

**George Mason University**  
**Graduate School of Education**  
**FAST TRAIN Programs**  
**EDCI 510 Linguistics for PreK-12 ESOL Teachers**  
**Spring 2015**  
**January 21-May 12, 2015**

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**I. Course Description:**

In this course, students will explore language as a system, with particular focus on teaching English to speakers of other languages (ESOL) in Pre-K through 12<sup>th</sup> grades in public schools. Foci for the course include first language acquisition (FLA), second language acquisition (SLA), and core areas of linguistics (e.g., phonology, morphology, and syntax). In addition, this course will include pedagogical grammar topics that pose difficulty for English language learners (ELLs). The theoretical framework for the class is sociocultural and grounded in critical pedagogies that are applicable to effective learning, teaching and curriculum approaches for ELLs. Additional topics addressed are the following: the role of students' first languages; linguistic implications for teaching English language learners (ELLs); what the research says about linguistics and how it relates to SLA and effective teaching and classroom practices for ELLs.

**II. Course Outcomes:**

Students completing this course will be able to do the following:

1. Demonstrate applications of linguistics to teach and help students learn in PK-12 contexts; integrate and connect the four language skills (i.e., listening, speaking, reading, and writing) to develop curriculum that addresses the whole person.
2. Utilize strategies to help PK-12 students in U.S. public schools to:
  - a. Extend the forms and functions of language use
  - b. Monitor their own pronunciation and grammar in spoken and written forms
  - c. Learn new vocabulary
  - d. 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 in the classroom.
4. Use knowledge of language as a system to scaffold literacy instruction at various grade levels with content area textbooks (e.g., math, history, science, and English); critically

- analyze texts and other educational materials.
5. Answer ELLs' questions about grammar; distinguish between errors and mistakes; address errors and mistakes in a supportive and sensitive manner.
  6. Utilize knowledge of English phonology, morphology, syntax, and discourse to develop meaningful contextualized learning activities for ELLs.
  7. Apply first and second language acquisition research to English literacy for second language learners.
  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.

### **III. Relationship to Professional Standards and Principles:**

The 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) and the World-class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards.

#### **Teachers of English to Speakers of Other Languages (TESOL) Standards**

##### **Domain 1: Language**

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

**Standard 1.a. Language as a System.** Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

**Performance Indicators: 1.a.1., 1.a.2, 1.a.3, & 1.a.4.**

##### **Domain 2: Culture**

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

**Performance Indicator: 2.b.**

##### **Standard 3.a. 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 3.b. 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 ELLs' access to the core curriculum as they learn language and academic content.

**Standard 3.c. 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.

**Domain 5: Professionalism**

Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

**Standard 5.a. 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 improve teaching and learning.

**Standard 5.b. 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.

**World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards:** See grade level clusters at <http://www.wida.us/standards/elp.aspx>

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 below for complete descriptions and examples of each standard and/or value.

| InTASC  | ITSE   | Core Values   |
|---|--|---|
| Standard #1<br>Learner Development                                    | Standard #1<br>Facilitate & Inspire Student Learning and Creativity            | Value # 1<br>Collaboration  |
| Standard #2<br>Learning Differences                                   | Standard #2<br>Design & Develop Digital-Age Learning Experiences & Assessments | Value #4<br>Research Based Practice                                   |
| Standard #4<br>Content Knowledge                                      | Standard #3<br>Model Digital-Age Work and Learning                             | Value #5<br>Social Justice  |
| Standard #5<br>Application of Content                                 | Standard #4<br>Promote & Model Digital Citizenship & Responsibility            |   |
| Standard #6<br>Assessment   | Standard #5<br>Engage in Professional Growth & Leadership                      |   |
| Standard #9<br>Professional Learning and Ethical Practice             |  |   |
| <a href="http://www.ccsso.org/intasc">http://www.ccsso.org/intasc</a> | <a href="http://www.iste.org/standards">http://www.iste.org/standards</a>      | <a href="http://cehd.gmu.edu/values/">http://cehd.gmu.edu/values/</a> |

#### IV. Graduate School of Education (GSE) Syllabus Statements of Expectations:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://oai.gmu.edu/the-mason-honor-code-2/> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://universitypolicy.gmu.edu/1301gen.html>.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing at the beginning of the course. See <http://ods.gmu.edu/> or call (703) 993-2474.
- 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.

## V. Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. See <http://caps.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. See <http://writingcenter.gmu.edu/>.
- For additional information on the College of Education and Human Development, Graduate School of Education, see <http://gse.gmu.edu/>.

## VI. Nature of Course Delivery:

**This course is taught entirely online at <https://mymasonportal.gmu.edu>.** You are expected to be active participants in the class to help create a unique online classroom experience for everyone involved. Various tools (e.g., video presentations, discussion board postings, collaborative wikis, journals, brief lectures/notes, GoogleSlides and/or PowerPoint presentations) help to structure the course. Students will be actively involved through online discussions, cooperative learning strategies, collaborative learning, and student presentations in an online environment. Students are expected to communicate with the instructor and each other through reflective writing and Blackboard discussions.

## VII. Class Participation:

Regular and active participation is an essential part of your success in this on-line course. The expectation of the instructor is that you will log on a **minimum of three (3) times every week**. It is essential and critical that you view online videos, complete various assignments, read and reflect on all of the lecture notes/presentations and assigned readings as well as the discussion threads.

Due to the nature of this course, the quality and timeliness of your responses and assignments are important. Please keep the following in mind as you participate in this course:

- **Quality:** Your responses should be well-written and spell-checked before posting and/or responding. Clarity and conciseness are essential. Make sure that you support your statements with reliable sources (e.g., peer-reviewed/refereed journal articles, scholarly books, course texts, etc.).
- **Timeliness:** All assignments must be turned in within the week that they are due. Please note specific due dates for assignments. You are expected to participate in Blackboard discussions at least twice a week (i.e., on different days of the week). Generally, you post your response during the first part of the week. During the middle/end of the week, you are expected to respond to a classmate's response AND reply to others who have commented on your posting and/or responses. Late assignments will receive a 20% grade reduction for each missed deadline.

**VIII. Course Schedule:**

This course is divided into 16 weeks. The Sunday to Saturday schedule for this course is as follows:

- Week 1: January 21-January 24 (abbreviated week)
- Week 2: January 25-January 31
- Week 3: February 1-February 7
- Week 4: February 8-February 14
- Week 5: February 15-February 21
- Week 6: February 22-February 28
- Week 7: March 1-March 7
- Week 8: March 8- March 14 (SPRING BREAK)
- Week 9: March 15-March 21
- Week 10: March 22-March 28
- Week 11: March 29-April 4
- Week 12: April 5-April 11
- Week 13: April 12-April 18
- Week 14: April 19-April 25
- Week 15: April 26-May 2
- Week 16: May 3-May 6 (abbreviated week-course ends on Tuesday, May 12)

**IX. Required Texts:**

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

Freeman, D. & Freeman Y. (2004). *Essential linguistics: What teachers need to know to teach ESL, spelling, phonics, and grammar*. Portsmouth, NH: Heinemann.

Luria, H., Seymour, D., & Smoke, T. (Eds.) (2006). *Language and linguistics in context*. Mahwah, NJ: Lawrence Erlbaum Associates.

NOTE: The instructor will post additional reading materials on Blackboard.

**X. Course Requirements, Assignments, and Evaluation Criteria:**

All students are expected to submit completed assignments on or before the date that they are due. Early assignments will only be accepted within the week (i.e., see "Course Schedule") that they are due. Specific assignment instructions and assessment rubrics will be found at the end of this syllabus and in the Blackboard assignment.

|   |           |
|---|-----------|
| Form, Meaning, & Use of Questions Assignment and Reflection | 15 points |
| Prescriptive v. Descriptive Grammar Assignment and Essay    | 15 points |
| Why Passive? Assignment and Reflection                      | 15 points |
| *Textbook Analysis Project                                  | 30 points |
| Class Participation   | 25 points |

\*This project is a required performance-based assessment for the ESOL Portfolio and must be submitted to TaskStream. Evaluation of this performance-based assessment by the course instructor will be completed in TaskStream.

### Grading Scale and Rationale

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       |

A grade in the “A” range indicates that all criteria were met at an outstanding level and represents a mastery of the subject through effort beyond the basic requirements; a grade in the “B” range shows that some but not all of the criteria were met and the content is at an above average level and reflects an understanding of and the ability to apply theories and principles at a basic level; grades in the “C” range or lower indicate fair to average performance with few of the criteria met and denotes an unacceptable level of understanding and application of the basic elements of the course. A grade of “C” does not meet licensure requirements or Level I award recommendation, and a grade of “F” does not meet the requirements of the Graduate School of Education.

Note: Grades of Incomplete (IN) are not automatically assigned and are discouraged.

### XI. Additional Information:

**Emergencies:** Please notify the instructor when emergencies arise to get permission to make up missing assignments no later than 3 days after the due date.

**Plagiarism:** Plagiarism is using an author’s exact words as they appear in print without using quotation marks, even if you cite the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code. Evidence of plagiarism will result in a rating of 1 and a note to the Dean’s office. ***Avoid using authors’ exact words at all***; instead, paraphrase in your own words. I want to see that you can synthesize information and integrate knowledge. This is demonstrated best when you use your own words to present information or provide commentary. When direct quotes are used, you must credit the original source and author using correct APA style. Caution: Overuse of direct quotes indicates your inability to synthesize and integrate information and weakens your writing.

**Recycling Projects/Papers:** 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.

## XII. Your Current Teaching Status

To fulfill the requirements of this course, you will need direct access to students and instructional materials in ESL, foreign language, and/or immersion classrooms. English language learners must be present. There should be at least 10 students in this classroom; or five students if you are working with a small group. Here are some possible scenarios:

1. **You are currently teaching in an ESL/FL/Immersion** on a part- or full-time basis. You can work with these students to meet course requirements.
2. You are currently teaching in a classroom where no **ESL/EFL students are represented**. You will need to talk with a teacher who has ESL/EFL students in the classroom and arrange to teach or observe those students.
3. **You are NOT currently teaching in a classroom** with 10 or more students. You will need access to curriculum and assessment materials and students. Some options include:
  - A. Volunteer to help a teacher in a situation as described in #1 above with assessment activities in exchange for information for your course projects. This can be any fieldwork setting.
  - B. Work as a substitute teacher in a situation as described #1 on a short or long-term basis. Work with the needs of these students to meet course requirements.
  - C. Team up with someone in this course who is willing to share his/her students with you, if you are in the same geographic area. **If you meet #1 above**, please consider inviting teachers from this course who are in situations described in #2 and #3 who work in your area to work with you or with your students.

## XIII. Agenda:

| Dates<br>Week        | Topics<br>Learning Unit   | Readings   | Assignments Due                           |
|----------------------|---|--|---|
| Jan. 21-24<br>Week 1 | <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Pre-course Survey</li> </ul> <b>Learning Unit 1</b>                     | <ul style="list-style-type: none"> <li>• Freeman &amp; Freeman (F &amp; F) Ch. 1</li> <li>• Luria, Seymour, &amp; Smoke (L, S, &amp; S): Introduction to Unit I (Smoke)</li> <li>• Celce-Murcia &amp; Larsen-Freeman (C&amp;L) Ch. 1 &amp; 36</li> </ul> | <b>Pre-course Survey Due January 24th</b> |
| Jan. 25-31<br>Week 2 | <ul style="list-style-type: none"> <li>• What is linguistics?</li> <li>• What is grammar?</li> </ul> <b>Learning Unit 2</b>               | <ul style="list-style-type: none"> <li>• L, S, &amp; S: Ch. 1 (Gleitman) and Ch. 2 (Kuhl)</li> </ul>   |   |
| Feb. 1-7<br>Week 3   | <ul style="list-style-type: none"> <li>• First language acquisition</li> <li>• Grammatical Metalanguage</li> </ul> <b>Learning Unit 3</b> | <ul style="list-style-type: none"> <li>• F &amp; F Ch. 2</li> <li>• C&amp;L Ch. 2</li> </ul>   |   |
| Feb. 8-14<br>Week 4  | <ul style="list-style-type: none"> <li>• Second Language Acquisition</li> <li>• Yes/No Questions</li> </ul> <b>Learning Unit 4</b>        | <ul style="list-style-type: none"> <li>• F&amp;F Ch. 3</li> <li>• L, S, &amp; S Ch. 3 (Gass) and Ch. 10 (Kubuta)</li> <li>• C&amp;L Ch. 11</li> </ul>  |   |

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|---------------------------|---|--|---|
| Feb. 15-21<br>Week 5      | <ul style="list-style-type: none"> <li>• Phonology</li> <li>• <i>Wh</i>-Questions</li> </ul> <b>Learning Unit 5</b>   | <ul style="list-style-type: none"> <li>• F&amp;F Ch. 4</li> <li>• C&amp;L Ch. 13 &amp; 14</li> </ul>   |   |
| Feb. 22-28<br>Week 6      | <ul style="list-style-type: none"> <li>• Teaching Implications: Phonology</li> <li>• Lexicon &amp; Complements</li> <li>• Language Change</li> </ul> <b>Learning Unit 6</b> | <ul style="list-style-type: none"> <li>• F&amp;F Ch. 5</li> <li>• C&amp;L Ch. 3 &amp; 31</li> <li>• L, S, &amp; S: Introduction to Unit II (Seymour)</li> </ul>    | Form, Meaning, and Use of Questions<br>Assignment & Reflection<br><b>Due February 28<sup>th</sup></b> |
| Mar. 1-7<br>Week 7        | <ul style="list-style-type: none"> <li>• Orthography</li> <li>• Articles</li> <li>• Language Families</li> </ul> <b>Learning Unit 7</b>                                     | <ul style="list-style-type: none"> <li>• F&amp;F Ch. 6</li> <li>• C&amp;L Ch. 15 &amp; 16</li> <li>• L, S, &amp; S: Ch. 12 (Green) &amp; Ch. 13 (Trask)</li> </ul> | Mid-course Survey<br><b>Due March 7<sup>th</sup></b>  |
| Mar. 8-14<br>Week 8       | SPRING BREAK  |  |   |
| Mar. 15-21<br>Week 9      | <ul style="list-style-type: none"> <li>• Teaching Implications: Orthography</li> <li>• Countability</li> </ul> <b>Learning Unit 8</b>                                       | <ul style="list-style-type: none"> <li>• C&amp;L Ch. 4 &amp; 17</li> </ul>   |   |
| Mar. 22-28<br>Week 10     | <ul style="list-style-type: none"> <li>• Morphology</li> <li>• Subordination</li> <li>• What is literacy?</li> </ul> <b>Learning Unit 9</b>                                 | <ul style="list-style-type: none"> <li>• F&amp;F Ch. 7</li> <li>• C&amp;L Ch. 26 &amp; 27</li> <li>• L, S, &amp; S: Introduction to Unit III (Luria)</li> </ul>    | Prescriptive v. Descriptive Grammar<br>Assignment & Essay<br><b>Due March 28<sup>th</sup></b>         |
| Mar. 29-Apr. 4<br>Week 11 | <ul style="list-style-type: none"> <li>• Teaching Implications: Morphology</li> <li>• Focus and Emphasis</li> </ul> <b>Learning Unit 10</b>                                 | <ul style="list-style-type: none"> <li>• F&amp;F Ch. 8</li> <li>• C&amp;L Ch. 23 &amp; 30</li> </ul>   |   |
| Apr. 5-11<br>Week 12      | <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Passive and Double Object</li> </ul> <b>Learning Unit 11</b>   | <ul style="list-style-type: none"> <li>• F&amp;F Ch. 9</li> <li>• C&amp;L Ch. 18 &amp; 19</li> </ul>   |   |
| Apr. 12-18<br>Week 13     | <ul style="list-style-type: none"> <li>• Teaching Implications: Syntax</li> <li>• Relative Clauses</li> <li>• <b>Learning Unit 12</b></li> </ul>                            | <ul style="list-style-type: none"> <li>• F&amp;F Ch. 10</li> <li>• C&amp;L 28 &amp; 29</li> </ul>  | Why Passive?<br>Assignment & Reflection <b>Due April 18<sup>th</sup></b>                              |
| Apr. 19-25<br>Week 14     | <ul style="list-style-type: none"> <li>• Negation, Tense, &amp; Aspect</li> </ul> <b>Learning Unit 13</b>   | <ul style="list-style-type: none"> <li>• C&amp;L 10 &amp; 7</li> </ul>   |   |
| Apr. 26-May 2<br>Week 15  | <ul style="list-style-type: none"> <li>• Modals and Phrasal Verbs</li> </ul> <b>Learning Unit 14</b>  | <ul style="list-style-type: none"> <li>• C&amp;L 8, 21, &amp; 22</li> </ul>  | Textbook Analysis Project<br><b>Due May 2<sup>nd</sup></b><br><b>SUBMIT TO TASKSTREAM</b>             |

|   |  |  |   |
|---|--|--|---|
| <p>May 3-6<br/>Week 16</p> <p>Course ends on<br/>Tuesday, May<br/>12<sup>th</sup></p> | <ul style="list-style-type: none"> <li>• Synthesis</li> <li>• Final Thoughts</li> </ul> <p><b>Learning Unit 15</b></p> |  | <p>End-of-Course<br/>Survey <b>Due May<br/>6<sup>th</sup></b></p> <p>Field Experience (for<br/>state licensure) <b>Due<br/>May 6<sup>th</sup></b><br/><b>SUBMIT TO<br/>TASKSTREAM</b></p> <p>GSE Online Course<br/>Survey</p> |
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#### **XIV. Learning Units:**

This course is divided into 15 learning units. Each individual learning unit for the week will be made available by the Sunday of that week. Assignments and other items will not be accepted before the week in which they are due. Each learning unit has related readings (textbook and additional readings), online notes, online discussion questions, assignments, and other media (e.g., online quizzes and videos).

#### **XV. Graded Assignments and Rubrics:**

##### **1. Form, Meaning, & Use of Questions Assignment and Reflection-15 points** Due February 28th

This assignment will give you the opportunity to observe and analyze the ways speakers of English use questions in everyday speech. Questions involve a lot of grammar—changes in linguistic form at the morphological and syntactic levels. They also serve numerous functions besides simply requesting information; they can be used as invitations, complaints, exclamations, etc. Finally, the form and function of questions varies depending on the context—who the speakers are, their relationship to each other, the level of politeness and formality, etc.

Your assignment is to collect 10 to 20 examples of questions and the answers that you hear in everyday natural conversation around you (i.e., not in a script, interview, or test; not written). After you have collected your data, you will analyze it according to form, meaning and use, and write a reflective essay about any similarities and differences you discover and how your analysis might inform your teaching. Details about how to collect, analyze, and write about your data will be posted in the Blackboard assignment.

Based on your results, you should write a reflective essay, presenting your analysis along with specific examples. Your reflection should be 3 to 5 pages in length, double spaced, size 12 Time or Times New Roman font with 1-inch margins. It will be submitted via a Blackboard assignment.

**Scoring Rubric for Form, Meaning, & Use of Questions Assignment and Reflection**

|  | <b>Meets/Exceeds Standards<br/>(A) 15-14 points</b>  | <b>Partially Meets Standard<br/>(B) 13-12 points</b>   | <b>Attempts Standard<br/>(C) 11-10 points</b>  |
|--|--|--|--|
| <b>Examples &amp; Quantifications</b>          | Demonstrates that at least 10 data samples were collected from spoken, spontaneous English.  | Demonstrates that at least 8 data samples were collected from spoken, spontaneous English.   | Lacks demonstration that data samples (i.e., fewer than 8 samples) were collected from spoken, spontaneous English.  |
| <b>Discussion of Patterns</b>                  | Discusses at least 3 general patterns relating to how the form of questions relates to their meaning and/or use in context.  | Discusses at least 2 general patterns relating to how the form of questions relates to their meaning and/or use in context.  | Discusses at least 1 general pattern relating to how the form of questions relates to their meaning and/or use in context.   |
| <b>Relation to Course Readings/Discussions</b> | Shows deep reflection and explicitly relates analysis and conclusion to information from class discussions, and/or reading assignments (i.e., with citations and references in APA style). | Shows reflection and relates analysis and conclusion to information from class discussions, and/or reading assignments (i.e., with citations and references in APA style). | Shows little reflection and/or vaguely relates analysis and conclusion to information from class discussions, and/or reading assignments (i.e., with citations and references in APA style). |

2. **Prescriptive v. Descriptive Grammar Assignment and Essay**-15 points  
Due March 28<sup>th</sup>

This assignment will allow you to discover firsthand the difference between descriptive and prescriptive grammar. In addition, you will have the chance to formulate descriptive grammar rules based on prototype theory. Your assignment is to conduct a survey to find out what “rules” adult native speakers of English have for subject-verb agreement and to write a reflective essay about your findings.

You will follow the following procedures:

1. Collect data from at least fifteen (15) adult native speakers of English.
2. Give the Subject-Verb Agreement Survey that will be posted in Blackboard.
3. Do not explain any rules to the people you survey. If they ask, tell them that the rules vary and that you are investigating variations.
4. Tabulate the results of your survey. The tabulation should be typed or scanned and uploaded to Blackboard (i.e., if handwritten). It will not be considered part of your reflective essay.
5. Write a 3-5 page essay that summarizes and explains your results. Try to come up with reasons for why people agreed or disagreed in their answers. In other words, look for patterns and formulate descriptive rules. You should also include a brief description of the people you surveyed (e.g., age group, gender, etc.). Other concepts to think about in your essay will be included in the Blackboard assignment. Your essay should be double spaced, size 12 Time or Times New Roman font with 1-inch margins. It will be submitted via a Blackboard assignment

**Scoring Rubric for Prescriptive v. Descriptive Grammar Assignment and Essay**

|                     | <b>Meets/Exceeds Standards<br/>(A) 15-14 points</b>   | <b>Partially Meets Standard<br/>(B) 13-12 points</b>  | <b>Attempts Standard<br/>(C) 11-10 points</b>  |
|---------------------|---|---|--|
| <b>Organization</b> | Organizes essay well with an introduction that explicitly states the main idea and conclusion. Provides and explains rationale for thematic focus. Supports observations and conclusions with concrete evidence and written examples from data. | Organizes essay with an introduction that generally states the main idea and conclusion. Provides a thematic focus. Supports observations and conclusions with evidence and written examples from data. | Organizes essay with an introduction that does not state the main idea and conclusion. Lacks a thematic focus. Fails to support observations and conclusions with evidence and written examples from data. |

|   |  |  |  |
|---|--|--|--|
| <b>Clarity of Explanations and Descriptions</b> | Provides concise in-depth explanations of data and detailed descriptions of participants. Formulates and explains plausible descriptive grammar rules.                                     | Provides explanations of data and descriptions of participants. Formulates and explains descriptive grammar rules.   | Provides vague explanations of data and/or descriptions of participants. Fails to formulate and/or explain descriptive grammar rules.  |
| <b>Relation to Course Readings/Discussions</b>  | Shows deep reflection and explicitly relates analysis and conclusion to information from class discussions, and/or reading assignments (i.e., with citations and references in APA style). | Shows reflection and relates analysis and conclusion to information from class discussions, and/or reading assignments (i.e., with citations and references in APA style). | Shows little reflection and/or vaguely relates analysis and conclusion to information from class discussions, and/or reading assignments (i.e., with citations and references in APA style). |

### 3. Why Passive? Assignment and Reflection-15 points

Due April 18<sup>th</sup>

This assignment will give you the opportunity to discover firsthand the reasons why writers use the passive voice. Many style manuals state that passive constructions should be avoided in writing. However, writers often disregard this “rule.” Moreover, if the passive voice is “incorrect,” why does the structure of English make it possible? You will need to examine the use of the passive voice and make some hypotheses about why writers choose (i.e., perhaps unconsciously) to use passive voice.

Find 30 to 50 sentences written in the passive voice in two or three different kinds of prose writing (e.g., news stories, fiction, textbooks, editorials, humor, etc.). In your reflection, you should briefly characterize each of the different genres used. Include a list of at least 40 sentences and indicate which type of text each sentence was taken from, and provide complete bibliographic information for each text source. This list should not be considered part of your essay. Details about how to categorize and analyze your sentences will be posted in the Blackboard assignment.

Based on your findings, you should write a reflective essay presenting your analysis along with specific examples. Your reflection should be 3 to 5 pages in length, double spaced, size 12 Time or Times New Roman font with 1-inch margins. It will be submitted via a Blackboard assignment.

**Scoring Rubric for Why Passive? Assignment and Reflection Assignment and Reflection**

|   | <b>Meets/Exceeds Standards<br/>(A) 15-14 points</b>  | <b>Partially Meets Standard<br/>(B) 13-12 points</b>   | <b>Attempts Standard<br/>(C) 11-10 points</b>  |
|---|--|--|--|
| <b>Examples &amp; Quantifications</b>           | Demonstrates that at least 40 sentences were taken from two or three different kinds of prose writing.   | Demonstrates that at least 30 sentences were taken from two or three different kinds of prose writing.   | Lacks demonstration that sentences (i.e., fewer than 30) were taken from two or three different kinds of prose writing.  |
| <b>Clarity of Explanations and Descriptions</b> | Provides concise in-depth explanations and analyses of sentences. Provides plausible hypotheses why writers use the passive voice.   | Provides general explanations and analyses of sentences. Provides hypotheses why writers use the passive voice.  | Provides vague explanations and/or analyses of sentences. Fails to provide hypotheses why writers use the passive voice.   |
| <b>Relation to Course Readings/Discussions</b>  | Shows deep reflection and explicitly relates analysis and conclusion to information from class discussions, and/or reading assignments (i.e., with citations and references in APA style). | Shows reflection and relates analysis and conclusion to information from class discussions, and/or reading assignments (i.e., with citations and references in APA style). | Shows little reflection and/or vaguely relates analysis and conclusion to information from class discussions, and/or reading assignments (i.e., with citations and references in APA style). |

#### 4. Textbook Analysis Project-30 points

Due May 2<sup>nd</sup> (**SUBMIT TO TASKSTREAM**)

The overall purpose of the assignment is to demonstrate your knowledge of English linguistics to analyze a grade-level textbook that is required for use in grades 3-5, 6-8, or 9-12.

You will need to do the following:

1. Spend 3-6 hours in an ESL classroom to observe ELLs learning content area concepts and vocabulary and interview a teacher about textbook challenges.
2. Identify a reading passage in the selected content area textbook and analyze it using the Fry Readability Formula and at least one other readability formula (e.g., Dale-Chall, Flesch Grade Level, Flesch Reading Ease, FOG, SMOG, FORCAST, Powers-Somner-Kearl, and Spache). Apply your knowledge of rhetorical and discourse structures to support and increase ELLs' learning and 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 ELLs. Make sure that you include 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 (i.e., including mechanics) in English.
4. Recommend specific instructional activities to help students meet the linguistic demands in the categories of phonology, morphology, lexicon, 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 ELLs and develop instructional activities that activate prior knowledge and support students' home languages and cultures.
6. Examine textbook bias, stereotyping, and discrimination with respect to gender, socio-economic status, race and ethnicity, etc. and make suggestions so that instruction can be more culturally inclusive of learners from diverse linguistic, cultural, and educational backgrounds.
7. Include references to textbooks and other readings used in this course in order to support the analysis and synthesize the points raised with respect to common grammatical challenges that ELLs face.

You will use the Textbook Analysis Form in the Blackboard assignment to begin your analysis. It will need to be included as part of your paper.

#### Written Report for Textbook Analysis Project

Your written report should be **less than 25 pages** (i.e., not including the pages from the textbook, nor appendices), double spaced, and size 12 Time or Times New Roman font with 1-inch margins. **It will be submitted via TaskStream.**

- A. Title Page**
- B. Introduction and Background**-Provide an introduction to the assignment. Describe the institutional context of the school, general characteristics of the students their native languages, countries of origin, literacy levels, special needs (e.g., gifted and talented-GT or learning disabled-LD) and other pertinent information.
- C. Analysis (three to five examples per category)/Discussion**-Explain why the examples that you selected in the categories of phonology, morphology, lexicon, syntax and discourse pose challenges to the ELLs in terms of SLA and the native languages and cultures of the learners.
- D. Suggestions and Rationale**-Propose teaching strategies and activities for ELLs that will help address the patterns of linguistic difficulty, text structure, and cultural bias. Along you're your, include pedagogical strategies and resources that incorporate community languages and cultures. Make sure that you propose teaching activities that deal with the textbook in the classroom (i.e., not rewriting the textbook itself).
- E. References**-Reference textbooks and other reading used in this course in order to support the analysis. All references must conform to APA specifications. Also, make sure that you include appropriate references for any student resources (e.g., materials, texts, etc.).
- F. Appendices**-Include the Textbook Analysis Form and copies of the passages that you analyzed.

**NOTE: THE TEXTBOOK ANALYSIS PROJECT IS A PERFORMANCE-BASED ASSESSMENT AND MUST BE SUBMITTED TO YOUR ESOL PROGRAM PORTFOLIO ON TASKSTREAM.**

**Scoring Rubric for Textbook Analysis Project**

|   | <b>Meets or Exceeds Standards<br/>(A) 30-27 points</b>  | <b>Partially Meets Standards<br/>(B) 26-24 points</b>   | <b>Attempts Standards<br/>(C) 23-21 points</b>   |
|---|---|---|--|
| <b>Recognition of Language as a System and of Its Components</b>            | Uses the components of language to draft appropriate instructional tasks for teaching ELLs.   | Uses the components of languages to make appropriate recommendations for teaching ELLs.   | Uses the components of language to make recommendations for teaching ELLs, but some of these may be inappropriate or inaccurate.               |
| <b>Analysis of Phonology, Morphology, Syntax, Semantics, and Pragmatics</b> | Accurately and comprehensively analyzes text showing phonological, morphological, syntactic, and pragmatic challenges for teaching ELLs.  | Accurately analyzes text showing phonological, morphological, syntactic, and pragmatic challenges for teaching ELLs, with some omissions and/or errors. | Analyzes text showing phonological, morphological, syntactic, and pragmatic challenges for teaching ELLs, with many omissions or inaccuracies. |
| <b>Knowledge of Rhetorical and Discourse Structures</b>                     | 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 that promote learning. | Accurately identifies rhetorical and discourse structures and makes recommendations to promote learning.  | Identifies rhetorical and discourse structures with some omissions or inaccuracies or makes inappropriate recommendations for learning.        |

|  |   |  |  |
|--|---|--|--|
| <b>Knowledge of the Effects of Racism, Stereotyping, and Discrimination</b>                    | Accurately and comprehensively identifies language of racism, various forms of bias, stereotyping, and/or discrimination and develops instructional activities to promote an inclusive classroom.   | Accurately identifies language of racism, various forms of bias, stereotyping, and/or discrimination in selected text.   | Identifies few or inaccurately identifies language of racism, various forms of bias, stereotyping, and/or discrimination in selected text.   |
| <b>Understanding of the Interrelationship between Language and Culture and Prior Knowledge</b> | Develops instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture.   | Accurately identifies many examples of prior cultural or linguistic knowledge or relationships between language and culture that may be problematic for ELLs.  | Identifies some elements of language that reflect prior cultural knowledge but with some inaccurate interpretations or omissions.  |
| <b>Quality of Writing as a Reflective Practitioner</b>   | 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 may contain minor errors in grammar, spelling, and/or mechanics. Uses APA citations appropriately to refer to assigned course readings. | 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 was learned with respect to linguistic and cultural analysis of text difficulty. Writing may lack clear organization or contain fundamental errors in grammar, spelling, and/or mechanics. Uses APA citations inappropriately to refer to assigned course readings or omits some references. | Describes the target population but omits key information and/or rationale for selected text. Provides some description of what was learned either linguistically or culturally, but not in both areas. Writing lacks clear organization and/or contains serious errors in grammar, spelling, and/or mechanics. Uses few APA citations and/or uses them inappropriately to refer to assigned course readings or omits some references. |

### 5. Class Participation-25 points Ongoing

Regular and active participation is an essential part of your success in this on-line course. The expectation of the instructor is that you will log on a **minimum of three (3) times every week**. It is essential and critical that you view on-line videos, read and reflect on all of the lecture notes and assigned readings as well as the discussion threads.

Due to the nature of this course, the quality and timeliness of your responses and assignments are important. Please keep the following in mind as you participate in this course:

- **Quality:** Your responses should be well-written and spell-checked before posting and/or responding. Clarity and conciseness are essential. Make sure that you support your

statements with reliable sources (e.g., peer-reviewed/refereed journal articles, scholarly books, course texts, etc.).

- **Timeliness:** All assignments must be turned in with in the week that they are due. Please note specific due dates for assignments. You are expected to participate in Blackboard discussions at least twice a week (i.e., on different days of the week). Generally, you post your response during the first part of the week. During the middle/end of the week, you are expected to respond to a classmate's response AND reply to others who have commented on your posting and/or responses. Late assignments will receive a 20% grade reduction for each missed deadline.

### Scoring Rubric for Class Participation

| <b>Meets or Exceeds Standards<br/>(A) 25-23 points</b>   | <b>Partially Meets Standards<br/>(B) 22-20 points</b>   | <b>Attempts Standards<br/>(C) 19-17points</b>   |
|--|---|---|
| Consistently demonstrates strong determination in the pursuit of solutions; monitors his/her level of involvement; develops and uses a number of strategies to keep self on track. | Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.   | Sporadically shows determination in the pursuit of solutions and rarely uses strategies to keep self on track.                            |
| Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.  | Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed. | Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed. |
| Always actively participates; responds frequently to questions/comments; contributes insightful point of view.   | Often actively participates; occasionally responds to questions/comments; occasionally shares point of view                                       | Rarely actively participates; rarely able to respond to questions/comments; rarely shares point of view.                                  |
| Always hands in assignments on time and posts/responds to discussions in a timely manner.  | Most assignments are on time and posts/responds to discussions.   | Assignments handed in after the due date and/or posts/responds to discussions late or not at all.   |
| Always demonstrates commitment through preparation (e.g., readings, research, postings, etc.).   | Generally prepared.   | Generally unprepared.   |