

TRED 256.SE:
Linguistic Applications in English as a Second Language (3 graduate credits)

Summer Session II, 2003
Tu/Th 6:00 to 9:00 pm
July 8 to August 14
George Washington University
Graduate Education Center
One Virginia Square
Arlington, VA

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between 8:00 am and 10:00 pm only

Catalog Course Description:

A study of the science of language (phonology, morphology, syntax, semantics) and how its different branches (descriptive, social, applied, etc.) may be used for ESL teacher training, classroom instruction, material development, evaluation, research, and policy development.

Official Program Description:

Today's secondary classroom teachers need to prepare themselves and their students for the challenges of the future. These teachers encourage academic excellence, foster creativity, guide student development, and help students apply classroom knowledge to enrich their lives. In addition, they must have the ability to teach multicultural and multilingual students effectively while valuing cultural diversity.

The George Washington University's Master's program in Secondary Education prepares you to meet these demands by providing graduate level experience through which you develop the skills and acquire the concepts essential for effective teaching.

The George Washington University's (GW) Graduate School of Education and Human Development (GSEHD) is a nationally recognized leader in preparing students for careers in teaching. In the Department of Teacher Preparation and Special Education (DTPSE), graduate students obtain a Master of Education (M.Ed.) degree, which includes licensure requirements for teaching English, mathematics, science, social studies, art, Special Education, English as a Second Language, and/or foreign languages in secondary classrooms.

Secondary school teaching is socially significant, intellectually serious work for resourceful, intelligent, and caring professionals. Secondary Education graduate students become part of a diverse community of scholars and teachers dedicated to the improvement of teaching and learning in public

schools. The Secondary Education program consists of a comprehensive and innovative series of experiences designed to develop the skills and concepts essential for effective teaching. The program stresses an integrated university-public school approach to the preparation of future teachers, underscoring GW's commitment to teaching in a collaborative social context. Students entering the Secondary Education program are well-educated content specialists. As graduates of the program, they become:

- **Competent Scholars** who are well-informed in their content area and in the education field who effectively translate theory into practice.
- **Reflective Practitioners** who consistently combine clinical experience with their developing knowledge base to improve as teachers.
- **Effective and Concerned Teachers** who model exemplary practice, demonstrating sensitivity to and respect for diverse characteristics and perspectives of secondary students as learners.
- **Emerging Leaders** who actively continue learning in their content area and in education and seek opportunities to assume professional responsibility.
- **Collaborative Partners** who successfully demonstrate interpersonal skills and establish collegial relationships within schools and other professional settings.
- **Informed Advocates** who work effectively with colleagues and institutions to make positive change in schools and to contribute to school reform efforts.

Course Purpose

The purpose of this course is to give you a grounding in concepts and terminology that will allow you to apply knowledge and approaches derived from the field of linguistics to your own teaching of ESL. This will enrich your understanding of your students' ESL acquisition and learning processes. As you become familiar with these concepts, you will become a more informed “consumer” of teaching materials and research reports. You will also be better positioned to make solid contributions to your field.

The course is intended to serve the four bridging concepts that form the core of the human development mission of George Washington University's Graduate School of Education and Human Development — that is, to foster *scholarship and research, educational leadership, reflective practice, and community service*.

Course Objectives

By the end of this course you will have demonstrated your understanding of concepts from linguistics and their applications to ESL teaching and learning through participation in class discussions, completion of problem sets, completion

of a series of mini research projects, and completion of a final exam. During the course you will demonstrate your ability to work alone and with your colleagues. You will encounter interesting questions and problems that you will attempt to address through further study, research, and teaching experience.

Required Text

Fromkin, V., & Rodman, R. (most recent edition). *An introduction to language*. Fort Worth, TX: Harcourt Brace College Publishers.

Other materials as supplied or recommended by the instructor.

Course Requirements

Because the summer session is so intense, it is important that you attend every class session and participate fully. If you need to miss a session, please make arrangements with the instructor so that you do not fall behind.

You must complete the assigned problem sets and mini research projects by the due dates set by the instructor. You must also complete a final exam.

Permission for late submission of any work must be obtained from the instructor before the due date.

Departmental Grading Criteria

A	93 to 100%	4.0
A-	90 to 92%	3.7
B+	87 to 89%	3.3
B	83 to 86%	3.0
B-	80 to 82%	2.7
C+	77 to 79%	2.3
C	73 to 76%	2.0
C-	70 to 72%	1.7
F	below 70%	0.0

For this course, the following weightings will apply:

Problem sets	15%	
Mini research projects (4)	50%	(12.5% each)
Final exam	20%	
Attendance and participation	15%	

Course Sessions and Assignments

<i>Week</i>	<i>Tuesday</i>	<i>Thursday</i>
1	<p>July 8: Course Introduction What is Language? Grammar assessment</p> <p>Before class: ---</p>	<p>July 10: Morphology</p> <p>Before class: Read F&R Chapters 1 and 2. Complete Chapter 2 problem set ("Exercises").</p>
2	<p>July 15: Syntax</p> <p>Before class: Read F&R Chapter 3. Complete Chapter 3 problem set.</p>	<p>July 17: Semantics</p> <p>Before class: Read F&R Chapter 4, through "When rules are broken". Complete Chapter 4 problem set TBA.</p>
3	<p>July 22: Pragmatics</p> <p>Before class: Read F&R Chapter 4, after "When rules are broken". Complete Chapter 4 problem set TBA.</p> <p>Mini-research project #1 due.</p>	<p>July 24: Phonetics</p> <p>Before class: Read F&R Chapter 5. Complete Chapter 5 problem set.</p>
4	<p>July 29: Phonology</p> <p>Before class: Read F&R Chapter 6. Complete Chapter 6 problem set.</p> <p>Mini-research project #2 due.</p>	<p>July 31: Language in Society</p> <p>Before class: Read F&R Chapter 7. Complete Chapter 7 problem set.</p>
5	<p>August 5: Language Acquisition</p> <p>Before class: Read F&R Chapter 10. Complete Chapter 10 problem set.</p> <p>Mini-research project #3 due.</p>	<p>August 7: Writing (and Literacy)</p> <p>Before class: Read F&R Chapter 9. Complete Chapter 9 problem set.</p>
6	<p>August 12: Topic TBA</p> <p>We will determine together what topics are most relevant to the class. Assignments will follow.</p> <p>Mini-research project #4 due.</p>	<p>August 14: Topic TBA</p> <p>PLUS Final Exam (1.5 hours)</p>