GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT GRADUATE
SCHOOL OF EDUCATION
Multilingual Multicultural Education

EDCI 510, Section 001-10557
Linguistics for PK-12 ESOL Teachers
Credit hours: 03 Summer 2014
7:00 pm - 9:40 pm   MWF   Thompson Hall L004

PROFESSOR:
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COURSE DESCRIPTION:

   A.   Prerequisites/Corequisites
           Admission into the M.Ed. with a concentration in English as a Second Language PK-12
           (CISL) or permission of the instructor.
   B.   University Catalog Course Description:

"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.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Describe language and its components (phonology, morphology, lexicon, syntax, pragmatics and semantics) and examine implications for teaching PreK-12 ESOL students;

2. Use knowledge of linguistics to connect and integrate the teaching of the four language skills (listening, speaking, reading, and writing);

3. Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities.

4. Compare and contrast languages to analyze linguistic difficulties for ELLs in comprehending written text used in math, science or social studies and to make instructional recommendations which address student needs and incorporate the heritage languages of students

6. Use knowledge of rhetorical and discourse structures and readability formulas to analyze text structures and make specific recommendations for activities and strategies to address specific difficulties that students may encounter in a content-area text

7. Identify linguistic and culturally-based background knowledge needed to comprehend a content-area reading text; and utilize funds of knowledge from students' heritage languages and cultures to support student academic achievement, especially students who have had interrupted schooling.

8. Analyze a content-area reading passage to identify elements of linguistic and cultural bias, (i.e. gender, racial or ethnic stereotyping) and identify socially just instructional resources to support critical literacy and more inclusive classroom practices to support learners from diverse backgrounds.

9. Make professional, meaningful and engaging presentations to identify grammar problems in context, using media, and designing hands-on, interactive and experiential activities to foster learning in community.

PROFESSIONAL STANDARDS: Teachers of English to Speakers of Other Languages International (TESOL)

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.

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.

This course fulfills the English Linguistics requirement for Virginia Licensure in ESL and NCATE/TESOL Standards for Teacher Preparation programs.

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.

REQUIRED TEXTS

Celce-Murcia, M. & Larsen-Freeman, D.   (1999). *The grammar book: An ESL/EFL teacher's* course.   2nd Ed.   Rowley, MA: Newbury House.

Recommended Texts

Biber, D., Conrad, S., Leech, G. (2002) *Longman student grammar of spoken and written English*. Edinburgh Gate, England: Longman.

Cowan, R. (2008) *The teacher's grammar of English*.   New York: Cambridge University Press. The Praxis Series eBooks (2011) *The official study guide: English to speakers of other languages test code: 361*   Princeton, NJ: The Educational Testing Service. www.ets.org/praxis

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*.   Upper Saddle River, NJ: Pearson.

COURSE ASSIGNMENTS AND EXAMINATIONS:

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

3.   Teaching demonstrations:
        (20%)
Each candidate will do *one teaching demonstration.*   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.   *Prepare a 2-3-page handout* for the class.

4.   **Final project   (Textbook analysis)**
(30%)

Total: **(100%)**

Grading Policies and Grading Scale:

GRADE	TESOL ESL STANDARDS	GRADING	INTERPRETATION
A+	Substantially Exceeds Standard	98 - 100	Represents mastery of the subject through effort beyond the basic requirements
A	Substantially Exceeds Standard	94 – 97.49	
A-	Exceeds or Meets Standard	90 – 93.49	
B+	Meets Standard	88 – 89.49	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	Partially Meets Standard	83 – 87.49	
C	Attempts Standard	70 – 82.49	Denotes an unacceptable level of understanding and application of the basic elements of the course
F	Does not Meet Standard	Below 70%	

Note: "C" is not satisfactory for a licensure course
"F" does not meet requirements of the Graduate School of Education

Incomplete (IN): This grade may be given to students who are in good standing but who may be unable to complete the scheduled 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 the 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". Faculty may gran an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.   The faculty member does not need to allow up to the following semester for the student to complete the course.   A copy of the contract will be kept on file in the Advanced Professional Teacher Development & International Education Office.

Assignment Descriptions:

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.

Each presentation should answer the following questions:

1) What is the syllabus topic or linguistic/grammar point(s) you are demonstrating?   (Your audience is fellow teachers supporting ELL students. We are addressing the question: What are the most important areas that ESOL teachers need to know about linguistics?

2) Why is it difficult for ESL/EFL learners? Describe level of challenge, learning difficulty. Address the appropriateness of your selected topic for the students you are working with (specify elementary, middle, high school)   (Provide examples from student writing or contrastive analysis). What are the *implications* for teaching PreK-12 English language learners?

3) How can we *contextualize* the teaching of the particular linguistic topic 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.   Show us some meaningful activities or exercises (using realia, multi-media, children or adolescent fiction and non-fiction literature, student or teacher produced materials).

4)   What are the best resources?   Look at the way that various grammar reference books, textbooks and electronic resources handle the topic.   Include an annotated bibliography and critique of at least 3 references (teacher reference, online resources, grammar books for students) that address your topic in your handout you provide to the class.

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 3-5, 6-9, or 10-12.

Objectives

This assessment task requires that graduate students:

1. **Field Experience:**   Spend **3-6 hours** in an ESL classroom to interview a teacher about textbook challenges and to observe ELLs learning subject area concepts and vocabulary (math, science or social studies), and use this information for the *Text Analysis (PBA)*.   An out of school alternative is to spend 3-6 hours in a community setting interviewing a bilingual, bi-literate student, parent, teacher or linguistic minority educational leader to identify multilingual multicultural resources (math, science or social studies, on line, library, school district, governmental or NGO) for the Text Analysis (PBA) to support teachers at a

particular school site.   Work with a partner to ensure that your work supports teachers in particular schools by augmenting available multilingual resources.

2. 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 and apply knowledge of rhetorical and discourse structures to support ESOL learning and to help students increase their comprehension of the text.

3. 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* (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 (including mechanics) in English.

4. Recommend ***specific instructional activities*** to help students meet the linguistic demands in the categories of ***phonology, morphology***, ***syntax and rhetorical or discourse structures*** to help students increase their comprehension of the text.

5. Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to English Language Learners and develop instructional activities that activate prior knowledge and support students' home language and culture.

6. Examine textbook bias, stereotyping and discrimination 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*** or ***historical fiction*** used in a specific grade level.   Determine patterns of linguistic difficulty of selected pages from the textbook for students learning English as a second language.   For teachers of Grades PreK-3, use a story or content text appropriate to the grade.   Recommend ***specific instructional activities*** to help students meet the linguistic demands in the categories of ***phonology, morphology***, ***syntax and rhetorical and discourse structures.   Use the Text Analysis Form and submit it as part of your paper:***

Textbook Analysis Form

Grade Level:	Content Area:
Textbook Title:	
Authors:	
Publisher & Publication Date:	
Chapter of Unit or Section and Page Numbers:	

Part I: **Phonology (sound/symbol correspondence)** A.   Orthography C.   Varied pronunciation of same letter or letter combination D.   Phonological differences between L1 & L2 E.   Dialect issues and varieties of English, including World Englishes
Part 2:   **Morphology and Lexicon** A.   Cognates, false cognates B.   Homonyms C.   Affixes and roots D.   Word analysis skills needed E.   Denotations & connotations & cultural assumptions F.   Content Specific Vocabulary G.   Idiomatic Expressions
Part 3: **Syntax** A.   Verb Tenses B.   Passive Voice C.   Relative clauses, especially embedded clauses D.   Phrasal Verbs E.   Modal auxiliaries F.   Conditional sentences G.   Prepositional phrases H.   Quantifiers I.   Articles
Part 4:   **Rhetorical and discourse structures** A.   Discourse connectors B.   Cohesive devices **C.** Interpreting pro-forms D.   Reference (between sentences) E.   Recognizing   elliptical expressions F.   Discourse markers signaling sequence of events G.   Discourse markers signaling discourse organization (sequencing, re-expressing, specifying, referring, restating, exemplifying, summarizing, focusing) H.   Textbook conventions (i.e. tables of contents, subtitles, headings, figures, tables, diagrams, bibliographical references, notes, appendices, lists of symbols, glossaries)
Part 5:   **Prior Knowledge, Meaning & Context** A.   Concepts requiring pre-teaching B.   Genre and text structures specific to content area (i.e math word problems ; science

> lab reports)
> C.   Discourse Markers that signal writer's point of view, argumentation
> D.   Recognizing pre-suppositions of the text
> E.   Culturally based assumptions/cultural bias
> F.   Students' home languages and cultures
>
> Part 6:   **Cultural diversity, critical thinking and academic achievement**
> **A.**   Critical discourse analysis: identifying   racism, stereotypes, bias and discrimination
> **B.**   Inclusion of home languages and cultures of students in learning
> **C.**   Identification of multilingual multicultural resources (i.e. anti-bias curriculum, gender fair)

1. Identify an in-service teacher in this course or in a public school (ideally, Grades 3, 6 or 10). <u>Spend a minimum of 3 hours in her/his classroom</u> asking her/him 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.

2. 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.

3. 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, <u>identify a short reading passage of approximately 500 words</u>. 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 textbook selected, identify ***patterns of linguistic difficulty*** posed in ***phonology***, ***morphology, syntax (grammar) and at the discourse level (rhetorical and discourse structures) and provide examples*** of learning challenges in each of the four categories (phonology, morphology, syntax and discourse). d). Use the ***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 page analyzed of learning challenge in each category (phonology, morphology (or lexicon), syntax, discourse). ***Always put examples of words, phrases, or sentences from the text in italics***. How many examples? Three to five per category.

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 by using highlighters 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 passages you selected showing your notations. You will want to identify the following as posing potential reading problems for the target ELL students.

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 and synthesize the points raised with respect to common grammatical trouble spots for English Language Learners.

7. You are encouraged to work with a partner in providing a rationale for the text selected, the institutional context and the text analysis and the sections of the project may be written jointly.   However each author should write a *separate* individual conclusion to the project in reflecting on what was learned through this textbook analysis project.   This should be written in a first person narrative and will be graded separately using the last item in the rubric.   Each member of a team will be required to submit an individual copy of the entire project and scanned textbook pages separately to Task Stream.   One paper copy is required for each group.

Scoring Performance on the Text Analysis
The Text Analysis will be scored with an analytic scoring rubric. (See the end of this syllabus)
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 and prior knowledge

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 and G number on the cover sheet only , not on every page.   This helps

   maintain anonymity and fairness in the rating process.

2.   Use APA for citation format and writing style.

3.   **Page Length:**   25 pages max (not including the pages from the textbook, nor appendices) ,

   with page numbers inserted into your document, appendices labeled.

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 to providing a paper copy of your project to the instructor, *deposit the Text book analysis and the scanned pages from the textbook in Task Stream* for program documentation.

Instructional approaches include: Whole class lectures and demonstrations, 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.* 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.

Absences: PLEASE EMAIL ME OR CALL ME AT MY OFFICE BEFORE CLASS and ask a classmate to take notes for you if you know that you will be late to or absent from class. Students absent 3 or more times may have their final grade reduced by one letter grade.

Late assignments: Complete assignments on a timely basis.   Points will be taken off for late assignments.

*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 goes against the GMU Honor Code.*

**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.*

TASKSTREAM REQUIREMENTS

Every student registered for any MME course with a required performance-based assessment is required to submit this assessment, Textbook Analysis to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

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/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

Advanced Professional Dispositions
Division of Advanced Professional Teacher Development and International Education

Preamble:
All candidates are expected to demonstrate dispositions that embody the Core Values of the College of Education and Human Development of George Mason University: *social justice, research based practice, ethical leadership, collaboration*, and *innovation.* Through reflective and critical educational practice, professionalism, leadership, advocacy and action, all candidates are expected to demonstrate their commitment to being an agent of change.
Specific areas of commitment that embody these dispositions include:
I. Commitment to the Profession and Continuous Improvement through
    Exemplary practice
    Excellence in teaching and learning
    Advancing the profession
    Engagement in partnerships
    Commitment to being a being a member of diverse learning communities
    Collective, inclusive, and purposeful dialogue
    Critical reflective practice
    Collaboration

II. Commitment to Democratic Values and Social Justice through
    Understanding systemic inequities that prevent full participation
    Practices that promote equity and access
    Respect for the perspectives and dignity of others
    Appreciation and integration of multiple perspectives

Advocacy and action toward social change

III. Commitment to Honoring Professional Ethical Standards through

Fairness and equity for all
Honesty and integrity
Respect for confidentiality
Responsibility and trust
Respect for the diverse talents, abilities, perspectives, languages, and cultures of
colleagues, fellow candidates, K-12 students, families and communities

IV. Commitment to Key Elements of Professional Knowledge and Skills through

Discipline specific, inter-disciplinary and trans-disciplinary approaches
Belief that all individuals have the potential for growth and learning
Persistence in helping all individuals succeed
High standards for all
Safe and supportive learning environments
Thoughtful planning and instruction
Contextually responsive, critical, and culturally relevant pedagogy
Formative and summative assessment practices
Technology-supported teaching and learning
Research-based practices

V. Commitment to International Mindedness and Global Citizenry through

Promoting world languages, language equality, and indigenous languages and cultures
Global consciousness for justice and peace
Universal human rights
Ecological sustainability
Intercultural competence
Multiliteracies approach [multimodal, multilingual]
Transformative education
Expanded curriculum that includes world knowledge and perspectives, including those
historically excluded from textbooks or educational materials

I acknowledge the above professional statements and understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education who effect change and strive for equity and excellence in all I do. I also understand that my ongoing development toward the acquisition of such professional dispositions will be part of the assessment process as I proceed through coursework and related learning experiences.

_____   _____

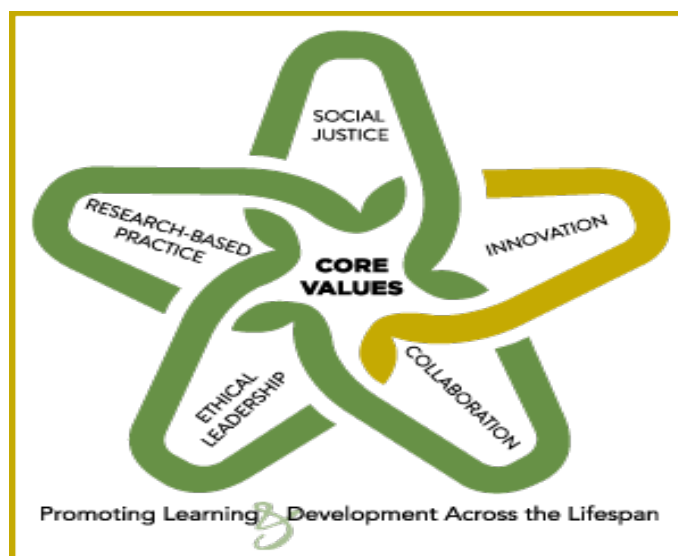Signature   Date

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.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 5/19	Introduction to the role of grammar in ELT Overview of course objectives, texts, & requirements. Pretest Readings: **The Grammar Book (GB) Chapter 1 Required** Chapter 2 Recommended (Rec.) Self introductions: Bring 3 printed copies to the class. Introduction to the Textbook Analysis Assignment
2 5/21	**Readings:** (Prepare to discuss the following): *GB* **Chapter 4**: The Copula and Subject Verb Agreement Read and do homework for Chapter 4 Teaching Demonstration: MASS Count Nouns Sign up for Teaching Presentations. Bring Index Cards and school supplies.
3 5/23	**Meet in Groups** **GB Chapter 3:** The Lexicon
4 5/26	**Memorial Day**
5 5/28	What is Linguistics? What is grammar? Grammatical terms to know. *GB* **Chapter 7** Tense and Aspect : Read and do homework Pennycook, A. (1996). Borrowing Others' Words: Text,

	Ownership, Memory, and Plagiarism TESOL Quarterly, 30(2), pp. 201-230. (Available electronically: http://library.gmu.edu/ click on E-Journals.) 1. Go to GMU main page: www.gmu.edu. 2. Go to library link. 3. Go4. Type in name of journal under journal title, i.e.,TESOL Quarterly. 5. Look for year of journal, i.e., hit JSTOR. 6. Enter your G #. 7. Search journal (by issue or author name). to e-journal finder. Prepare to discuss ethical, cross-cultural and pedagogical dimensions of plagiarism.
6 5/30	*GB* **Chapter 8 Modal Auxilaries**: Read and do homework Errors, Mistakes & Correction *GB* **Chapter 5:** Recommended
7 6/2	Contrastive Analysis Native and Non-Native Speaker Competencies and Collaboration Read: Wong-Fillmore, L. (1993) Learning a language from learners. Phonology. Phonemes and phonemic awareness. Phonology and teaching L2 Reading. Freeman & Freeman (2004) English Phonology (pp. 49-74) in Essential Linguistics (available on Blackboard) Extra- credit: Parker & Riley (1986) Phonology (99-126) in Linguistics for Non-Linguists: A Primer with Exercises (available on Blackboard)
8	*GB* **Chapter 10** Negation: Read and do homework

6/4	*Review chapter on Tense/Aspect and Modality*
9 6/6	**Meet in Groups: GB Yes/No questions**
10 6/9	*GB* **Chapter 15 Articles**: Read and do homework Discourse Analysis Textbook Analysis Assignment
11 6/11	*GB* **Chapter 16 Reference & Possession**: Read and do homework **Midterm**
12 6/13	**Meet in Groups**
13 6/16	*GB* **Chapter 17 Partitives, Collectives and Quantifiers**: Read an d do homework *GB* **Chapter 18 The Passive Voice (Optional)**
14 6/18	*GB* **Chapter 20 Adjectives***: Read and do homework* Critical Discourse Analysis: The Dot and the Line **GB Chapter 25 Adverbials: (Optional)**
15 6/20	Morphology Chapter from Freeman & Freeman Words their Way *GB* **Chapter 27 Conditional Sentences (Optional)**
16 6/23	*GB Chapter 21 Prepositions read and do homework* *GB* **Chapter 28 Relative Clauses (Optional)**
17 6/25	**GB Chapter 22 Phasal Verbs** **Final project (TEXT ANALYSIS) Due Date and Oral Presentations** Course evaluations. Materials Release Forms.
18 6/27	**Final Exam**

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

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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 topic..	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 the topic.	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

Team Member Names: **Date:**

Score:

Score Point TESOL Standard Indicator	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
1.a.1. Demonstrates knowledge of the components of language and language as an integrative system.	Does not use the components of language to make appropriate instructional recommendations for ELLs.	Uses the components of language to make recommendations for teaching ELLs, but some of these may be inappropriate or inaccurate.	Uses the components of language to make appropriate recommendations for teaching ELLs.	Uses the components of language to draft appropriate instructional tasks for teaching ELLs.
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 (including mechanics) in English.	Does not analyze text for phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs.	Analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs, with many omissions or inaccuracies.	Accurately analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs, with some omissions or errors.	Accurately and comprehensively analyzes text showing phonological, morphological, syntactic, semantic, and pragmatic challenges for teaching ELLs.
1.a.3. Demonstrates knowledge of rhetorical and discourse structures as applied to ESOL learning.	Does not accurately identify rhetorical or discourse structures or design appropriate instructional	Identifies rhetorical and discourse structures with some omissions or inaccuracies or makes	Accurately identifies rhetorical and discourse structures and makes recommendations to	Applies research on content-specific text structures and uses a variety of readability formulas to accurately analyze difficulty level of text and design instructional

	activities.	inappropriate recommendations for learning.	promote learning.	activities that promote learning.
2.a. Apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	Does not identify elements of racism, stereotyping, or discrimination in the selected text.	Identifies few or inaccurate examples of language of racism, bias, stereotyping, and/or discrimination in selected text.	Accurately identifies language of racism, various forms of bias, stereotyping, and/or discrimination in selected text.	Accurately and comprehensively identifies language of racism, various forms of bias, stereotyping, and/or discrimination and develops instructional activities to promote an inclusive classroom.
2.e. Apply concepts about the interrelationship between language and culture.	Does not identify elements of language that require prior cultural knowledge not familiar to ELLs.	Identifies some elements of language that reflect prior cultural knowledge but with some inaccurate interpretations or omissions.	Accurately identifies many examples of prior cultural or linguistic knowledge or relationships between language and culture that may be problematic for ELLs.	Develops instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture.
Quality of Writing as a Reflective Practioner	Does not describe the target population, nor provide a rationale for the text selected. Little description of what the author learned linguistically or culturally. Writing lacks clarity, clear organization and contains errors in	Describes the target population, but leaves out key information or omits rationale for selected text. Some description of what was learned either linguistically or culturally, but not in both areas. Writing lacks clear organization and contains errors in	Describes the target population and provides descriptions of a learner or learners with the text. Provides a rationale for the text selected based on interviewing a professional at the school. Reflects on what the author learned w/respect to	Clearly describes the specific population for whom the text is intended within the context of the school and provides a clear rationale for the text selected for analysis with supporting evidence from teachers and or observations of students. Reflects on what was learned from the project linguistically, culturally and discusses pedagogical implications. Writing is well-organized and contains minor errors in

grammar, spelling, AND mechanics. Does not refer to assigned course readings.	grammar, spelling, AND mechanics. Uses few citations to assigned course readings.	linguistic and cultural analysis of text difficulty. Writing may lack clear organization or contain fundamental errors in grammar, spelling, or mechanics. Uses citations inappropriately or omits some references.	grammar, spelling, and mechanics. Uses citations appropriately to refer to assigned course readings.

Feedback

5/16/14