EDUC 597 - Section 001  
Special Topics: Linguistics for Teachers  
FALL 2005

Thursdays, 4:30 p.m. – 7:10 p.m.  Robinson Hall B, Room 103

Professor  
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13 years at GMU, Tenured 1998

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Alternate Saturdays, 3:30 – 4:15 p.m., and by appointment

URGENT/Same Day Messages  
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NON-Urgent Messages  
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Course Description  
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: first and second language acquisition processes; English phonology, morphology, and syntax; implications for teaching English language learners the four language skills – listening, speaking, reading, and writing; language learning perspective on phonics; and implications for teaching content-specific language (math, science, social studies). In addition, candidates will be introduced to various grammar points 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.

This course is being piloted for the first time in Fall 2005. It is being proposed as an alternative to LING 520, Descriptive Linguistics. EDUC 597 has two specific purposes: (1) to focus on TEACHING APPLICATIONS in PreK-12 settings in U.S. public schools, and (2) to meet NCATE/TESOL Standards for Teacher Preparation programs.

Revised Sept. 7, 2005
Teachers of English to Speakers of Other Languages (TESOL)
National Council of Accreditation for Teacher Education (NCATE)
Professional Standards for ESL PreK-12 Teacher Licensure

DOMAIN 1: LANGUAGE
Standard 1.a. Describing Language

Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Candidates completing EDUC 597 will be able to:

1. Demonstrate applications of linguistics to teaching and learning with PreK-12 students;

2. Describe language and its components (phonology, morphology, and syntax);

3. Use knowledge of linguistics to teach four language skills (listening, speaking, reading, writing);

4. Anticipate learning difficulties based on students’ native languages;

5. Use knowledge of language as a system to scaffold literacy instruction with content area textbooks (e.g., social studies, math, science) at various grade levels;

6. Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities;

7. Identify errors that will not benefit from correction;

8. Differentiate between social and academic language;

9. Develop contextualized learning activities to assist ESOL students in acquiring English phonology, morphology, syntax, vocabulary; formal and informal varieties of language (pragmatics), writing conventions and orthography, and text structure in writing;
10. Incorporate instructional activities for developing phonemic awareness in reading;

11. Teach discourse varieties and register, including elements of politeness and slang;

12. Teach strategies to help PreK-12 students in U.S. public schools:
   • monitor their own pronunciation and grammar in spoken and written forms;
   • learn new vocabulary;
   • extend and use their native languages to promote proficiency in English;

败taking instructional approaches include: Whole class mini-lectures and
demonstrations, workshops, small group and peer feedback sessions, field
projects, videos, and homework assignments for applying principles discussed in
texts and class. Interacting in meaningful ways with other grad students/teachers
during each class session is essential for success in this course. Student
reports and projects will be evaluated using performance-based, criterion-
referenced scoring rubrics.

败taking GSE Syllabus Statements of Expectations/Behaviors/Attitudes

The Graduate School of Education (GSE) expects that all students abide by the
following principles:

1. Students are expected to exhibit professional behavior and dispositions.
See http://gse.gmu.edu for a listing of these dispositions.

2. Students must follow the guidelines of the University Honor Code. See
http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

3. Students must agree to abide by the university policy for Responsible Use of
Computing. See http://mail.gmu.edu and click on Responsible Use of
Computing at the bottom of the screen.

4. Students with disabilities who seek accommodations in a course must be
registered with the GMU Disability Resource Center (DRC) and inform the
instructor, in writing, at the beginning of the semester. See
www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Inclement Weather/Emergency Policy
In case of snow, hurricanes, other bad weather, or security emergencies, call 993-
1000 or go to www.gmu.edu for information on class cancellations and university
closings.
**Course Requirements***

1. **Teaching Demo** 30%  
   Present on selected syllabus topic  
   (due Weeks 4-14)

2. **Text Analysis** 35%  
   Analyze textbook language for teaching implications  
   (due Week 11)

3. **Teaching Materials** 35%  
   Prepare instructional materials  
   (due Week 15)

*Each of the above requirements must be conducted on a different syllabus topic.*

*You have the option of choosing one of the course requirements to work on as a team with up to 3 class members.*

**DOCTORAL STUDENTS:** *PLEASE SEE ME FOR DOCTORAL LEVEL REQUIREMENTS.*

**Textbooks**  
All books have been ordered through the GMU Bookstore.

**Required Texts**


## Class Schedule
Prepare to discuss the assigned readings during the week in which they appear.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics &amp; Assigned Readings</th>
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<tbody>
<tr>
<td>1 9/1</td>
<td>Overview of course objectives, texts, &amp; requirements. How are languages similar? How are they different? Which language issues are problematic for PreK-12 English language learners in U.S. public schools?</td>
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  *Readings* F & F, Introduction & Ch. 1; GB, Chs. 1-2 |
  *Readings* F & F, Ch. 2; GB, Chs. 3-4 |
  *Readings* F & F, Ch. 3; GB, Chs 7-8 |
  *Readings* F & F, Ch. 4; GB, Ch. 15 |
  *Readings* F & F, Ch. 5; GB, Ch. 16 |
  *Readings* F & F, Ch. 6; GB, Ch. 17 |
  *Readings* F & F, Ch. 7; GB, Ch. 21 |
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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Readings</th>
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<tr>
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<td><strong>Readings</strong> F &amp; F, Ch. 8; GB, Ch. 22</td>
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<td><strong>Readings</strong> F &amp; F, Ch. 9</td>
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**DUE today: TEXT ANALYSIS. TEACHING DEMOS.**  
|      |       | **Readings** GB, Ch. 27                                               |                     |
| 12   | 11/17 | Relative clauses in English grammar. **TEACHING DEMOS.**               | **Readings** GB, Chs. 28-29 |
| 13   | 11/24 | **NO CLASS! Thanksgiving Holiday**                                    |                     |
| 14   | 12/1  | Complementation in English grammar. **TEACHING DEMOS.**               | **Readings** GB, Chs. 31-32 |