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

EDCI 510-601: LINGUISTICS FOR PreK-12 ESOL TEACHERS
January 21 – May 5, 2014

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

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 or assignments 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 student 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 or other topics.	Ongoing
2.Presentation on course readings	20 points	Lead activities on weekly readings and prepare a summary handout from *Language and Linguistics in Context.*	Sign up for reading presentations/week of choice by **Feb. 4**
3. Selected chapter in the Grammar Book—presentation on reading and teaching presentation	20 points	Presentation on weekly reading from *the Grammar Book,* 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 teaching presentation/week of choice by **Feb. 4**
4. Midterm	20 points	Paper	**March 18**

reflection			
5. Text analysis project *(Required Performance Based Assessment)*	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.**	**April 29**
6. Field Experience *(Required for state licensure)*	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 5**

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 is unacceptable and unethical.

GMU E-mail & Web Policy: Mason uses electronic mail (www.masonlive.gmu.edu) 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 withdraws will be permitted
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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.

Performance Based Assessment (PBA).

All courses in Fast Train will have a required Performance Based Assessment (PBA). The required PBA for this course is the Linguistic Text Analysis. This assignment must be posted to TaskStream, where it will be reviewed and scored.

TaskStream

Every student registered in a FastTrain course with a required performance based assessment must submit this assessment (LTA) to TaskStream (regardless of whether the course is an elective, a one-time course or part of an undergraduate minor).Evaluation of your PBA will also be provided using TaskStream. Failure to submit this assessment to TaskStream will result in the course instructor reporting the course grade as incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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.

<div align="center">**Campus Resources**</div>

- 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/].

<div align="center">**COURSE SCHEDULE**</div>

***Note: Assignments and/or due dates may be modified at the discretion of the instructor.**

LLC: Language and Linguistics in Context, GB: The Grammar Book

Week 1- January 21-28

Topic: Introductions and course overview
Discussion of language and its acquisition.

Readings: LLC Unit 1, Trudy Smoke, Unit 2, Patricia Kuhl
GB: Chapter 1 and 36, Introduction and Conclusion

Assignment due:
a) Blackboard discussion due by Jan 26
b) Sign up for reading/week of choice by Feb 4 for presentation on course readings.
c) Sign up for week of choice by Feb 4 for teaching presentation from the Grammar Book.
Week 2 Jan 28-Feb 4

Topic: Linguistic effects of code switching, key theories and application concepts of grammar

Readings: LLC Unit 3, Gass, and Unit 6, Zentella
GB: Chapter 2, Grammar Metalanguage
Assignment due:
Blackboard discussion due by Feb 2
Sign up for reading presentations and teaching presentations by Feb 4

Week 3 Feb 4-11

Topic: Power, discourse and culture, relationships between language and societal markers
Readings: LLC, Unit 10, Kubota and Unit 11, Pennycook
GB: Chapter 4: The Lexicon
Assignment due:
Blackboard discussion due by Feb 9
Week 3 Reading presentation
Week 3 Teaching presentation

Week 4 Feb 11-18
Topic: Challenge of linguistics and language to recognize the relationship between language and power
Readings: LLC: Unit 12, Green, Unit 13, Trask
GB: Chapter 5, Copula and Subject Verb Agreement.
Assignment due
Blackboard discussion due Feb 16
Week 4 reading presentation, Week 4 teaching presentation

Week 5 Feb 18-25
Topic: Overview of how languages change over time from language contact
Language variations/dialects
Readings: LLC Unit 15, Parry, Unit 16 Bhabha, GB: Unit 6 Phrase Structure
Assignment due
Blackboard discussion due Feb 23
Week 5 reading presentation
Week 5 teaching presentation

Week 6 Feb 25- Mar 4
Topic: Ebonics, Language Learning in the Face of World English
Readings LLC: Unit 19, Fasold, Unit 20, Edwards
GB: Chapter 7 Tense and Aspect System
Assignment due
Blackboard discussion due Mar 2
Week 6 reading presentation
Week 6 teaching presentation

Week 7 Mar 4-11
Topic: History of literacy, oral vs. written language, theory and content curriculum.
Readings: LLC: Unit III, Luria, Unit 23, Newman,
GB: Chapter 6- More Phrase Structure Rules
Assignment due
Blackboard discussion Mar 9
Prepare for midterm reflective paper, due March 18
Week 7 reading presentation
Week 7 teaching presentation

Week 8 Mar 11-19
Topic: Discourse and identity
Readings: LCC, Chapter 24, Gee
GB: Chapter 9 Modal Auxiliaries and Phrasal Forms
Assignment due:
Midterm reflective paper by March 18
Week 8 reading presentation
Week 8 teaching presentation

Week 9 Mar 19-25
Topic: Teacher responsibility to teach dominant discourse
Readings: LLC, Chapter 25, Delpit
GB: Chapter 15: Articles
Assignment due:
Blackboard discussion due Mar 23
Week 9 reading presentation
Week 9 teaching presentation

Week 10 Mar 25-Apr 1
Topic: Theories and research concerning out- of- school literacy
Readings: LLC, Chapter 26, Hull and Schultz
GB: Chapter 20- Adjectives
Assignment due:
Blackboard discussion, due Mar 29
Week 10 reading presentation
Week 10 teaching presentation

Week 11 Apr 1-8
Topic: Critical theory of multilingual writing and connection to the wider social and political world
Readings: LLC, Chapter 27, Canagarajah, GB: Chapter 21: Prepositions
Assignment due:
Blackboard discussion, due Apr 6
Week 11 reading presentation
Week 12 teaching presentation

Week 12 Apr 8-15
Topic: Literacy issues for bilingual and multilingual students; language and cultural differences.
Readings: LLC, Chapter 29, Nieto; GB: Chapter 18 Passive Voice
Assignment due:
Blackboard discussion, due April 13
Week 12 reading presentation
Week 12 teaching presentation

Week 13 April 15-22
Topic: Gender issues in language and education
Readings: LLC, Chapter 31, Ghose, GB: Chapter 28, Relative Clauses
Assignment due
Blackboard discussion, due April 20
Week 13 reading presentation
Week 13 teaching presentation

Week 14 April 22-29
Topic: Robert Ku's individual narrative and how it represents larger social issues
Readings: LLC, Chapter 32, Ku, GB: Chapter 27, Conditional Sentences
Assignment due:
Blackboard discussion due Apr 27
Textbook analysis

Week 15 April 29-May 5
Topic: Course conclusion and wrap up
Assignments:
Final Blackboard discussion, due May 3
Field work project completed

Supplementary Videos: Perspectives on Language

Video 1 **Patricia Kuhl**	**The Linguistic Genius of Babies** (click on title above)	Patricia Kuhl shares astonishing findings about how babies learn one language over another — by listening to the humans around them and "taking statistics" on the sounds they need to know. Clever lab experiments (and brain scans) show how 6-month-old babies use sophisticated reasoning to understand their world.
Video 2 **Jay Walker**	**On the World's English Mania** (click on title above)	Jay Walker explains why two billion people around the world are trying to learn English. He shares photos and spine-tingling audio of Chinese students rehearsing English — "the world's second language" — by the thousands.
Video 3 **Patricia Ryan**	**Don't Insist on English** (click on title above)	In her talk, longtime English teacher Patricia Ryan asks a provocative question: Is the world's focus on English preventing the spread of great ideas in other languages? (For instance: what if Einstein had to pass the TOEFL?) It's a passionate defense of translating and sharing ideas
Video 4 **Mark Pagel**	**How Language Transformed Humanity** (click on title above)	Biologist Mark Pagel shares an intriguing theory about why humans evolved our complex system of language. He suggests that language is a piece of "social technology" that allowed early human tribes to access a powerful new tool: cooperation.
Video 5 **Chimamanda Adichie**	**The Danger of a Single Story** (click on title above)	Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice — and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.
Video 6 **Deb Roy**	**The Birth of a Word** (click on title above)	MIT researcher Deb Roy wanted to understand how his infant son learned language — so he wired up his house with video cameras to catch every moment (with exceptions) of his son's life, then parsed 90,000 hours of home video to watch "gaaaa" slowly turn into "water." This astonishing, data-rich research has deep implications for how we learn.
Video 7 **Steven Pinker**	**What Our Language Habits Reveal** (click on title above)	In an exclusive preview of his book *The Stuff of Thought*, Steven Pinker looks at language and how it expresses what goes on in our minds -- and how the words we choose communicate much more than we realize.

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Class Participation Guidelines

1. Regular contributions to online class modules, including responding to all questions thoroughly and completely, extending topical discussion through integration of topics, readings, and experience, and challenging and leading colleagues to new understandings.
2. Completion all of the assigned course readings and referencing them in weekly assignments and integrating them with teaching experience or teaching intention.
3. Participation in all group activities related to assignments, including taking responsibility for feedback to peers in group settings, meeting deadlines, and providing feedback.
4. Sharing insights, information, and relevant experiences with classmates.
5. Respecting the opinions, ideas, and contributions of others.

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

Class Participation Scoring Rubric (20 points)

	Unsatisfactory (1 points)	**Minimal (2 points)**	**Competent (3 points)**	**Excellent (4 points)**
1. Overall participation	Misses more than 3 online sessions; fails to contribute regularly.	Misses 2-3 online sessions, and/or fails to contribute regularly	Misses 1-2 online sessions or topics but otherwise contributes regularly.	Attends all online sessions and contributes regularly in assigned discussion groups, providing challenge and leadership to colleagues.
2. Preparation of readings	No evidence of reading or preparation for class.	Prepared some of the time for thoughtful contribution to blackboard discussions.	Prepared most of the time for thoughtful contribution to blackboard discussions.	Demonstrates completion of course readings through insightful applications to online discussions.
3. Participation in activities,	Little to no participation in discussions,	Minimal participation in discussions,	Satisfactory participation in discussions,	Active, weekly participation in topical online discussions,

discussions, projects.	activities, or projects.	activities, projects.	activities, projects.	integrating experience and perspectives to inform discussion.
4. Homework, group projects.	Rarely or never prepared with assignments for class or group work.	Responds to some questions and peers.	Responds to questions and discussion prompts in factually correct ways; responds to peers regularly.	Responds to all reading related questions and discussion prompts, makes insightful, literature-based commentary on others' work.
Total:	**Unsatisfactory**	**Minimal**	**Competent**	**Excellent**

II. Presentation of LLiC Course Readings and Discussion Board (20 points)

Purpose

- To develop and present materials in the role of the teacher by summarizing relevant information from course textbook.
- To take responsibility for discussion board on a reading by providing further points for discussion and by monitoring relevant discussion points.

Task and how to do it

1. Review the assigned readings from *Language and Linguistics in Context (LLiC)* for the semester. ***You will be presenting on the week that the class is covering the reading you chose.*** For deadlines, see **Course Content Sign-up Sheets.**
2. Select the reading you will be presenting on. Sign up by e-mailing your teacher who will then post the updated list on BB under **Course Content – Sign-up sheets.** The topics will be assigned on first-come, first-served basis. Note: If more than one student has selected the same chapter, you can choose to work individually or collaborate on the assignment.
3. Read the chapter thoroughly and prepare a summary of the reading. Include additional discussion questions or other comprehension-based activity for the chapter to present to the class. *Is there a technology tool that might assist you in presenting this information? Go to Blackboard (Web Links) for information on Computer-Assisted Language Learning tools that you can utilize for professional development as well as for teaching ESL/FL students.*
4. Present your summary in the form of a PowerPoint presentation, Word document, or other format, with at least <u>two</u> additional discussion questions or other comprehension-based activities.
5. Upload your summary and questions on Blackboard by the due date (see due dates on the sign-up sheet). Your instructor will add it to the Course Content for you.
6. Act as article expert by taking the lead on discussion boards for your article <u>regularly throughout your week</u>. Your job is to facilitate in-depth understanding of the material and stimulate discussion by asking follow-up questions, commenting on your classmates'

posts, and providing relevant additional information from your experience or relevant sources. You are expected to respond to each student's original posting at least once.

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

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

III.Presentation of Course Materials Scoring Rubric (20 points)

Category	5	4	3	2	1
Summary of Reading	Excellent summary of chapter content that was turned in on time.	Good summary of chapter content that was turned in on time.	Adequate summary of chapter content that was turned in on time.	Unclear summary of chapter content that was turned in on time.	No summary of chapter content that was turned in on time.
Comprehension Activity	Comprehension activity is well developed with a thorough understanding of materials and offers excellent insight for classmates.	Comprehension activity is adequately developed with a thorough understanding of materials and offers good insight for classmates.	Comprehension activity is adequately developed with a thorough understanding of materials and offers adequate insight for classmates.	Comprehension activity is not well developed and offers little insight for classmates.	Comprehension activity is missing.
Demonstrate Understanding of Chapter Content	Engages in discussion and addresses students' posts with an excellent level of knowledge and expertise, utilizing outside information when necessary.	Engages in discussion and addresses students' posts with a good level of knowledge and expertise, utilizing outside information when necessary.	Engages in discussion and addresses students' posts with an adequate level of knowledge and expertise, utilizing some outside information when necessary.	Engages in discussion and addresses students' posts with an inadequate level of knowledge and expertise, utilizing outside information when necessary.	Does not engage in discussion and does not address students' posts.
Lead Discussion Board	Engages in discussion throughout the week and asks excellent follow-up questions to stimulate further discussion and increase classmates' understanding of	Engages in discussion during most of the week and asks good follow-up questions to	Engages in discussion during some of the week and asks some follow-up questions to stimulate further	Rarely engages in discussion during the week and asks few follow-up questions to stimulate further	Does not engage in discussion during the week and does not ask follow-up questions to stimulate further discussion and

	material.	stimulate further discussion and increase classmates' understanding of material.	discussion and increase classmates' understanding of material.	discussion and increase classmates' understanding of material.	increase classmates' understanding of material.

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

IV. Lesson Demonstration on a Chapter from **The Grammar Book** *(20 Points)*

Purpose

To apply theoretical and explicit grammar knowledge obtained from *TGB* to practical teaching situations in PK-12 environments.

Task
- Take readings in *The Grammar Book* and apply them to a classroom setting by completing a lesson demonstration and an accompanying written report.

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

What is required:
1. Your will write <u>a summary of the chapter</u> you've chosen.

2. You will develop a <u>lesson demonstration</u>—consisting of preparation, presentation, focused practice, communicative activity and other practice activity to teach the grammar point; error correction strategy and follow-up activities. Present the lesson demonstration as if it were a workshop for ESL/FL teachers. You can complete the lesson demonstration as a **PowerPoint presentation, a Blog, a Wiki or simply as a Word document.** For extra credit, you can create a video of your lesson for your classmates to see (this is optional).

3. Develop <u>a lesson plan</u> for your lesson. The goal of the lesson plan is to serve as a detailed map for any other teacher who may need to teach the lesson.

4. Create a <u>written report </u>describing the lesson and activities you choose, focusing on **the rationale behind your choices.**

How to do it:

1. Go to Course Content Sign-up Sheets TBG Sign-up Sheet and e-mail Marilyn with the chapter of your choice. You can either work alone or collaborate with a co-teacher. If you choose to collaborate, notify Marilyn ahead of time.

2. Read chapter in TGB and write **an overview of the chapter**. Do NOT summarize the entire chapter, but rather provide a brief overview of the entire chapter, <u>including a summary of problem areas for ESL/FL learners, with solutions</u>. If your lesson solves one of these, elaborate on it in your written report.

3. Choose a grammar point from the chapter and define the exact group of students you will be presenting the grammar point to. With that grammar point, you will need to a) create **a lesson**

plan (as a Word document); b) present it to your classmates via **a lesson demonstration** as a PowerPoint, wiki or another type of presentation; c) write **a report** explaining your rationale for choosing each activity included in the lesson.

4. To create your lesson demonstration and develop a lesson plan:

a) Read *Planning a Lesson* at www.nclrc.org/essentials/planning/plindex.htm.

b) See "Instructor Lesson Planning Worksheet.doc" under "Assignments – Lesson Demonstration.

c) Create **a lesson plan** (in a Word document). Include six parts in your lesson: Preparation, Presentation, Focused Practice, Communicative Practice, Evaluation, and Expansion (follow-up and homework activities). For your demonstration, you will need to develop and describe all of these. See examplelesson.pdf under **Assignments Lesson Demonstration** for a sample lesson plan. For sample lesson demonstrations, see Lesson Demo Exemplars.

d) To develop the lesson, you may need to use outside text-based or web-based resources. Make sure you cite the outside sources you use. For more information and suggestions for activities, go to www.nclrc.org/essentials/planning/structure.htm and/or check additional readings included in your Learning Modules for Week 2-4.

e) Present your lesson as a **lesson demonstration** (a PowerPoint document, Wiki, or another interactive type of presentation). Walk your audience through the lesson step by step, to ensure they understand and can visualize what you would have done face-to-face. You may use text and online sources to vary the lesson focus. Emphasize use of realia or other tools that are best for your teaching situation. Provide your lesson plan and any other handouts or Web resources for follow-up activities for your "audience."

f) Prepare **a written report** about the lesson demonstration, describing the project and including rationale and background information. (Refer to "Written Report Instructions.doc" available under **Assignments Lesson Demonstration.)** Note: The most important part of your report is explaining the rationale behind choosing each of the activities. Be sure to include theoretical perspectives you've based your lesson on.

g) Submit the Lesson Demonstration, Lesson Plan and your Written Report by the due date under **Assignments Lesson Demonstration.** If you collaborated on the project with another student, fill out the Group_Work_Form.doc and e-mail to Marilyn by the end of your project week.

h) Finally, check the discussion board for comments and questions about your lesson.

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

Lesson Demonstration Scoring Rubric (20 points)

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

Written Report	Excellent written report that serves to help other teachers understand all the theoretical background information and practical goals of the lesson.	Good written report that serves to help other teachers understand most of the theoretical background information and practical goals of the lesson.	Adequate written report that serves to help other teachers understand some of the theoretical background information and practical goals of the lesson.	Written report that helps other teachers understand little of the background information and goals of the lesson.	Written report that fails to help other teachers understand the background information and goals of the lesson.

IV. Midterm Reflection (20 Points)

Purpose

- To challenge students to take the role of teacher by grading and analyzing errors on model student assignments.
- To integrate knowledge learned explicitly and apply this knowledge to a real-life teaching situation to better prepare teachers for the classroom.
- To reflect on how this knowledge will contribute to instruction in skill and content areas.

Task

- Analyze theoretical and practical components of selected writing samples from the primary and secondary levels.
- Focus on the identification of grammar errors, error analysis and teaching solutions.
- Reflect on how this analysis will better enable you to teach all content areas of curriculum in any teaching setting.

Length: **8-12 pages, double spaced, 12 pt. font, with reference page, APA style**

Midterm Reflection Scoring Rubric (20 Points)

CATEGORY	5	4	3	2	1
Identification and analysis of grammar errors – Part I	Excellent and thorough identification and analysis of grammar errors on first assignment.	Good and thorough identification and analysis of grammar errors on first assignment.	Adequate and thorough identification and analysis of grammar errors on first assignment.	Unclear identification and analysis of grammar errors on first assignment.	Fails to identify and analyze grammar errors on first assignment.

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

V. Linguistic Text Analysis Project (20 points)

(Required Performance-Based Assessment)

All PBA assignments must be submitted to your TASK STREAM account. Failure to submit your PBA to TASK STREAM will make you ineligible to register for further courses and your grades will be held.

Purpose: In this assessment, you will use your knowledge of language as a system to analyze the linguistic demands of two grade level texts to support ELL's acquisition and use of English for social and academic purposes.

You will:

1) Select two grade level texts: one elementary text (P-3 or 4-6) and one secondary text (7-9 or 10-12). Ideally, you want to select the books used in your school or teaching placement. You must select a text from two different content areas (mathematics, science, or social studies text or a historical fiction book) and review a minimum of three pages in each text.

2) Describe the ELL population that these texts are used with. What is the age, cultural background, and language proficiency of these students? How does their discourse affect their ability to work with this text? *(TESOL Domain 2)* What difficulties would they encounter when working with this text?

3) Examine the books for the linguistic (reading comprehension) demands made by the language of the text. You should determine readability levels using the Fry Readability Formula or a different formula, go to one of the following web sites:

http://www.nationalpartnership.org/site/DocServer/Fry_Readability_Formula.pdf
http://www.readabilityformulas.com/fry-graph-readability-formula.php

4) Identify the levels of difficulty posed by the phonology, morphology, syntax (grammar) and orthography to your ELL students making reference to the assigned readings in class. *(TESOL Domain 1)* You should go beyond the issues presented in your Lesson Demonstration and demonstrate understanding of the grammatical phenomena covered during this course.

5) Create a plan for using these materials with your ELLs that sequences, adapts, translates, scaffolds, or otherwise modifies the materials so that they are culturally, developmentally, and linguistically appropriate for the student population you've described. How would these adapted materials affect instruction of ELLs and a general classroom? *(TESOL Domain 1, 3)*

6) Present your findings and recommendations to another individual: a colleague, content teacher, or school administrator. Ask the person to review the materials and provide feedback to you. What feedback were you given on your plan? *(TESOL Domain 5)*

7) Evaluate your analysis, plan, and actions. Provide critical reflection and implications for future teaching. *(TESOL Domain 5)*

8) Write a paper addressing this process. The paper should use APA formatting with 12 pt. font and 1 inch margins.

Address the following points in the paper:

- Describe your *specific* institutional context for your paper (i.e. Head Start Program, Special Education Pre-school program, bilingual elementary school, middle school, high school).

- Describe the ELL population the text is used with. What is the age, cultural background, and language proficiency of these students? How does their discourse affect their ability to work with this text? What difficulties would they encounter when working with this text?

- Identify the levels of difficulty posed by the phonology, morphology, syntax (grammar) and orthography to your ELL students making reference to the assigned readings in class. You should go beyond the issues presented in your Lesson Demonstration and demonstrate understanding of the grammatical phenomena covered during this course.

- Include your plan for using these two textbooks with your ELLs that sequences, adapts, translates, scaffolds, or otherwise modifies the materials so that they are culturally, developmentally, and linguistically appropriate to the student population you've described.

- Describe the feedback on your plan that was given to you by another individual.

- Include your analysis, plan, and actions. Provide critical reflection and implications for future teaching.

Submit your paper together with:

- □ Copies of the two texts
- □ Your text analysis form and any other data collected for the assignment
- □ A copy of your presentation or report given to your colleague.

Guidelines for the paper

1. Put the name of the textbook, with all bibliographical information, at the top of your first page of narrative. Example:

    History of the United States, 4th Ed. (1998)
    Black, Smith, and Kline, Editors
    Longman Publishers, White Plains, New York
    Total pages: 589

2. Put your name on the cover sheet only, not on every page. This helps maintain anonymity and fairness in the rating process.

3. Describe the number of pages reviewed and whether it is a chapter or part of a chapter. *A minimum of 3 pages must be reviewed for each text. ATTACH THE PAGES REVIEWED.*

4. Make references to assigned course readings to support your analysis. See our Style Sheet for details on citation format and writing style.

5. **Page Length: Five to eight pages, single-spaced and DOUBLE-SPACED BETWEEN PARAGRAPHS**.

Linguistic Text Analysis Scoring Rubric (20 points)

Category	TESOL Domain	Score		
		1	**2**	**3**
		Approaches Standard	**Meets Standard**	**Exceeds Standard**
Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately evaluate the content texts	2a	Candidates are aware that cultural values have an effect on ELL learning but do not use this knowledge to analyze the texts	Candidates reference some knowledge of students' culture and how it impacts student learning when evaluating texts	Candidates consistently uses cultural knowledge throughout the analysis to provide clear evaluation of the texts
Demonstrate knowledge of the components of language and language as a system to identify difficulties in content texts for ELLs	1a	Candidates do not specifically reference knowledge of language as a system to complete the analysis	Candidates identify specific components of language and language as an integrative system to identify difficulties in the texts	Candidates identify many components of language and language as an integrative system to identify specific difficulties their students will encounter in the texts

Apply knowledge of phonology, morphology, syntax, pragmatics and semantics, to identify difficulties in content texts for ELLs	1a	Candidates do not specifically reference knowledge of linguistic elements to complete the analysis	Candidates identify some linguistic elements in the content texts that are difficult for ELLs noting how ELLs L1 and identify may affect their English learning	Candidates identify all major linguistic elements in the content texts that are difficult for ELLs, making deep connections between the ELLs L1 and cultural identity and the English learning process
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidate is aware of some aspects of language acquisition theory and research but cannot identify many theories to analysis	Candidates identify and reference language acquisition theory and research repeatedly to provide a clear and concise analysis of child's language ability	Candidates use their understanding of language acquisition theory and research to conduct theory based research during the case study that
Provide plans for adaptation of a variety of materials, resources, and technologies that are appropriate for student's language development	3c	Candidates provide minimal adaptation of materials and do not address age appropriateness or language proficiency in modifications	Candidates provide means to adapt texts so that they are for students age, learning style, and language proficiency	Candidates build on student's culture in adapting and sequencing content-area materials so that they are consistently culturally and linguistically appropriate for students

Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	5b	Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners during presentation and follow up	Candidates advocate for child throughout presentation of findings and provide ways to work collaboratively among teachers, staff, and administration	Candidates provide leadership to staff by presenting findings to entire content area staff and plan for collaborative instructional models that can be replicated among many ELLs
Clearly and professionally communicate detailed self-reflection and analysis of the language case study process	5	Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context

VI. Fieldwork Logs and Evaluation (Required for state licensure)

All students must complete a minimum of 20 hours of fieldwork in this course. At the conclusion of the class, students are required to turn in the Fieldwork Log, Fieldwork Evaluation Form or required Teaching Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor. The deadline for posting the PBA, Fieldwork Log, and Fieldwork Evaluation form to TaskStream and for completing the required fieldwork document in this course is May 5, 2014. Failure to submit this work to the instructor (via Taskstream) by this deadline will result an "F" for the course.

Purpose: To provide hands-on ESL classroom experience and to apply knowledge of linguistics in working with English language learners

Task and How to Do It:

- Complete a minimum of 20 hours of fieldwork in a P-12 ESL classroom. You have the flexibility to choose what level of classroom you can complete your fieldwork assignment; however, remember that throughout the FAST TRAIN program, you must split your fieldwork hours between a P-6 classroom and a 7-12 classroom.
- Because fieldwork is typically associated with the Performance Based Assessment in each course, your fieldwork should involve working with and implementing instruction related to the Linguistic Text Analysis. Therefore, your fieldwork site may include observing a content classroom with a limited number of ELLs or could include pull-out ELL classroom that is working with content directly. Review the Fieldwork Guidelines posted in TaskStream for more information about appropriate fieldwork sites.
- In EDCI 510, fieldwork associated with the Linguistic Text Analysis can include:
  o General classroom observations
  o Interviewing content teachers about texts they use in class and difficulties they pose to ELLs
  o Developing and implementing lesson plans using a modified version of the text
  o Presenting information on the text to other teachers
  o Working one-on-one with a student to help improve their comprehension of the text
  o Presenting information on the text to parents or a student's family
- After completing 20 hours of fieldwork, you must have your cooperating teacher or supervisor evaluate your fieldwork and sign your log of hours (below). You must post both signed documents into TaskStream under "Fieldwork Logs – EDCI 510."

Field Experience Record

Mason Student: _____   Cooperating Teacher: _____
Number: _____   Title: _____
Course: _____   Years' Experience: _____
Semester: _____   Degree/License: _____

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on

the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature:_____ Date:_____

1/16/2014

PERSONAL AND PROFESSIONAL QUALITIES	Excellent	Above Average	Average	Below Average
Communication Skills				
Dependable				
Punctual				
Professional Qualities				
Demonstrates knowledge of child development				
Demonstrates knowledge of content necessary for successful teaching				
Understands how students differ in their approaches to learning				
Can create learning experiences that make subject matter meaningful				
Uses a variety of instructional or assessment strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans activities using knowledge of subject matter, students, community and curriculum goals				
Engages in critical reflection to improve fieldwork experience				
Fosters positive relationships with				

Field Experience Evaluation Form
(for courses that do not require a teaching evaluation form)

colleagues, students, and families				

Mason Student:_____

G Number: _____

Course: _____

Semester: _____

Cooperating Teacher:_____

Title: _____

Years Experience: _____

Degree/License: _____

Comments:

_____

_____

_____

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