College of Education and Human Development	
Teaching Culturally and Linguistically Diverse and Exceptional Learners	

EDCI 584 SYLLABUS

LINGUISTICS FOR TESOL PROFESSIONALS
3 CREDITS, FALL 2021
ASYNCHRONOUS ONLINE

Instructor: Sujin Kim

Office Hours: By appointment -- Office Hours will be offered by appointment. Please contact your Instructor using the contact methods above to set up an appointment date/time. Office Hours will be accessed virtually through the Office Hours Link on Blackboard (i.e., Blackboard Collaborate). Virtual office hours are held in order to provide opportunities for you to ask one-on-one questions of your Instructor as needed. Office hours can be used to discuss anything related to the course, including assignments and projects. Please review the Blackboard Collaborate support documentation for further information.

Contact: Office: Thompson Hall Room 2604, Fairfax Campus

Email: skim222@gmu.edu

COURSE INFORMATION

PREREQUISITES/COREQUISITES

N/A

UNIVERSITY CATALOG COURSE DESCRIPTION

Examines language as a system, with particular focus on teaching culturally and linguistically diverse students across all levels. Considers teaching implications of phonology, morphology, syntax, semantics, and pragmatics.

COURSE OVERVIEW

This course provides an introduction to language as a system for TESOL professionals in all ESL/EFL/EAL contexts. Among the topics addressed are: English phonology, morphology, lexicon, syntax, pragmatics, semantics, and language ideologies. Candidates will employ a range of pedagogical frameworks, strategies and activities to raise intercultural and critical language awareness and incorporate culturally

and linguistically responsive approaches to the teaching of English to build upon home/heritage languages of students in multilingual, multicultural schools and communities.

COURSE DELIVERY METHOD

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

TECHNICAL REQUIREMENTS

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers and supported operation systems on different devices see:
  - [Browser Support](#)
  - [Tested Devices and Operating Systems](#)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](#)
  - [Windows Media Player](#)
  - [Apple Quick Time Player](#)

EXPECTATIONS

- **Course Week**: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet specific deadlines and due dates listed in the **Course Schedule**. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support**: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

COURSE LEARNER OBJECTIVES

This course is designed to enable the students to do the following:

1. Describe language and its components (phonology, morphology, lexicon, syntax, pragmatics and semantics) and examine implications for teaching ESL/EFL/EAL learners across the lifespan.
2. Use knowledge of linguistics to connect and integrate the teaching of the four language skills (listening, speaking, reading, and writing); and develop a wholesome attitude towards language and second language learners.
3. Compare and contrast languages to analyze linguistic difficulties for ESL/EFL/EAL learners in comprehending written text used in various content-specific areas and to design lesson plans and make instructional recommendations which address student needs and incorporate the heritage languages of students.
4. 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.
5. 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 design lessons which incorporate more inclusive classroom practices to support learners from diverse backgrounds.

6. Make professional, meaningful and engaging presentations to identify and address students' challenges in learning English, using media, and designing hands-on, interactive and experiential activities to foster learning in community.

PROFESSIONAL STANDARDS

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards; TESOL Standards for ESL/EFL Teachers of Adults Framework

Upon completion of this course, students will have met the following professional standards:

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards:

- **Standard 1: Knowledge about Language:** Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.
    - o 1a. Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.
    - o 1b. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.
    - o 1c. Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.
    - o 1d. Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.
- **Standard 2: ELLs in the Sociocultural Context:** Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.
    - o 2a. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.
    - o 2c. Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.
- **Standard 3 Planning and Implementing Instruction:** Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL

outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

- o 3a. Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.
- o 3c. Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.
- o 3e. Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

- **Standard 4 Assessment and Evaluation:** Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.
  - o 4b. Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.

- **Standard 5 Professionalism and Leadership:** Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.
  - o 5c. Candidates practice self-assessment and reflection, make adjustments for self improvement, and plan for continuous professional development in the field of English language learning and teaching

TESOL Standards for ESL/EFL Teachers of Adults Framework:

- **Domain: Planning**
  - o Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.
- **Domain: Instructing**
  - o Standard 2: Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.
- **Domain: Language Proficiency**

- o Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.
- **Domain: Learning**
  - o Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.
- **Domain: Content**
  - o Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language courser is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.
- **Domain: Commitment and Professionalism**
  - o Standard 8: Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities

COURSE MATERIALS

REQUIRED TEXTBOOK

Razfar, A. & Rumenapp, J. C. (2014). *Applying linguistics in the classroom: A sociocultural approach.* Routledge.

Park-Johnson, S., & Shin, S. J. (2020). *Linguistics for language teachers: Lessons for classroom practice*. Routledge.

RECOMMENDED BOOKS:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Celce-Murcia, M. & Larsen-Freeman, D. (2015). *The grammar book: An ESL/EFL teacher'scourse* (3rd Ed.). Heinle ELT Cengage Learning.

Cowan, R. (2008). *The teacher's grammar of English*. Cambridge University Press.

Freeman, D. & Freeman. Y. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar*. Heinemann.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., via. Blackboard).

Assignments	Grade %
Informed Participation *TESOL Standards 5c* *TESOL Adult Standards 8*	49%
Teaching Demonstration *TESOL Standards 1d; 2a; 3a,c,e; 4b* *TESOL Adult Standards 1,2,4,7*	15%
Learner's Language Analysis Case Study Presentation and Paper (PBA) *TESOL Standards 1a,1c,1d; 2a,c; 5c* *TESOL Adult Standards 4,5,6*	36%
Total	100%

OTHER REQUIREMENTS

ATTENDANCE POLICY

Students are expected to participate in **all** learning activities within each weekly module. Not participating in all learning activities within each weekly module will be reflected with a zero for the week and as an absence. **Students with one or more absences will not receive credit for the course**.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and learning activities to do. You are expected to participate in the class discussions and learning activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the course.

FIELD EXPERIENCE

Field experience in settings that serve language learners are important opportunities for connecting learning to real-world experience. All Performance-Based Assessments (PBAs) in this program will require some field experience to apply new knowledge to an educational context. Expect to spend about 15 hours of fieldwork per course. Candidates will be responsible for locating appropriate settings for field experiences.

GRADING

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 university-wide system for grading graduate courses is as follows:

Grade	Course Grades	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements.
A	94-99	4.00	Represents mastery of the subject through effort beyond basic requirements.
A-	90-93	3.67	Represents mastery of the subject through effort beyond basic requirements.
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level.
B	80-84	3.00	Reflects an understanding of and the ability to apply theories and principles at a basic level.
C	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.
F	<70	0.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.

For more details, see the University Catalog.

DETAILED DESCRIPTIONS OF ASSIGNMENTS

Specific details about each of the graded assignments can be found on the course site. Your completed assignments should be submitted via Blackboard.

INFORMED PARTICIPATION

Class participation is evidenced by thoughtful, thorough completion of **all activities** in the Weekly Modules. Your discussion and other work should reflect learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge is important to your understandings, **demonstrating the way that deep engagement with the course content expands your knowledge, disposition, and skills as a reflective practitioner is expected and necessary for earning full participation points**. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their teaching practice in diverse, inclusive classrooms.

TEACHING DEMONSTRATION

Candidates will complete a teaching demonstration that shows implications of linguistics for teaching English phonology, morphology, syntax, or semantics/pragmatics to students at a beginning or intermediate level of English proficiency in Grades PreK-3, 4-6, 7-9, 10-12, or college/adult learners. This assignment helps candidates examine implications of English linguistics to the teaching of English as a second, foreign or additional language for students across lifespan. Refer to the Blackboard site (Major Assignments) for details and rubric for the assignment.

LEARNER'S LANGUAGE ANALYSIS PAPER AND PRESENTATION (PERFORMANCE-BASED ASSESSMENT)

The Learner's Language Analysis (LLA) project is a Performance-Based Assessment (PBA) for EDCI 584. Candidates will conduct an in-depth analysis of one case student's language practices. For this assessment, candidates will use the knowledge of language as a system and culture to analyze the linguistic features of an English learner and a content-area text material to support ESL/EFL/EAL learners' acquisition and use of English for social and academic purposes.

For this case study, candidates are required to work with an English learner in your field site and/or through a personal setting (e.g., tutoring sessions) if a field site is not available in your context. Interview your cooperating teacher/content teacher or students in the field site if available to learn about the student's learning context particularly in learning subject area concepts and vocabulary (e.g., math, science, history, social studies). Your field experience will help you understand the institutional context of the school/educational setting and be able to write a clear description of the language backgrounds of the students in the classroom and countries of origin as well as the challenges that the student faces in literacy achievement, including poverty and interrupted schooling within your field experience site. If you are working in a K-12 class that is not your own, you should talk to the teacher and the parent(s) to obtain information about your case student.

While working with your case student, analyze your student's language practice using your knowledge of language as a system with respect to multiple components of the language system that may cause difficulty for the learner including: phonology, morphology, syntax, semantics, and pragmatics to help your student develop oral, reading, and writing skills in English. Draw from the contrastive analysis you have conducted in each module. You will also choose a content-area text material that the student is learning and/or you are using to teach the student for critical analysis. Identify linguistic and cultural challenges that your student might encounter in comprehending the text.

Based on your analysis, recommend specific instructional activities to help your learner meet the linguistic demands in the categories of phonology, morphology, syntax, and rhetorical and discourse structures in learning English and comprehending the text. Propose teaching strategies and activities for your learner that will help address the patterns of linguistic difficulty, text structure, and cultural bias identified in your analysis.

The paper should be written in narrative form, single-sided, double-spaced, and between 12 to 15 pages in length. Use APA formatting. Further details and the assignment rubric are provided on Blackboard (Major Assignments).

GMU POLICIES

CORE VALUE COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: Core Values.

GMU POLICIES AND RESOURCES FOR STUDENTS

POLICIES
- Students are expected to be familiar with the policies and procedures of the University and the College of Education and Human Development.
- Students must adhere to the guidelines of the Mason Honor Code.
- Students must follow the university policy for Responsible Use of Computing.
- Students are responsible for the content of university communications sent to their Mason 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 email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor.

CAMPUS RESOURCES
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or CEHD's Online Assessment System.
- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students.
- For information on student support resources on campus, see Student Support Resources on Campus.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and

Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website.