

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

EDCI 510-001 CRN 73487: Linguistics for PK-12 ESOL Teachers

3 **Credits**, Spring 2015, Jan 21– May 6

Wednesday, 7:20 – 10:00

Location: Thompson Hall 1017

PROFESSOR:

Name: **Dr. Shelley D. Wong**

Office Hours: Weds 5:30 – 6:45 & Thurs 2:30-4:00 p.m. by appointment

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Advanced Professional Teacher Development & International Education

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George Mason University, Fairfax, VA 22030-4444

COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None.

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.”

C. Expanded Course Description

- In this graduate course we will explore 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. Because of the challenges English Language Learners (ELLs) face in learning English as an additional language, this is a pedagogical grammar course that focuses on major grammatical structures that pose difficulty for ELLs. We will use contrastive analysis and error analysis to discover the major grammatical structures that pose difficulty for ELLs 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.

- 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, we will employ frameworks, strategies and activities to raise intercultural and critical language awareness and incorporate additive approaches to the teaching of English. We will critique and counter deficit models and build upon home heritage languages of students in multilingual, multicultural schools and communities to support academic achievement for students from diverse backgrounds and (dis)Abilities.

D. Required purchases (school supplies)

Index cards, marking pens, scissors, glue

E. Names and telephone numbers of at least two classmates

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;
- 5) 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;

- 6) 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;
- 7) 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 and (dis)Abilities
- 8) Make professional, meaningful and engaging presentations to identify grammar problems and linguistic structures 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 TEXT:

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

RECOMMENDED TEXTS:

Biber, D., Conrad, S., Leech, G. (2010) *Longman student grammar of spoken and written English*. Edinburgh Gate, England: Longman.

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

Bear, D.R. et. al. (2011) *Words their way with English learners: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Pearson.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment descriptions

1) Class participation and homework assignments

This course addresses a subject area that is very complex and class participation and homework will be critical to your success in the course. Effective participation in this class includes reading the chapters and completing assigned exercises from the text; sharing resources and perspectives with each other; participating fully, speaking and listening, in discussions; and providing each other with substantive feedback (e.g., on writing and teaching demonstrations).

2) Midterm and final exams

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

You will be asked to 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.

- **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:

- 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?
- 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?
- 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).
- 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, and grammar books for students) that address your topic in your handout you provide to the class.

4) Textbook analysis project

This assignment has been designed to give each of you the opportunity to practice.

- **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:

- **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 Project*, a Performance Based Assessment (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.
- Identify a reading passage in the selected content area textbook (in Math, Science or 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.
- 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.
- 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.
- 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 languages and cultures.
- Examine textbook bias, stereotyping and discrimination with respect to gender, socio-economic class, race and ethnicity, etc. and make suggestions so that instruction can be

more culturally inclusive of learners from diverse linguistic, cultural and educational backgrounds.

- **Task:**

Review a mathematics, science, or social studies textbook used in a specific grade level. Determine patterns of linguistic difficulty of selected pages from the textbook for students learning English as a second language. For teachers of Grades PreK-3, use story or content texts 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: Textbook Title: Authors/Editors: Publisher & Publication Place & Date: Chapter of Unit or Section and Page Numbers:	Content Area:
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)

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

- Select a mathematics, science, or social studies textbook used in the classroom identified.. From within the chapter of the textbook selected to analyze, identify a short reading passage of approximately 500 words. 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://www.readabilityformulas.com/fry-graph-readability-formula.php> (Fry and others)
 - <http://www.readabilityformulas.com/free-readability-formula-assessment.php>
- 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). Use the Text Analysis Form to begin your analysis, and attach your filled out form to your final paper when you turn it in. Give examples from the pages analyzed of learning challenge in each category (phonology, morphology, lexicon, syntax, discourse).

Always put examples of words, phrases, or sentences from the text in quotations. 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. Scan and attach a copy of the reading passages you selected, showing your notations.
- Propose teaching strategies and activities for ESL students that will help address the patterns of linguistic difficulty, text structure, and cultural bias including sharing pedagogical strategies and resources to incorporate community languages and cultures. Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.
- 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.
- 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 is responsible for submitting 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, gender-bias, 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**

- 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.
- Use APA for citation format and writing style.
- Page Length: 25 pages max (not including the pages from the textbook, nor appendices) , with page numbers inserted into your document, appendices labeled.

- ◆ 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.

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 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

Adapted and updated May 2014 by the faculty of the Division of Advanced Professional Teacher Development and International Education.

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

2. Assignment and examination weighting

Class participation and homework assignments	10 points
Midterm	15 points
Final	25 points
Teaching demonstrations	20 points
Textbook analysis	30 points

3. 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

A	Substantially Exceeds Standard	94 – 97.99	requirements
A-	Exceeds or Meets Standard	90 – 93.99	
B+	Meets Standard	88 – 89.99	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	Partially Meets Standard	83 – 87.99	
C	Attempts Standard	70 – 82.99	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 grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. 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.

4. Other expectations:

In this class we will employ a range of pedagogical strategies to explore and learn about this issue, including full class lectures and demonstrations, small group and peer feedback sessions, field projects, videos, and homework assignments for applying principles discussed in texts and class. We will encounter many troublesome areas of English grammar. Interacting in meaningful ways with other grad students/teachers during each class session is essential for success in this course. For that reason, a dialogic and student-centered (and thus, less teacher-centric) approach will be employed.

- **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.
- **Class Absences:** Please email 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 and Academic Integrity:** All of us share in the responsibility of maintaining George Mason University's commitment to and reputation for strong academic integrity. This is particularly true for us as educators and future educators. 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.
- NOTE: 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.
 - **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. <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>

TASKSTREAM REQUIREMENTS

The Textbook Analysis Project is a required MME performance-based assessment. Posting the Textbook Analysis Project to TaskStream (regardless of whether EDCI 510 is taken as an elective or part of an undergraduate minor) is required by each student as a requirement of this class. 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

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.

- d. 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/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

PROFESSIONAL DISPOSITIONS

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

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/>.

PROPOSED CLASS SCHEDULE:

Week/ Date	Topics & Assigned Readings
1 1/21	<p>Introduction to the role of grammar in ELT Overview of course objectives, texts, & requirements.</p> <p>Pretest</p> <p>Readings: The Grammar Book (GB) Chapter 1 (Required--please read before you come to class.)</p> <p>Self introductions please attach a photo to the self introduction and post to Blackboard under the discussion section: Bring 3 printed copies to the class with a photo of yourself Bring index cards.</p>
2 1/28	<p>What is linguistics? What is grammar? Grammatical terms to know.</p> <p>Readings: GB Chapter 2 Grammatical Metalanguage (Required): Homework: Exercises p. 25-26</p> <p>Bring index cards of grammatical terms and school supplies.</p> <p>Teaching Demonstration: MASS Count Nouns Sign up for Teaching Presentations.</p>
3 2/4	<p>ESOL PRAXIS Mock Exam</p> <p>Textbook Analysis Project: "Do's and don'ts"</p> <p>Readings: Biber, Conrad and Leech Chap. 2 (On Blackboard)</p>

4 2/11	Readings: GB Chapter 3 Lexicon (Required)
5 2/18	Readings: GB Chapter 4: The Copula and Subject Verb Agreement (Required) Read and do homework
6 2/25	Readings: GB Chapter 7 Tense and Aspect (Required) Read and do homework
7 3/4	Readings: GB Chapter 8 Modal Auxiliaries (Required) Read and do homework Midterm
8 3/11	No class (spring break)
9 3/18	Readings: GB Chapter 10 Negation (Required) Read and do homework Midterm discussion Textbook analysis project
10 3/25	Meet in the Field to Work on Textbook Analysis (no class)
11 4/1	Readings: Wong-Fillmore, L. (1993) Learning a language from learners. (available on Blackboard) (Required) Freeman & Freeman (2014) English Phonology (pp. 84-118) in <u>Essential Linguistics</u> (available on Blackboard) (Required)
12	Readings: GB Chapter 15 Articles (Required)

4/8	read and do homework GB Chapter 16 Reference & Possession (optional)
13 4/15	Readings: GB Chapter 20 Adjectives (Required) Read and do homework GB Chapter 25 Adverbials: (Optional)
14 4/22	Readings: GB Chapter 21 Prepositions (Required) read and do homework GB Chapter 27 Conditional Sentences (Optional)
15 4/29	Final project (TEXT ANALYSIS PROJECT) Due Course evaluations. Materials Release Forms. Final Exam Review
16 5/6	Final Exam

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

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	Scores
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 <i>phonology</i> (the sound system), <i>morphology</i> (the structure of words), <i>syntax</i> (phrase and sentence structure), <i>semantics</i> (word/sentence meaning), and <i>pragmatics</i> (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	Does not accurately identify	Identifies rhetorical and discourse	Accurately identifies rhetorical	Applies research on content-specific text structures and	

structures as applied to ESOL learning.	rhetorical or discourse structures or design appropriate instructional activities.	structures with some omissions or inaccuracies or makes inappropriate recommendations for learning.	and discourse structures and makes recommendations to promote learning.	uses a variety of readability formulas to accurately analyze difficulty level of text and design instructional 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 Practitioner	Does not describe the target population, nor provide a rationale for the	Describes the target population, but leaves out key information or omits rationale for selected text.	Describes the target population and provides descriptions of a learner or learners with the	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	

	<p>text selected. Little description of what the author learned linguistically or culturally. Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics. Does not refer to assigned course readings.</p>	<p>Some description of what was learned either linguistically or culturally, but not in both areas. Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics. Uses few citations to assigned course readings.</p>	<p>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 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.</p>	<p>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. Uses citations appropriately to refer to assigned course readings.</p>	
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