

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, Fall 2023
August 21-December 13, 2023, Asynchronous via Blackboard

Faculty

Name: Gena Bennett, PhD
Office Hours: Available by appointment. Feel free to schedule a Zoom meeting anytime.
All correspondence will be returned within 24-36 hours.
Email: gbennet@gmu.edu
Phone: 703-980-5927

Prerequisites/Corequisites

EDUC 511: Child and Adolescent Development in Global Contexts
EDRD 515: Language and Literacy in Global Contexts
EDUC 537: Introduction to Culturally and Linguistically Diverse Learners
With minimum grade of B-

University Catalog Course Description

Examines language as a system, with particular focus on teaching culturally & linguistically diverse students in grades PreK-12. Considers teaching implications of phonology, morphology, syntax, semantics, and pragmatics. Requires 15 hours of PK-12 classroom fieldwork.

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 PreK-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 learners, including verb formation and verb tenses, modals and auxiliary verbs, phrasal verbs, articles, reference and possession, questions, quantification, 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 (Online)

This course will be delivered fully online using an **asynchronous** format via the 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.

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a Module includes reading, participating in Discussion Board, and completing all assignments and/or activities within that timeframe. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

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

As this is a graduate level course through which you should “Master” the content as well as an abbreviated term, you can expect to spend 6-9 hours per module on the course assignments and activities.

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 browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 will 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: <https://get.adobe.com/reader/>
- Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** This course is asynchronous. Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Thursday** and finish on **Wednesday**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor (e.g. announcements), class discussions, and/or access to course materials at least 3-4 times per module.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials (e.g., announcements, readings, videos), 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 section of this syllabus. It is the student’s responsibility to keep track of the module 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 contact 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 ensure accessibility must be registered with George Mason University Disability Services.

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); 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 EBs 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.

2e. Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

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 Texts:

Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The grammar book: Form, meaning, and use for English language teachers* (3rd Ed.). Heinle Cengage Learning.

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

*Additional readings and course materials posted in Blackboard for each Module.

Course Announcements

Course Announcements will be posted 2-3 times per module to convey important information about the course as well as the content for each module. At the beginning of each module (Thursday), be sure to read the Module Announcement; you should watch the module check-in for reminders on Sunday. After the initial discussion board post has been made, be sure to view the Module Wrap Up (Tuesday or Wednesday). These announcements will help you understand what to expect from the week, issues to look out for, as well as ensure you have a solid understanding of the content for the module. ***These announcements are considered "Course Materials;" it is expected you will view them, and you will be held responsible for information contained in them.***

Recommended Texts

*Razfar, A. & Rumennapp, 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.

*This textbook is highly recommended. It is regularly included in syllabus readings.

COURSE PERFORMANCE EVALUATION

Candidates are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA/SLL). Assignment details and expectations outlined below. Sample assignments and Rubrics may be found on Blackboard.

Assignments and Examinations

| <i>Assignment Description</i> | <i>Weight</i> | <i>Due Date</i> | <i>Standards Addressed</i> |
|---|---------------|---|---|
| 1) Content-Area Text [Materials] Analysis (PBA) | 30% | December 11 | TESOL Standards 1a,c,d; 2a,c,e; 5c TESOL Adult Standards 4,5,6 |
| 2) Teaching Presentation | 25% | November 19 (draft)/November 22 (final) | TESOL Standards 1d; 2a; 3a,c,e; 4b TESOL Adult Standards 1,2,4,7 |
| 3) Activity Plans | 25% | October 4 October 25 | TESOL Standards 1a, d; 2c, 3a, c TESOL Adults Standard 1, 5 |
| 4) Discussion Board Participation | 20% | Mon./Thurs. of each module | TESOL Standards 1, 2c, 3c, 5c TESOL Adults Standard 8 |
| 5) Field Experience Record & Evaluation (PBA) | C/IN | December 11 | Requirement for licensure/endorsement |
| Total | 100% | | |

VIA/SLL PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

(Content-Area Text [Materials] Analysis PBA)

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 Field Experience Record and Evaluation Form to VIA/SLL 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 VIA/SLL through Blackboard. Failure to submit the assessment to VIA/SLL (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 VIA/SLL submission, the IN will convert to an F nine weeks into the following semester. The assignment may also need to be submitted through Blackboard Assignments.

Content-Area Text [Materials] Analysis (PBA) & Personal Reflection

The overall purpose of the assignment is to demonstrate your knowledge of language as a system and culture to analyze the linguistic demands of grade-level materials that are required for use in grades PK-2, 3-5, 6-9, or 10-12 and to support EBs' acquisition and use of English for social and academic purposes.

You will work with a partner on this assignment. For the Content-Area Text [Materials] Analysis, you should

- Identify grade level content area materials (e.g. textbook, read-aloud, worksheets) used with English learners (ideally materials from your classroom). The materials should be designed for and used at grade level (e.g. not adapted for learners).
 - The materials must be used in a classroom (you or your partner's);
 - If you and your partner are not in the same school, one of you may be responsible for acquiring the text/materials.
- Make a connection to your fieldwork experience (see details below under the Fieldwork Requirement assignment).

- Demonstrate knowledge of language as a system by analyzing the text/materials with respect to multiple components of the language system that may cause difficulty for EBs. You do not need to analyze a whole textbook or novel, but you should choose a coherent whole from your materials (e.g. a unit, chapter, whole read aloud) of at least 500 words. In your analysis, make sure that you include
 - phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), pragmatics (the effect of context on language) to help EBs develop oral, reading, and writing skills in English;
 - apply your knowledge of rhetorical and discourse structures to support and increase EBs' learning and their comprehension of the text;
 - use a formula or program to analyze the text/materials for readability, level, and/or vocabulary;
 - identify background knowledge that is necessary to comprehend the text and cross-cultural issues that may make the textbook challenging to EBs.
- 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.
- Develop instructional activities which address difficulties identified through your analysis and that activate prior knowledge and support students' home languages and cultures.
 - Recommend specific instructional activities to help students meet the linguistic demands of the materials in the categories of phonology, morphology, lexicon, syntax, semantics, pragmatics, and rhetorical or discourse structures to help students increase their comprehension of the text. *Propose teaching strategies and activities* for EBs that will help address the *patterns of linguistic difficulty, text structure, and cultural bias* identified in the categories listed above **in your materials**. *Remember: Propose teaching activities for dealing with the text/materials in the classroom, not for rewriting the text 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 linguistic trouble spots for English Learners.
- This assignment is not just a review of the materials; it should be a linguistic analysis.
- Prepare a written report of no more than 25 pages including the following sections:
 - Introduction & Background: describe the institutional context of the school, general characteristics of the students and their home languages, countries of origin, literacy levels, special needs (e.g., gifted and talented or learning disabled), etc.;
 - Analysis: explain why the examples you selected in the categories of phonology, morphology, lexicon, syntax, semantics, pragmatics, and discourse pose challenges to the EBs in terms of SLA and students' backgrounds;
 - Recommendations: present teaching strategies and activities for EBs 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 materials in the classroom (i.e., not rewriting the materials).
 - 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 EBs face;
 - Appendices: provide copies of the passages that you analyzed.

- Follow APA standard formatting (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html).

In addition to the criteria above, 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.

Check the Content-Area [Materials] Text Analysis Rubric and the PBA Scoring Sheet at the end of the syllabus (as well as under Assignments in Bb) to ensure you meet all requirements. Sample Assignments are also available on Bb. You should submit the Content-Area [Materials] Text Analysis through VIA/SLL **and** through the Assignments link in Blackboard by December 11, 11:59pm.

Teaching Presentation

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 so that you can share that knowledge with a colleague who may not have an in-depth knowledge of English linguistics or understand working with ELs.

Online presentations may be done in a number of ways. Students may upload a recording of a PowerPoint presentation; use Genially, Nearpod, Voicethread, Kapture, or another interactive website; or a screencast of media and activities—a variety of format are acceptable. You may choose the format for your presentation.

- The audience for the Teaching Presentation are content area colleagues that do not have training in linguistics or pedagogical grammar for working with English learners.
- Your presentation should be about 15-20 slides (or about 20 minutes) and include
 1. the form, meaning, and use of the linguistic/grammar point(s) from the course syllabus that you are discussing;
 2. background on why this topic is difficult for English learners, including perspectives of the level of learner, age, home language, etc.;
 3. examples from student writing or cross-linguistic influence/interlanguage/error analysis of use of the topic;
 4. contextualization of the teaching of the particular topic using grade-level materials, including implications for teaching this topic to English learners;
 5. demonstration of either (a) a simulation of one or more meaningful activities and exercises for the topic or (b) a description of one or more meaningful activities and exercises that address the learning difficulty of the topic; include the use of charts, hands-on materials, realia, multi-media, children or adolescent fiction and non-fiction literature, student- or teacher- produced materials, etc.;
 6. an annotated bibliography of at least 3 resources (e.g., teacher references, online resources, grammar books for students) that specifically address your topic;
 7. references from course materials using APA format.
- Be sure to check the Teaching Presentation Rubric at the end of the syllabus (and under Assignments in Bb) to ensure you meet all requirements. Sample assignments are also available in Bb.
- *You will need to “submit” your Teaching Presentation twice:*

- Once as your weekly discussion board original post for Module 13 on Sunday, November 19; this can be a draft of your presentation, and you may use feedback from your colleagues to improve it before the final submission.
- Your final Teaching Presentation should be submitted in Bb under “Assignments” by Wednesday, November 22.

A great place to start for choosing your Teaching Presentation topic is the various media (infographic, lesson plan, presentation) you created in response to the discussion board prompts. Which topic did you enjoy summarizing? Which media are you most satisfied with? Which could you build on the work you’ve already done to expand to your Teaching Presentation?

Discussion Board Participation

The overall purpose of the discussion board is to help you work through the materials for the module as well as demonstrate what you understand about the topics as well as identify any gaps you may still have. Each prompt in the discussion board will either help you prepare for the Content-Area Materials Analysis (by completing a draft analysis and reporting on it) or prepare you to share what you’ve learned with your mainstream colleagues who work with EBs (by creating shareable media which breaks down the topic), similar to the Teaching Presentation. The prompts may seem repetitive, but they are designed to help you understand and apply what you’re learning in a systematic way. They are also helping you contribute piece by piece to the final projects and allowing you to get feedback on your work and understanding as you go along.

Responses to discussion board prompts should be at least 250-300 words. Each module begins on a Thursday. For most Discussion Boards, you should *begin* posting by Sunday evening (at the latest). This will ensure that there is time to engage in discussion over the remainder of the module. Complete discussion responses by Wednesday night 11:59pm.

To participate in the Discussion Board, you should

- complete the assignment readings or other activities (e.g. videos) for the module;
- make at least 3 posts per module
 - by the **Sunday** (11:59 pm ET), post an original response to the Discussion Board Prompt;
 - by the **Wednesday** (11:59 pm EST), make two posts in response to your colleagues’ posts;
- 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.);
- provide *constructive feedback* to your colleagues’ responses, which will demonstrate your own understanding of course materials by evaluating others’ analysis and/or presentations. To express agreement (or disagreement), support your posts with concepts from the readings or by bringing in a related example or experience;
- ensure your 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 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.

Discussion Boards are graded based on the Discussion Board rubric at the end of the syllabus (also located under Assignments in Bb). The rubric is also embedded into the grading of the forums and is used to calculate your discussion board score. The rubric will always explain the grade you receive. If you receive an 8/10 or 9/10, check the rubric to see why points have been deducted. I will never mark off points without an explanation; the explanation is often in the rubric mark (since the description for each aspect is clearly included in the rubric).

Many students complain about the requirement to post three times per week; I have been assured by the department that I am not the only professor to make this requirement. In addition, this requirement is also crucial to your understanding of course materials, since the concepts in the course need to be revisited time and time again to be understood (almost no one, including myself, ever understands the concepts on their first look). The frequency and repetition principles are crucial to your understanding of the course concepts, and posting multiple times per week is part of the course design that directly addresses these principles. (Note, as well, that you can still receive an A (9/10) by only posting two times per week, so you can decide if you want to post three times in order to receive 10/10.)

Activity Plans

Activity plans are low stakes assignments that provide graded evaluation of content earlier in the course and give more formal practice thinking about working with the topics in the classroom. Activity Plans are not full lesson plans, and they may use any formatting but should include the following:

- important, relevant background knowledge on the form, meaning, and/or use of the topic;
- difficulties the topic may present to English learners according to level, home language, age, etc.;
- description of the student population the activity plan is made for (e.g. 2nd grade, Level 1.5, Spanish speaking);
- 1-2 activities applying effective instructional techniques (e.g. input flooding, consciousness raising, recycling, meaningful iteration, explicit instruction, inductive approach), which specifically address the topic and difficulties for the identified student population.

Activity Plan 1 is due on Blackboard on October 4 and may cover any topic from Modules 4-6; Activity Plan 2 is due on Blackboard on October 25 and may cover any topic from Modules 7-9. Check the Activity Plan Rubric at the end of the syllabus (as well as under Assignments in Bb) to ensure you meet all requirements; sample assignments are also available in Bb.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation

The field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of *15 hours in field experience* for this course. Documentation of your field experience is required as well as an evaluation and signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 15 hours per course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

Your fieldwork experience should be connected to your PBA. A combination of activities would directly connect to the PBA. Fieldwork experience may look something like

- finding out about the overall ELL population at your school and considering how various aspects of what we learn apply as a whole or within particular subgroups (proficiency level, age, home language, country of origin, etc.);
- making observations about the kinds of varied texts/materials that are used with ELs and, considering what we're learning in the course, how these materials may impact EBs;
- asking EL teachers how they approach texts/materials with EBs;
- talking with the EL and other teachers about how they consider linguistic/language demands of materials;
- gathering various materials for consideration for analysis and then making decisions on the specific material to select for the PBA;
- conducting analysis of the materials in light of the above and what we've learned in class;
- if you work directly with ELs, making observations and drawing conclusions about the EL students in your class or school and considering how what we're learning in the course may be applicable to this aspect of their identity;
- (You shouldn't count hours for writing the actual paper/project, though.)

The TCLDEL Field Experience Record and Evaluation Form must be uploaded to VIA/SLL on Blackboard by the end of Module 15 (December 11) The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page (as well as under Assignments in Bb).

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. Check the box indicating “I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.” The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. (Cohort courses have section numbers beginning with “6F,” e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating “I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies)”. The deadline to submit a request for field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. (Cohort courses have section numbers beginning with “6F,” e.g. EDUC 510.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Field Experience Record and Evaluation Assessment

| | Status of Student Work | |
|---|------------------------|------------|
| Field Experience Record demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor evaluation and signature. | Complete | Incomplete |

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

Grading

At George Mason University course work is measured in terms of quantity and quality. In a 15 week semester, a credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout the 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.

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

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. Submitting any text generated by an artificial intelligence (AI) text-generation tool (e.g. ChatGPT) as “the student’s own work.”
3. 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);
4. 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/>
5. You may also not “reuse” fieldwork hours. Each placement must have 15 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 module 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 currently passing the course but 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/>

Course 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 module in the *Modules* folder in Blackboard.

*Always check *Course 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 August 24-30 | <ul style="list-style-type: none"> • Introductions • What is linguistics? • The role of grammar in ELT | <ul style="list-style-type: none"> • The virtual linguistics campus (video) • <i>TGB</i> preface, chpts 1, 36 • <i>ALIC</i> chpt 1 | <ul style="list-style-type: none"> -Post Introduction -Read Announcement -Discussion Board -Find a partner for the Content-Area Materials Analysis -Watch Check-In & Wrap Up |
| Module 2 August 31-September 6 | <ul style="list-style-type: none"> • The component parts of language • Grammatical metalanguage • Lexicogrammar | <ul style="list-style-type: none"> • Habib (n.d.) • <i>TGB</i> chpts 2-3 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up |
| Module 3 September 7-13 | <ul style="list-style-type: none"> • Language Acquisition • Copular verbs | <ul style="list-style-type: none"> • TedEd (video) • Lightbown & Spada (2013) • <i>TGB</i> chpt 4 • <i>ALIC</i> chpt 2 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up -Finalize materials for Content-Area Materials Analysis |
| Module 4 September 14-20 | <ul style="list-style-type: none"> • Phonology • Tense/Aspect • Modals | <ul style="list-style-type: none"> • <i>TGB</i> chpts 7-8 • Nativlang.com (videos) • Herrera & de Jong (2023) • <i>ALIC</i> chpts 3-4 • CrashCourse (video) | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up -M4 Check Up |
| Module 5 September 21-27 | <ul style="list-style-type: none"> • Morphology/Typology • Academic Vocabulary, intro • Adjectives • Degree | <ul style="list-style-type: none"> • Delahunty & Garvey (2010) • <i>AVMSS</i> Intro • Logic of English (video) • The linguistics channel (video) • Scott (video) • CrashCourse (video) • <i>TGB</i> chpts 20, 34-35 • <i>ALIC</i> chpt 6 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up |
| Module 6 September 28-October 4 | <ul style="list-style-type: none"> • Syntax • Word order | <ul style="list-style-type: none"> • Heny (2008) • The Trev Tutor (video) • CrashCourse (video) • <i>TGB</i> chpt 5-6 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up |

| | | | |
|---|--|--|--|
| | | <ul style="list-style-type: none"> • <i>ALIC</i> chpt 5 | -Activity Plan 1 |
| Module 7 October 5-11 | <ul style="list-style-type: none"> • Academic Vocabulary, cont'd • Negation • Passive | <ul style="list-style-type: none"> • <i>AVMS</i> chpts 1-2 • <i>TGB</i> chpts 10, 18 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up |
| Module 8 October 12-18 | <ul style="list-style-type: none"> • Semantics • Articles • Reference/Possession | <ul style="list-style-type: none"> • Gregory (2000) • Ashton English (video) • Virtual Linguistics Campus (video) • <i>TGB</i> chpts 15-16 • <i>ALIC</i> chpt 7 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up |
| Module 9 October 19-25 | <ul style="list-style-type: none"> • More Academic Vocabulary • Pragmatics • Quantifiers | <ul style="list-style-type: none"> • <i>AVMS</i> chpt 3-5 • Koike (video) • Frokim, et al (2011) • CrashCourse (video) • <i>TGB</i> chpts 16-17 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up -Activity Plan 2 |
| Module 10 October 26- November 1 | <ul style="list-style-type: none"> • Interlanguage & Error Analysis • Questions | <ul style="list-style-type: none"> • EAL360 (video) • Hussein (2013) • Marcy (video) • Points of grammar document • <i>TGB</i> chpts 11, 13-14 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up |
| Module 11 November 2-8 | <ul style="list-style-type: none"> • Functions of Language • Prepositions • Phrasal Verbs | <ul style="list-style-type: none"> • <i>TGB</i> chpts 21-22 • <i>ALIC</i> chpt 11 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up |
| Module 12 November 9-15 | <ul style="list-style-type: none"> • Conditionals • Relative Clauses | <ul style="list-style-type: none"> • <i>TGB</i> chpt 27-29 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Check-In & Wrap Up |
| Module 13 November 16-22 | <ul style="list-style-type: none"> • Teaching presentations | <ul style="list-style-type: none"> • Selected as appropriate to prepare for presentation | <ul style="list-style-type: none"> -Read Announcement -Teaching Presentation -Discussion Board -End of Course Evaluation |
| November 23-29 | Thanksgiving Break | | |
| Module 14 November 30- December 6 | <ul style="list-style-type: none"> • Nonreferential subjects • Focus/emphasis | <ul style="list-style-type: none"> • <i>TGB</i> chpts 23, 30 | <ul style="list-style-type: none"> -Read Announcement -Discussion Board -Watch Wrap Up |
| Module 15 December 7-11 | <ul style="list-style-type: none"> • Materials Analysis | | <ul style="list-style-type: none"> -Read Announcement -Content Area Materials Analysis -Fieldwork Log |

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 VIA/SLL should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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 | Excellent (4 points) | Average (3 points) | Needs Improvement (1 point) |
|-------------------------|---|--|--|
| Content Quality | It is very clear that readings/content were deeply understood and incorporated strongly in responses. | The readings/content appear to be satisfactorily understood, and there is adequate incorporation into responses. | It is not evident that readings/content were understood and/or they are not incorporated sufficiently into discussion. |
| Responsiveness | Met (2 points) | Partially Met (1 point) | Not Met (0 points) |
| | At least threads from two colleagues have been responded to in a clearly thoughtful way. | One colleague's thread has been responded to in a clearly thoughtful way. | No responses have been made to colleagues' threads. |
| Timeliness | Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time. | Postings are minimally distributed. (Responses are posted from two time periods). Initial posting is on time. | Postings are not distributed throughout the week (responses are posted at one time) and/or initial posting is late. |
| Response Quality | Met (1 point) | | Not Met (0 points) |
| | Responses provide constructive feedback demonstrating understanding of course materials | | Responses only include "good job" or "I agree" and are not constructive or refer to course materials. |
| Writing Quality | Writing/content is professionally crafted, and sources are properly cited. | Writing/content is not professionally crafted, and sources are not properly cited. | |

Activity Plan Rubric

| | Exceeds Standards | Meet Standards | Approaches Standards | Does Not Meet Standards |
|--------------------------------|---|--|---|---|
| | 9-10 | 8 | 7 | 6 |
| Topic | accurately provides important, relevant background knowledge on the form, meaning, and/or use of the topic, and clearly presents difficulties of the topic for English learners (considering level, home language, age, etc.) | provides background knowledge on the form, meaning, and/or use of the topic, and presents difficulties of the topic for English learners (considering level, age, home language, etc.) | may not present all of the form, meaning, use, and/or difficulties of the topic or may do so with inaccuracies; may not account for level, age, home language, etc. | does not present the topic or does so with inaccuracy |
| Activities | includes one or more meaningful activities that accurately address the form, meaning, use, and/or learning difficulty of the topic and clearly match the student population | includes one activity that addresses the form, meaning, use, and/or learning difficulty of the topic and matches the student population | includes an activity but it may not address the form, meaning, use, and/or learning difficulty of the topic and/or it may not match the student population | does not include an activity for the topic |
| | 5 | 4 | 3 | 2 |
| Student Population | clearly describes the grade, level, home language, and any other relevant background information of students who are the target audience of the activity plan | describes the grade, level, and home language of students who are the target audience of the activity plan | may not provide a complete description of the target audience of the activity plan | does not include an audience for the activity plan |
| Instructional Technique | appropriately and accurately uses an effective instructional technique for grammaring (input flooding, consciousness raising, recycling, meaningful iteration, explicit instruction, inductive approach) | uses an effective instructional technique (input flooding, consciousness raising, recycling, meaningful iteration, explicit instruction, inductive approach) | may use an effective instructional technique but may not do so accurately | does not use an effective instructional technique |

Content Area [Materials] Text Analysis Scoring Sheet (Used in Blackboard)

| | Exceeds Standards | Meet Standards | Approaches Standards | Does Not Meet Standards |
|----------------------------|--|---|--|--|
| Context | 10-9 | 8 | 7 | 6 |
| | clearly describes school context & classroom population, including language backgrounds of the students, countries of origin, challenges faced in literacy achievement, other relevant factors such as poverty & interrupted schooling | provides adequate description of school context & classroom population, including most of the following: language backgrounds, countries of origin, challenges faced in literacy achievement, other relevant factors | provides some details about school context and/or classroom population, but does not provide a whole picture | does not provide relevant information on context or population |
| Linguistic Analysis | 30-27 | 26-24 | 21-23 | 20 |
| | accurately & comprehensively analyzes materials & identifies phonological, morphological, syntactic, semantic, & pragmatic challenges for ELs; thoroughly applies knowledge of rhetorical & discourse structures to support & increase ELs' learning & comprehension of the text; uses a variety of formulas or program to analyze the text/materials for readability, level, and/or vocabulary. | analyzes materials identifying phonological, morphological, syntactic, semantic, and pragmatic challenges for ELs, and applies knowledge of rhetorical and discourse structures to support and increase ELs' learning; uses formula to analyze materials for readability and/or level/vocabulary; 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 apply knowledge of discourse structures to support ELs' learning, or use formulas to analyze materials. | does not analyze materials for linguistic challenges for teaching ELs nor apply rhetorical or discourse structures or analyze materials for readability, level, or vocabulary. |
| Activities | comprehensively describes activities which precisely match context & population to address the patterns of linguistic difficulties identified through the analysis; clearly activate prior knowledge, support students' home languages & cultures, & undoubtedly directly increase students' comprehension of the materials | describes activities which match context & population to address the linguistic difficulties identified through the analysis; activities activate prior knowledge, support students' home languages & cultures, & help increase students' comprehension of the materials | presents activities that somewhat address the linguistic difficulties identified through the analysis but may not match the context and population; activities may not activate prior knowledge, support students' home languages & cultures, or directly increase students' comprehension | activities do not match context & population nor adequately address the linguistic difficulties identified through the analysis; do not activate prior knowledge, support students' home languages & cultures, or increase students' comprehension |
| 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 address contributions or learning |
| Writing Quality | 15-14 | 13-12 | 11-10 | 9 |
| | clear writing and logical and coherent argument throughout the paper; well-organized sections with relevant titles; readings from the course cited throughout the paper with appropriate in-text citations; reference list and appendices properly documented (APA) | mostly clear writing and coherent argument throughout the paper; sections are organized with relevant titles; some readings from the course cited throughout the paper with in-text citations; reference list and appendices properly documented (APA) | writing and argument may not be clear in parts of the paper; not all sections are included or organized; minimal readings from the course cited throughout the paper some form of citations, but reference list and appendices may not be properly documented | writing is unclear; paper is not organized; no use of course materials or citation |

PBA Rubric for EDCI 510 Content Area Text Analysis (Used in VIA/SLL)

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

| | | | | | | |
|---|--|--------|---|---|--|--|
| 4 | Apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning | 2e | Accurately and comprehensively identifies language of racism, various forms of bias, stereotyping, and/or discrimination and develops instructional activities to promote an inclusive classroom. | Accurately identifies language of racism, various forms of bias, stereotyping, and/or discrimination in selected text. | Identifies few or inaccurate examples of language of racism, bias, stereotyping, and/or discrimination in selected text. | Does not identify elements of racism, stereotyping, or discrimination in the selected text. |
| 5 | Apply concepts about the interrelationship between language and culture | 2a, 2c | Develops instructional activities that activate prior knowledge of cultural meanings in language and support students' home language and culture. | Accurately identifies many examples of prior cultural or linguistic knowledge or relationships between language and culture that may be problematic for ELLs. | Identifies some elements of language that reflect prior cultural knowledge but with some inaccurate interpretations or omissions. | Does not identify elements of language that require prior cultural knowledge not familiar to ELLs. |
| 6 | Quality of Writing as a Reflective Practitioner | 5c | Clearly describes the specific population for whom the text is intended within the context of the school and provides a clear rationale for the text selected for analysis with supporting evidence from teachers and or observations of students. Reflects on what was learned from the project linguistically, culturally and discusses pedagogical implications. Writing is well-organized and contains minor errors in grammar, spelling, and mechanics. Uses citations appropriately to refer to assigned course readings. | Describes the target population and provides descriptions of a learner or learners with the text. Provides a rationale for the text selected based on interviewing a professional at the school. Reflects on what 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. | Describes the target population, but leaves out key information or omits rationale for selected text. Some description of what was learned either linguistically or culturally, but not in both areas. Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics. Uses few citations to assigned course readings. | Does not describe the target population, nor provide a rationale for the text selected. Little description of what the author learned linguistically or culturally. Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics. Does not refer to assigned course readings. |

Teaching Presentation Rubric

| | Exceeds Standards | Meet Standards | Approaches Standards | Does Not Meet Standards |
|---|--|---|--|--|
| | 30-27 | 26-24 | 21-23 | 20 |
| Topic | Accurately and thoroughly presents the form, meaning, and use of the topic as well as the difficulties of the topic for English learners considering level, age, home language, etc.; provides accurate and relevant examples from student writing or cross linguistic influence | Presents the form, meaning, use, and difficulties of the topic for English learners considering level, age, home language, etc.; provides examples from student writing or cross linguistic influence | May not present all of the form, meaning, use, and/or difficulties of the topic or may do so with inaccuracies; may not account for level, age, home language, etc. or provide examples | does not present the topic or does so with inaccuracy |
| Activities | contextualizes the teaching of the topic using appropriate and relevant grade-level materials; includes one or more meaningful activities that accurately address the form, meaning, and/or use as well as the learning difficulty of the topic; includes the use of charts, hands-on materials, realia, multi-media, etc. | contextualizes the teaching of the topic in grade-level materials; includes a meaningful activity that addresses the form, meaning, and/or use as well as the learning difficulty of the topic; includes the use of charts, hands-on materials, realia, multi-media, etc. | contextualizes the teaching of the topic but may do so in irrelevant or inappropriate materials; activities may not be meaningful or accurately address the form, meaning, use, and/or learning difficulty of the topic; may or may not include the use of charts, hands-on materials, realia, multi-media, etc. | No activities are included or activities do not contextualize the topic in materials or accurately address the topic |
| | 20-19 | 18-16 | 15-14 | 13 |
| Annotated Bibliography | includes a clear summary, evaluation, and recommendation of at least 3 appropriate and relevant resources that address the topic | includes a summary, evaluation, and recommendation of 3 resources related to the topic | May not provide a summary, evaluation, and/or recommendation of resources; resources may not be relevant to the topic; may not include 3 resources | does not include an annotated bibliography |
| References/ Presentation Quality | presentation is clear, logical, and easy to follow; course materials are cited correctly using APA format | presentation is mostly clear, logical, and easy to follow; course materials are cited but may not correctly use APA format | presentation is mostly unclear; course materials aren't cited | presentation is unclear; course materials aren't used or cited |