George Mason University
College of Education and Human Development
Teaching Culturally, Linguistically Diverse and Exceptional Learners

EDCI 510: DL1—Linguistics for PreK-12 ESOL Teachers
3 Credits, Spring 2021, online
January 25-May 10, 2021, online

Faculty
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Prerequisites/Corequisites
EDRD 515, EDUC 511, EDUC 537

University Catalog Course Description
Examines language as a system, with particular focus on teaching culturally and linguistically
diverse students in grades PreK-12. Considers teaching implications of phonology, morphology,
syntax, semantics, and pragmatics.

**Important Note: For Spring 2021, in-school and/or virtual field experiences with PreK-12
mentor teacher will NOT be required. For COVID 19 procedures in Spring 2021: Students,
please be aware of and follow all policies and procedures for Mason's Safe Return to Campus:
https://www2.gmu.edu/Safe-Return-Campus**

Course Overview
This course is required for students pursuing an initial teacher licensure in English as a Second
Language (ESL/ESOL) education. This graduate course provides an introduction to language as a
system, with a particular focus on teaching English as a second language to students in public
schools, Grades Pre K-12. Among the topics addressed are English phonology, morphology,
lexicon, syntax, pragmatics, and semantics. Using a discourse approach, we will connect the four
language skills (listening, speaking, reading, and writing) in teaching content-specific language
(math, science, and social studies).

In addition, ESOL teacher candidates will be introduced to major grammatical structures that pose
difficulty for English language learners, including verb formation and verb tenses, modals and
auxiliary verbs, phrasal verbs, articles, reference and possession, mass and count nouns,
prepositions, conditionals, and relative clause formation.
Candidates will employ frameworks, strategies, and activities to raise intercultural and critical
language awareness and incorporate additive approaches to the teaching of English to build upon
home heritage languages of students in multilingual, multicultural schools and communities.

Course Delivery Method

This course will be delivered completely online 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 @masonlive.gmu.edu) and email password. The course site will be available by January 23, 2021, 11:59pm ET.

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 a standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/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 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: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

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 **Class Schedule** section of this syllabus. 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 via phone, chat, or video. 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.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
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), and develop a wholesome attitude towards language and second language learners;
3) Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities;
4) Compare and contrast languages to analyze linguistic difficulties for ELs in comprehending written text used in math, science, or social studies and to design lesson plans and 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 design lessons which incorporate more inclusive classroom

practices to support learners from diverse backgrounds;

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

Professional Standards
TESOL Standards, InTASC (Interstate Teacher Assessment and Support Consortium) Standards and CAEP (Council for the Accreditation of Educator Preparation) Standards

Upon completion of this course, students will have met the following TESOL 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.

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.

1b. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

1c. Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

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.

2a. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

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.

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.

3c. Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.

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.

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.

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.

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

EDCI 510 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDCI 510 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #4 Research Based Practice

Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Value #5 Social Justice
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #9 Professional Learning and Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

Required Text

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

Greene, J.W. & Coxhead, A. (2015). *Academic vocabulary for middle school students*. Brooks Publishing.

*Additional readings posted on Blackboard in each Module.

Recommended Texts

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

*Folse, K. *Academic Word Lists: What every ESL teacher should know*. E-Single. Ann Arbor, MI: University of Michigan Press.

Biber, D., Conrad, S., Leech, G. (2002). *Longman student grammar of spoken and written English*. Longman: White Plains, New York.

Carter, R. & McCarthy, M. (2006). *Cambridge grammar of English*. New York, NY: Cambridge University Press.

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

Folse, K. (2016). *Keys to teaching grammar to English language learners* (2nd ed.). Ann Arbor, MI: University of Michigan Press.

*These textbooks are highly recommended. They are included in syllabus readings, but they are not required.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). Assignment details and expectations outlined below. Sample assignments and Rubrics may be found on Blackboard.

Assignments and Examinations

Assignment Description	Weight	Due Date	Standards Addressed
1) Textbook Analysis (PBA)	40%	May 10	TESOL Standards 1a,c, d; 2a, c; 5c
2) Teaching Presentation (Demonstration)	30%	April 15	TESOL Standards 1d; 2a; 3a,c,e; 4b
3) Discussion Board Participation	30%	Thurs./Sun. of each module	TESOL Standards 1, 2c, 3c, 5c

PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT
(Content-Area Text Analysis)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester. Submission to TK20 waived for Spring 2021. PBA will be submitted via Blackboard Assignment Link.

1) Content-Area Materials Analysis (PBA)

The overall purpose of the assignment is to demonstrate your knowledge of language as a system and culture to analyze the linguistic demands of a grade-level textbook that is required for use in grades 3-5, 6-9, or 10-12 and to support ELL's acquisition and use of English for social and academic purposes.

You are strongly encouraged to work with a partner on this assignment. In addition to the criteria below, each person must also submit a separate 2-3 page first-person narrative—a critical analysis reflecting on your contributions to the project and what you learned from collaboration on this project and implications for future teaching.

For the Content-Area Materials Analysis, you should
- Consider a population of ELs learning content area concepts and vocabulary in a classroom. Identify a reading passage (~500 words) in the selected content area materials and analyze it determining readability levels using one or more readability formulas at the links below. Apply your knowledge of rhetorical and discourse structures to support and increase ELs' learning and their comprehension of the text. 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
- 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 ELs.

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 ELs develop oral, reading, and writing skills (i.e., including mechanics) in English. *This assignment is not just a review of the materials, but should be a linguistic analysis (e.g. vocabulary, parts of speech, etc.).*

- Identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to ELs 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 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.

- 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. *Propose teaching strategies and activities* for EL students that will help address the *patterns of linguistic difficulty*, *text structure*, and *cultural bias* identified in the categories listed above. *Remember: Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.*

- 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 Learners.

- Prepare a written report of no more than 25 pages. Your report should follow APA standard formatting (https://owl.english.purdue.edu/owl/resource/560/01/) and include the following sections:
  - Introduction & Background: describe the institutional context of the school, general characteristics of the students and their native languages, countries of origin, literacy levels, special needs (e.g., gifted and talented-GT or learning disabled-LD), etc.;
  - Analysis/Discussion: explain why the examples you selected in the categories of phonology, morphology, lexicon, syntax and discourse pose challenges to the ELs in terms of SLA and the native languages and cultures of the learners;
  - Recommendations: present teaching strategies and activities for ELs that will help address the patterns of linguistic difficulty, text structure, and cultural bias, including those 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).
  - References: 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 ELs face;
  - Appendices: provide copies of the passages that you analyzed.

- Check the Content-Area Materials Analysis Rubric at the end of the syllabus to ensure you have meet all requirements.

- You should submit the Content-Area Materials Analysis via the Assignments link in Blackboard by Monday, May 10.

2) Teaching Presentation (Demonstration)

The overall purpose of this assignment is to demonstrate your understanding of the implications of linguistics for teaching English to students at a beginning or intermediate level of English proficiency in Grades PreK-3, 4-6, 7-9, or 10-12. This assignment helps candidates examine implications of English linguistics to the teaching of English as a second or additional language for students in PreK-12 settings.

The audience for the Teaching Presentation is your colleagues that may not have training in linguistics or pedagogical grammar. Your presentation should be about 15-20 slides and address the following aspects:

1. What is the syllabus topic or linguistic/grammar point(s) you are demonstrating? (Your audience is fellow teachers supporting EL students. You should address the question: What are the most important areas that ESOL teachers need to know about linguistics?)
2. Why is this linguistic topic difficult for ESL/EFL learners? Describe level of challenge, learning difficulty; address the appropriateness of your selected topic for the students you are working with (specify elementary, middle, high school). Provide examples from student writing or contrastive analysis. What are the **implications** for teaching PreK-12 English language learners?
3. How can we **contextualize** the teaching of the particular linguistic topic using grade-level textbooks and/or literature? Demonstrate either (a) a simulation of one or more teaching activities for your topic or (b) a description of one or more teaching activities that address the learning difficulty. Create a presentation/demonstration/video that uses 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, etc.).
4. What are the best resources? Look at the way that various grammar reference books, textbooks, and electronic resources handle the topic. Include an annotated bibliography and critique of at least 3 references (e.g., teacher references, online resources, and grammar books for students) that address your topic in your presentation/demonstration.
- Be sure to check the Teaching Presentation Rubric at the end of the syllabus to ensure you have met all requirements.

Online presentations may be done in a number of ways. Students may upload a PowerPoint with video, use Genially or Nearpod, or Voicethread, Kapture, or some sort of interactive website—a variety of things. You may choose the format in which you would like to present your demonstration.

3) Discussion Board Participation

The overall purpose of the discussion board is to provide a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. The discussion board is our "classroom." Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium.

To participate in the Discussion Board, you should
- complete the assignment readings or other activities (e.g. videos) for the week;
- make at least 3 posts per week
  - by Thursday (11:59 pm ET), post an original response to the Discussion Board Prompt. It is suggested that your original response be 250-350 words;
  - by Sunday (11:59 pm EST), make two posts in response to your colleagues' posts;
- ensure you posts are distributed throughout the discussion period (i.e., not concentrated all on one day at the beginning and/or end of the week);
- use class materials to support the ideas in your response; you may also bring in related prior knowledge to your posts (work experience, prior coursework, readings, etc.);
- avoid responses to your colleagues' posts that are limited to 'I agree' or 'great idea', etc. To express agreement (or disagreement), support your posts with concepts from the readings or by bringing in a related example or experience;
- use proper etiquette (proper language, typing, etc.); avoid using "text" talk (such as "C U," "B4," "cuz," etc.). While the discussion board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style relevant for a graduate course.
- View the Weekly Discussion Board rubric at the end of the syllabus for a comprehensive description of the requirements.

Grading Scale

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	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
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	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<70	0.00	

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

Honor Code & Integrity of Work
Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty

deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. 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 APTDIE office.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

The course is divided into 15 modules, approximately one for each week.

*You may find all readings, assignment descriptions, and other course materials necessary for each week in the Modules folder in Blackboard.

* Always check blackboard announcements and the class folder for each class for any changes or additions. The class folder will be more up to date than the syllabus.

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students.

Module Date	Topics	Readings*	Assignments
Module 1 Jan. 25-31	• Introductions • What is linguistics? • The role of grammar in ELT	• The virtual linguistics campus (video) • *TGB* preface, chpts 1, 36 • *ALIC* chpt 1	-Discussion Board -Find a partner for the Content-Area Materials Analysis
Module 2 Feb. 1-7	• The component parts of language • Grammatical metalanguage • Lexicogrammar	• Habib (n.d.) • *TGB* chpts 2-3	-Discussion Board
Module 3 Feb. 8-14	• Language Acquisition • Copular verbs	• TedEd (video) • Lightbown & Spada (2013) • *TGB* chpt 4 • *ALIC* chpt 2	-Discussion Board -Finalize materials for Content-Area Materials Analysis
Module 4 Feb. 15-21	• Phonology • Tense/Aspect • modals	• Nativlang.com (videos) • *TGB* chpts 7-8 • *ALIC* chpts 3-4	-Discussion Board -Course Check-Up Survey
Module 5 Feb. 22-28	• Morphology/Typology • Academic Vocabulary, intro • Adjectives • Degree	• Delahunty & Garvey (2010) • *AVMS* Intro • Logic of English (video) • The linguistics channel (video) • Goldwasser (video) • *TGB* chpts 20, 34-35 • *ALIC* chpt 6	-Discussion Board
Module 6 Mar. 1-7	• Syntax • Word order	• Heny (2008) • The Trev Tutor (video) • *TGB* chpt 5-6 • *ALIC* chpt 5	-Discussion Board
Module 7 Mar. 8-14	• Academic Vocabulary, cont'd • Negation • Passive	• *AVMS* chpts 1-2 • *TGB* chpts 10, 18	-Discussion Board
Module 8 Mar. 15-21	• Semantics • Articles • Reference/Possession	• Gregory (2000) • Ashton English (video) • Virtual Linguistics Campus (video) • *TGB* chpts 15-16 • *ALIC* chpt 7	-Discussion Board
Module 9 Mar. 22-28	• More Academic Vocabulary • Pragmatics • Quantifiers	• *AVMS* chpt 3-5 • Koike (video) • Frokim, et al (2011) • *TGB* chpts 16-17	-Discussion Board
Module 10	• Interlanguage & Error Analysis	• EAL360 (video)	-Discussion Board

Mar. 29--Apr. 4	• Questions	• Hussein (2013) • Marcy (video) • Points of grammar document • *TGB* chpts 11, 13-14	
Module 11 Apr. 5-11	• Functions of Language • Prepositions • Phrasal Verbs	• *TGB* chpts 21-22 • *ALIC* chpt 11	-Discussion Board
Module 12 Apr. 12-18	• Teaching presentations	• Selected as appropriate to prepare for presentation	-Teaching Presentation -Discussion Board
Module 13 Apr. 19-25	• Conditionals • Relative Clauses	• *TGB* chpt 27-29	-Discussion Board
Module 14 Apr. 26-May 2	• Nonreferential subjects • Focus/emphasis	• *TGB* chpts 23, 30	-Discussion Board - End of Course evaluation
Module 15 May 3-9	• Materials Analysis		-Content Area Materials Analysis

Core Values 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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/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 (see https://ds.gmu.edu).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- **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 information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.

Discussion Board Rubric

Criteria	Proficient	Adequate	Needs Improvement
Contributes Ideas **Informs and Enriches Discussion**	• Student contributes ideas that help to inform and enrich • Content is complete, accurate, and offers new ideas for application through clear evidence of critical thinking • Discussion is well supported with details that explain the student's conclusions and/or references from the module's materials • Postings are characterized by originality and relevance to the topic and encourage further discussion on topic • Posts use standard English grammar with few or no spelling errors **6-7 points**	• Student contributes ideas one would expect, but without originality and insight • Lacking in critical thinking and relevance • Ideas or opinions are not presented with supporting facts or references from course materials • Content generally doesn't invite further discussion or investigation • Grammar or spelling errors may prove distracting **4-5 points**	• Student barely addresses the assigned question in terms of depth or breadth • Minimal evidence of critical thinking • Little to no evidence of engagement with course materials • Grammar and spelling are below expected graduate level **0-3 points**
Involvement and Responsiveness	• Routinely responds to other students (at least two threads) and offers additional insights and considerations that extend the collective understanding • Communication encourages further responses, raises questions or politely offers alternative perspectives **4-5 points**	• Student responds to others and attempts to offer more than "good idea..." but generally repeats what has already been said • Doesn't really add new insights **2-3 points**	• Student responds to others, but interaction is best described as "good idea ..." • Little substance to continue discussion **1 point**
Timeliness	• Original response is posted by Thursday, 11:59pm ET • Follow up responses are posted by Sunday, 11:59pm ET • Responses are posted in a timeframe that encourages discussion (e.g. not all only same day at the same time) **3 points**	• Original response is posted by Tuesday/Friday, noon • Responses are posted by Wednesday/Saturday midnight • Responses are generally posted in a timeframe that encourages discussion **1-2 points**	• Responses are late and/or posted in a timeframe that does not encourage discussion **0 points**

Content Area Materials Analysis Rubric

	Exceeds Standards	Meet Standards	Approaches Standards	Does Not Meet Standards
Linguistic Analysis	**35-34**	**33-28**	**29-24.5**	**24**
	accurately and comprehensively analyzes materials showing phonological, morphological, syntactic, semantic, pragmatic, and discourse structure challenges for teaching ELs; analysis includes students' raciolinguistic and cultural backgrounds; uses a variety of readability formulas	analyzes materials showing phonological, morphological, syntactic, semantic, pragmatic, and discourse structure challenges for teaching ELs; analysis includes students' raciolinguistic and cultural backgrounds; uses a variety of readability formulas; analysis may have gaps or may have minor inaccuracies	analyzes materials for linguistics challenges for teaching ELs but may not do so accurately or may not include one or more linguistics components, may not include raciolinguistic or cultural backgrounds, or not use a variety of readability formulas; analysis has gaps and inaccuracies	does not analyze materials for linguistic challenges for teaching ELs nor includes students' raciolinguistic and cultural backgrounds; does not use readability formulas
Context & Activities	**25-24**	**23-20**	**19-17.5**	**17**
	clearly describes school/classroom context, target population, and activities accurately address these; comprehensively describes instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture	describes school/classroom context, target population, and activities address these; describes instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture; may have gaps or minor inaccuracies	may not describe school/classroom context, target population or activities may not address these; may not describe instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture; context & activities have gaps	does not describe context or appropriate activities
Personal Reflection	**20-19**	**18-16**	**15-14**	**13**
	clearly addresses contributions to the project and what you have learned from the project with implications for future teaching	addresses contributions to the project and what you have learned from the project with implications for future teaching but may have gaps	may not addresses contributions to the project or what you have learned from the project with implications for future teaching	does not addresses contributions or learning
Writing Quality	**20-19**	**18-16**	**15-14**	**13**
	clear writing and organization of paper; relevant readings from the course cited throughout the paper; appropriate in-text citations, reference list, and appendices used (APA); well-organized "sub-sections," with relevant titles and a logical and coherent argument throughout the paper	mostly clear writing and organization of paper; some relevant readings from the course cited throughout the paper; in-text citations, reference list, and appendices used (APA); mostly well-organized "sub-sections," with relevant titles and logical and coherent argument throughout the paper	writing or organization may not be clear in parts; relevant readings from the course may not be cited and APA may not be used	writing is unclear; paper is not organized; no use of citations or APA

Teaching Presentation Rubric

DOMAIN SCORE POINTS	TOPIC	CONTEXTUALIZATION	MATERIALS	REFERENCES
Exceeds Standards 25	Accurately explains topic and difficulty level posed to language learners.	Contextualizes linguistic feature in grade-appropriate reading materials and meets learning needs.	Uses appropriate instructional materials and activities including handouts, hands-on materials, and grouping strategies to teach the topic.	Makes at least 3 appropriate references to assigned and/or outside readings to support topic selection and teaching activities used.
Meets Standards 20-22	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.
Approaches Standards 17.5-19.75	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.
Does not Meet Standards 15-17	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.