4/18	Cowan: Ch. 14 Modal Verbs; Ch 15 Indirect Objects &

13	4/25	Cowan: Ch. 17 Passive Sentences Ch. 18 Relative Clauses Presentations on Final project (TEXT ANALYSIS).
14	5/2	Final Exam: In Class Course evaluations. Feedback Forms. Materials Release Forms.

WEBSITES:

This is a very cool website—don't be put off by the bland title.

[Guide to Grammar and Writing](#)

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:

Text Analysis Project

Maria Mendoza

EDCI 510
Linguistics for PreK-12
ESOL Ts
Fall 2011

Dec. 7, 2011

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.
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. Examples:

Challenging Issues in Syntax

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Instructional Options

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

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

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...

1/26/12