

GEORGE MASON UNIVERSITY
College of Education & Human Development
FAST TRAIN PROGRAM
EDCI 510: LINGUISTICS FOR PreK-12 ESOL TEACHERS
May – July 2013

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This course takes place online, at <http://mymasonportal.gmu.edu>, using the Blackboard course software. Participants will receive an e-mail with directions for accessing the course material.

COURSE SYLLABUS

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 PK-12. Among the topics addressed are first and second language acquisition processes; English phonology, morphology, syntax, and discourse; the importance of explicitly teaching English language learners the four language skills -listening, speaking, reading, and writing; and the impact of culture and power on language teaching and learning.

We will identify implications for teaching content-specific language (math, science, social studies) in context. In addition, candidates will review major grammatical structures encountered in standard ESL textbooks and posing difficulty for English language learners, including grammatical metalanguage, lexicon, verb formation and verb tenses, phrase structure, modals and auxiliary verbs, phrasal verbs, articles, mass and count nouns, prepositions, and relative clause formation. Furthermore, we will utilize a standard-based approach to teaching language by reviewing examples of state and national standards.

The course will employ frameworks, repertoires, strategies and activities to raise intercultural awareness and respect of others, including non-European standards and languages. We will also analyze the importance of multilingualism as a resource rather than a problem in education. Thus supporting practitioners to be critical thinkers, creative planners, and effective at providing English language learners access to knowledge and skills for career and college readiness.

Course Delivery

Course allows presentations in a combination of ways in order to meet the needs of all learners and learning styles. Online environment requires self-guided learning. Students are expected to be responsible for own learning and solicit support from peers and instructor as needed. Methods of instruction include:

- online presentations and assignments (weekly learning modules),
- class discussions (all students are actively involved through collaborative discussions by posting statements or asking questions that provoke critical thinking and thoughtful dialogue),
- cooperative learning (small-group structure emphasizing learning from and with others), and
- collaborative learning (heterogeneous groups in an interdisciplinary context).

Course Outcomes

Students completing EDCI 510 will be able to:

1. Demonstrate applications of linguistics to teaching and learning in PK-12 contexts; integrate and connect the four language skills (listening, speaking, reading, and writing) to develop curriculum/instructional experiences that addresses the whole person.
2. Teach strategies to help PK-12 students in U.S. public schools to:
 - extend the forms and functions of language use
 - 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
3. Adopt a multilingual, multicultural orientation to teaching and learning English as an *additional* language; anticipate learning difficulties based on students' native languages; and include home languages into the classroom.
4. Use knowledge of language as a system to scaffold literacy instruction at various grade levels with content area textbooks (e.g., social studies, math, and science); analyze texts critically for their "hidden curriculum" and "selective tradition."
5. Answer ESL students' questions about grammar, to distinguish between errors and mistakes and to know how to address them in a supportive and sensitive manner.
7. Utilize knowledge of English phonology, morphology, syntax, and discourse to develop meaningful contextualized learning activities for ESL students.
8. Analyze pedagogical implications of discourse variety and register including English as an International Language and African American Vernacular English, discourse varieties and register, including elements of politeness and slang.

Relationship to Program Goals and Professional Standards

Objectives and activities for this course will help teachers meet or exceed standards established by the Teachers of English to Speakers of Other Languages (TESOL) as well as, the National Council for Accreditation of Teacher Education (NCATE)* and the State of Virginia Standards of Learning for English Proficiency and English Standards of Learning.

INTASC	NTES-T	TESOL	Core Values
Standard #1 Learner Development	Standard #1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences	Domain 1 – Language. 1a. Describing Language.	Value # 1 Collaboration
Standard #2 Learning Differences	Standard #2 Design and Develop Digital Age Learning Experiences and Assessments	Standard 2: Culture as it Effects Student Learning	Value #4 Research Based Practice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	Domain 3 – Planning, Implementing and Managing Instruction. 3a. Planning for Standards-Based ESL and Content Instruction. 3b. Managing and Implementing Standards-Based ESL and Content Instruction 3c. Using Resources Effectively in ESL and Content Instruction.	Value #5 Social Justice
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	Domain 4 – Assessment. 4a. Issues of Assessment for ESL. 4b. Language Proficiency Assessment. 4c. Classroom-Based	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	Domain 5 – Professionalism. Standard 5a: ESL Research and History	
Standard #9 Professional Learning and Ethical Practice			
http://www.ccsso.org/intasc	http://www.iste.org/standards	www.tesol.org	http://cehd.gmu.edu/values/

Course Texts

Required:

Luria, H. & Seymour, D. M. & Smoke, T. (2006). *Language and Linguistics in Context*. Mahwah, NJ: Lawrence Erlbaum Associates.

Celce-Murcia, M. & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teachers Course*. 2nd edition. Rowley, MA: Newbury House.

Recommended:

Freeman, D. & Freeman, Y. (2004). *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*. Heinemann, NH

Additional Readings: reviewing of additional resources that support the goals of the course as assigned by instructor

COURSE REQUIREMENTS, ASSIGNMENTS and GRADING

Performance Based Assessment (PBA) Requirements: All FAST TRAIN licensure courses have required PBAs. The required PBAs for this course are: the **Field Experience Log** and **Evaluation Forms**, and the Text Analysis. These PBAs must be posted to TaskStream where they will be reviewed and graded. Text analysis project [See FAST TRAIN Resources website at: http://fasttrain.gmu.edu/resources/taking_courses].

EDCI 510 will meet on-line at <https://mymasonportal.gmu.edu>, weekly. As a community of online learners, it is incumbent upon each of us to participate regularly and to complete weekly assignments. Students will also be expected to complete collaborative group projects and to undertake self-guided learning.

The success of an online class is based largely on engagement and interaction among participants and collaborative learning. We are all teachers and we are all learners in this class. That means we all have a responsibility to share our perspectives and ask difficult questions, not just to demonstrate that we are participating, but also to contribute to our colleagues' learning process.

Assignment	Value	Description	Due date
1. Class participation	20 points	Complete readings, participate in online discussions, including responding to all questions and interacting with peers. Must be of Quality , Consistent, and Timely	Ongoing
2. Presentation on course readings	20 points	Lead activities on weekly readings and prepare a summary handout from <i>Language and Linguistics in Context</i> . Must be of Quality , Thorough, and Timely	Sign up for reading/week of choice by May 30

3. Selected chapter in the Grammar Book—presentation on reading and teaching presentation	20 points	Presentation on weekly reading from <i>the Grammar Book</i> , followed by a detailed virtual teaching presentation on a topic covered in the Grammar Book that also utilizes web-based resources in PK-12 content-based curriculum. Must be of Quality, Thorough, and Timely	Sign up for chapter/week of choice by May 30
4. Midterm reflection	20 points	Paper	June30
5. Text analysis project <i>(Required Performance Based Assessment)</i>	20 points	Analysis of a mathematics, science, or social studies textbook or historical fiction used in a specific grade level to determine linguistic demands for students learning English as a second language. Must be submitted to your TASK STREAM account.	July 26
6. Field Experience <i>(Required for state licensure)</i>	Failure to turn in Fieldwork Logs and Evaluation Forms will result in an F in the course.	Completion of 20 hours of fieldwork in an ESL classroom. Typically this work is associated with your Performance Based Assessment. Your fieldwork log and fieldwork evaluation form must be signed and dated by your cooperating teacher and/or supervisor. Must be submitted to your TASK STREAM account.	July 26

You can find detailed guidelines and scoring rubrics for each assignment below.

GRADING

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	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*	<69	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

For more information see: <http://ijju.gmu.edu/catalog/apolicies/gradstandards.html>

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 the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of 'IN' is changed by the registrar to an 'F'. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

ESL Students & The Professional Development Portfolio and Elementary Students and The Anthology:

The Professional Development Portfolio and the Anthology is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. As a performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching and learning process.

TASKSTREAM REQUIREMENTS

Every student registered for any Curriculum and instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All assignments are due on the date indicated in the syllabus. ***Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date. Late assignments will not be accepted*** unless there is a prior arrangement made between the student and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot be used for a grade in a different course, even they have been revised. It's unethical.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. **All communication from the university, college, school, and program will be sent to students solely through their Mason email account.**
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu>].

ABSENCES

FAST TRAIN students are expected to attend **all** class periods for face to face courses and participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of an absence or non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

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 FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

PLAGIARISM

Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA (6th edition) citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See <http://cehd.gmu.edu/values>].

The Professional Development Portfolio

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

College of Education and Human Development Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason e-mail account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

~ May 2013 ~

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Week 1: May 16 to May 22

Assignment Due: Week One Learning Module

- **Introductions** -Please add your introduction to Class Introduction Wiki
- **Course overview** - Review syllabus and other documents on Blackboard (note due dates)
- **Introduction to processing and facilitating of class texts** (see below - due May 10)
- **Getting Started: Standards and Language** (see below)
- **Think about plans to collect writing samples and texts needed for assignments prior to end of school year.** Samples and texts can be collected from own classroom, school, or colleagues.
- **Participate in Blackboard discourse** (see texts below)

LLC: Unit I

Introduction *Trudy Smoke*

GB: Chapters 1, 36

Introduction and Conclusion

- Sign up for reading/week of choice by **May 30** for presentation on course readings - LLiC
- Sign up for reading/week of choice by **May 30** selected chapter in the Grammar Book— presentation on reading and teaching presentation –**Sign-up - Blackboard wiki**
- **Videos: Getting Started: Understanding Standards that impact instruction for ELLS**
- ✓ **CCSS** <http://www.youtube.com/watch?v=g5ktLyHDjL4>
- ✓ **WIDA:** <http://www.wida.us/standards/eld.aspx> -- read Section 1 -- pages 3-7 (document is **Free** download and save as reference for future use)

~ May 2013 ~						
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Week 2: May 23 to May 29

Assignment Due: Week Two Learning Module

Linguistic effects of code switching

Literacy, multiculturalism, and language varieties

LLC: Chapter 5, 6

- Hablamos Spanish and English *Ana Celia Zentella*
- Let's Flip the Script: An African-American Discourse on Language, Literature, and Learning *Gilyard*

GB:

- Introduction to key theory and application concepts of grammar.
- Sign up for week of choice by **May. 30** for presentation

Part 2

Power and discourse in a culturally diverse classroom

Relationships between language and societal markers

LLC: Chapter 9

- Language and Shame *Meena Alexander*

GB: Chapter 2

- Grammatical Metalanguage

Assignment Due: Week Three Learning Module

Synthesis of End of May Learnings (see Assignment tab Blackboard)

~ June 2013 ~

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Week 3: May 30 to June 5

Assignment Due: Week Three Learning Module

Challenge of linguistics and language to recognize the relationship between language and power

LLC: Chapters 10, 11

- Unfinished Knowledge: The Story of Barbara *Ryuko Kubota*
- Sociolinguistics and Power *Alastair Pennycook*

GB: Chapter 3

- The Lexicon: individual word, compound and co-occurrence and multiword phrases

Part 2

Assignment Due: Week Three Learning Module

Overview of how languages change over time from language contact

Comparison of teenage Ebonics speech in the United States with Bombay Bazaar English speech in India

LLC: Chapters 15, 16

- People and Language *Kate Parry*
- Queen's English *Homi K. Bhabha*

GB: Chapter 4

- The Copula and Subject-Verb Agreement.

Week 4: June 6 to June 12

Assignment Due: Week Four Learning Module

Challenges facing African writers when considering writing in English

Empirical data of gender influences on language change in the 70's and 80's

LLC: Chapters 18,21

- The African Writer and the English Language *Chinua Achebe*
- Gender Issues in Language Change *Deborah Cameron*

GB: Chapter 5

- Introduction to Phrase Structure

Part 2:

History of literacy; oral vs. written, theory and content curriculum

LLC: Chapter 23

- Definitions of Literacy and Their Consequences *Michael Newman*

GB: Chapter 6

- More Phrase Structure Rules

~ June 2013 ~

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Week 5: June 13 - June 19

Assignment Due: Week Five Learning Module

Discourse and identity

LLC: Chapter 24

- What Is Literacy? *James Paul Gee*

GB: Chapter 7

- The Tense and Aspect System

Part 2

Teacher responsibility to teach dominant discourse

LLC: Chapter 25

- The Politics of Teaching Literate Discourse *Lisa D. Delpit*

GB: Chapter 8

- Modal Auxiliaries and Related Phrasal Forms

Week 6: June 20 to June 26

Assignment Due: Week Six Learning Module

- Midterm reflection **see Assignment tab Blackboard for template and guide**
- **Synthesis of End of June Learnings (see Assignment tab Blackboard)**

~ July 2013 ~

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Week 7: June 27 to July 3

Assignment Due: Week Seven Learning Module

Theories and research concerning out-of-school literacy

LLC: Chapter 26

- Literacy and Learning Out of School: A Review of Theory and Research *Glynda Hull and Katherine Schultz*

GB: Chapter 15

- Articles

Part 2:

Presentation of critical theory through an examination of the multilingual writer and the connection to the wider social and political world

LLC: Chapter 27

- Understanding Critical Writing *A. Suresh Canagarajah*

GB: Chapter 21

- Prepositions

Week 8: July 5 to July 10

Assignment Due: Week Eight Learning Module

Critical perspective of literacy for bilingual and multilingual students; reflection of language and cultural differences on social and political power

LLC: Chapter 28

- Language, Literacy, and Culture: Intersections and Implications *Sonia Nieto*

GB: Chapter 22

- Phrasal Verbs

Part 2:

Complicated nature of gendered access to educational programs

LLC: Chapter 31

- Women and Empowerment Through Literacy *Malini Ghose*

GB: Chapter 28

- Introduction to Relative Clauses

~ July 2013 ~

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Week 9 July 11 to July 17

Assignment Due: Week Nine Learning Module

Robert Ku's individual narrative and how the individual narrative is representative of larger social issues

LLC: Chapter 32

Confessions of an English Professor: Globalization and the Anxiety of the (Standard) English Practice *Robert Ji-Song Ku*

Synthesis of End of July Learnings (see Assignment tab Blackboard)

Week 10: July 18 to July 26

Assignment Due: Week Ten Learning Module

Course wrap-up

Project: Linguistic Text Analysis

Please use template and guide provide for you - Assignment tab Blackboard

Fieldwork: Field Experience

Log and Evaluation Forms

Linguistic Text Analysis and Field Experience Must be submitted to your TASK STREAM account

Questions about TaskStream:

Mary Hawkins

Fieldwork Coordinator for FAST TRAIN Programs

Ph: 1-703-993-2888 Fax: 1-703-993-5771

VIDEO: Perspectives On Language and US

<p>Video 1 Patricia Kuhl</p>	<p style="text-align: center;"><u>The Linguistic Genius of Babies</u> (click on title above)</p>	<p>Patricia Kuhl shares astonishing findings about how babies learn one language over another — by listening to the humans around them and "taking statistics" on the sounds they need to know. Clever lab experiments (and brain scans) show how 6-month-old babies use sophisticated reasoning to understand their world.</p>
<p>Video 2 Jay Walker</p>	<p style="text-align: center;"><u>On the World's English Mania</u> (click on title above)</p>	<p>Jay Walker explains why two billion people around the world are trying to learn English. He shares photos and spine-tingling audio of Chinese students rehearsing English — "the world's second language" — by the thousands.</p>
<p>Video 3 Patricia Ryan</p>	<p style="text-align: center;"><u>Don't Insist on English</u> (click on title above)</p>	<p>In her talk, longtime English teacher Patricia Ryan asks a provocative question: Is the world's focus on English preventing the spread of great ideas in other languages? (For instance: what if Einstein had to pass the TOEFL?) It's a passionate defense of translating and sharing ideas</p>
<p>Video 4 Mark Pagel</p>	<p style="text-align: center;"><u>How Language Transformed Humanity</u> (click on title above)</p>	<p>Biologist Mark Pagel shares an intriguing theory about why humans evolved our complex system of language. He suggests that language is a piece of "social technology" that allowed early human tribes to access a powerful new tool: cooperation.</p>
<p>Video 5 Chimamanda Adichie</p>	<p style="text-align: center;"><u>The Danger of a Single Story</u> (click on title above)</p>	<p>Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice — and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.</p>
<p>Video 6 Deb Roy</p>	<p style="text-align: center;"><u>The Birth of a Word</u> (click on title above)</p>	<p>MIT researcher Deb Roy wanted to understand how his infant son learned language — so he wired up his house with video cameras to catch every moment (with exceptions) of his son's life, then parsed 90,000 hours of home video to watch "gaaaa" slowly turn into "water." This astonishing, data-rich research has deep implications for how we learn.</p>
<p>Video 7 Steven Pinker</p>	<p style="text-align: center;"><u>What Our Language Habits Reveal</u> (click on title above)</p>	<p>In an exclusive preview of his book <i>The Stuff of Thought</i>, Steven Pinker looks at language and how it expresses what goes on in our minds -- and how the words we choose communicate much more than we realize.</p>

ASSIGNMENTS AND RUBRICS SUMMARY

Please see the individual Assignment and Rubric document for each assignment

I. Class Participation Guidelines

This assignment requires regular contributions to online class modules, including responding to all questions thoroughly and completely, extending topical discussion through integration of topics, readings, and experience, and challenging and leading colleagues to new understandings. This includes completion all of the assigned course readings and referencing them in weekly assignments and integrating them with teaching experience or teaching intention. Please note that I monitor the Grammar and the LLiC discussion boards but I typically refrain from commenting on those until later in the week/early the following week, to give the discussion leaders a chance to moderate the discussion board. **Please see the individual Assignment and Rubric document for Class Participation Guidelines.**

II. Presentation of LLiC Course Readings and Discussion Board (20 points)

The purpose of this assignment is to develop and present materials in the role of the teacher by summarizing relevant information from course textbook Language and Linguistics in Context (LLiC). Participants will take responsibility for discussion board on a reading by providing further points for discussion and by monitoring relevant discussion points. You will be presenting on the week that the class is covering the reading you chose. You are expected to upload your summary and questions on Blackboard by the due date (Course Content for you and be the article expert by taking the lead on discussion boards for your article regularly throughout your week. **Please see the individual Assignment and Rubric document for Presentation of LLiC Course Readings and Discussion Board**

III. Lesson Demonstration on a Chapter from The Grammar Book (20 Points)

The purpose of this assignment is to apply theoretical and explicit grammar knowledge obtained from TGB to practical teaching situations in PK-12 environments. It is required that class participants select readings in The Grammar Book and apply them to a classroom setting by completing a lesson demonstration and an accompanying written report. You will present during the week that you chose and the grammatical topic is covered in the text. Demonstration can be a PowerPoint presentation, a Blog, a Wiki or a Word document. **Please see the individual Assignment and Rubric document for Lesson Demonstration on a Chapter from The Grammar Book**

IV. Midterm Reflection (20 Points)

The Purpose of this assignment is to challenge class participants to take the role of teacher by grading and analyzing errors on model student assignments. Participants will do so by integrating knowledge learned explicitly and applying this knowledge to a real-life teaching situation to better prepare teachers for the classroom. Finally, they will reflect on how this

knowledge will contribute to engaging instruction. **Please see the individual Assignment and Rubric document for Midterm Reflection**

V. Linguistic Text Analysis Project (20 points)

This assignment is a required Performance-Based Assessment. This assessment, you will require you to use your knowledge of language as a system to analyze the linguistic demands of two grade level texts to support ELL's acquisition and use of English for social and academic purposes. You will then create a plan for using these materials with your ELLs that sequences, adapts, translates, scaffolds, or otherwise modifies the materials so that they are culturally, developmentally, and linguistically appropriate for the student population you've described. Once done you will, present your findings and recommendations to another individual; evaluate your analysis, plan, and actions; provide critical reflection and implications for future teaching and write a paper addressing this process. **Please see the individual Assignment and Rubric document for Linguistic Text Analysis Project**

Note that All PBA assignments must be submitted to your TASK STREAM account. Failure to submit your PBA to TASK STREAM will make you ineligible to register for further courses and your grades will be held.

VI. Fieldwork Logs and Evaluation (Required for state licensure)

The purpose of this assignment is to provide hands-on ESL classroom experience and the opportunity to apply knowledge of linguistics in working with English language learners. All participants must complete a minimum of 20 hours of fieldwork in this course. At the conclusion of the class, students are required to turn in the Fieldwork Log, Fieldwork Evaluation Form or required Teaching Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor. **Please see the individual Assignment and Rubric document for Fieldwork Logs and Evaluation.**

Note the deadline for posting the PBA, Fieldwork Log, and Fieldwork Evaluation form to TaskStream and for completing the required fieldwork document in this course is May 8th Failure to submit this work to the instructor (via TaskStream) by this deadline will result an "F" for the course.

General Resources:

APA (American Psychological Association)

<http://owl.english.purdue.edu/owl/resource/560/01/>

For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing

Common Core

For e information about the Common Core State Standards language progression skills by grade

<http://www.corestandards.org/ELA-Literacy/L/language-progressive-skills>