Academic Language in Dual Language Settings
BED 5339 [35759] / RED 5353 [35761]
SUMMER 2020  June 8-July 31

Faculty: Dr. Elena Izquierdo
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(915) 747-7595
Office: EDUC 611
Online Hours: M Online 5-8pm; by appointment
Course meets Online 06/08 -07/31

Graduate Course Information
BED 5339/RED 5353
3 Credit Hours

Course Description
Academic Language in Dual Language Settings: Educators must be knowledgeable about creating learning environments that foster the development of academic language, particularly among bilingual students and English language learners. In this course, students will a) develop an understanding of language and literacy as simultaneously linguistic, cognitive and socio-cultural phenomena; b) use functional theories of language to understand language use in academic settings, c) build awareness and expertise in recognizing and analyzing academic language, and d) create pedagogical approaches to build academic language, with an emphasis on Dual Language Settings.

Course Purpose
This course is designed to prepare graduate students with the foundational knowledge of the field of academic language: its complexity that varies across content areas, grade levels, texts, and embedded in specialized oral and written language required for the various content areas in schooling.

Course Objectives:
- Recognize and analyze the language of schooling;
- Recognize and analyze the components of academic language foundational to complex text;
- Identify and analyze pedagogical approaches to build academic language specific to English Language Learners/Emergent Bilinguals;
- Identify, analyze, and develop a pedagogical plan on academic language in a specific content area in an academic setting and/or text for students in dual language settings.
**Required Textbooks**


**Other Required Readings – Posted on BlackBoard Modules**


[https://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf](https://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)


**Other Recommended Readings (not required)**


CLASSROOM POLICIES
- All students are responsible and expected to be prepared and check BlackBoard on a daily basis for emails and to post assignments, discussions, etc.
- Participation in discussions, group activities, and evaluations is required on time.
- Pay close attention to DUE dates for assignments.
- All writing in blogs, discussions, reading responses, and other assignments must be well thought out and appropriate for each topic that is discussed.
- All writing needs to be organized, clear, grammatical, and must follow APA format. Use references/citations following APA guidelines. Resource at: http://owl.english.purdue.edu/owl/resource/560/01/

Participation: All students are expected to be prepared and to be active participants and check their emails, assignments, discussions and blogs on a regular basis. Reading the assignments is essential for meaningful participation. Students are responsible for working with their team. Team work is mandatory, and provides a forum for discussion that cannot be duplicated. All students are required to be prepared for each course session and maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

Academic Dishonesty: The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating
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BED 5339 [35759] / RED 5353 [35761]
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Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. For further information, please refer to http://sa.utep.edu/osccr/academic-integrity/

Students with Disabilities: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to The Center for Accommodations and Support Services (CASS). Students who have been designated as needing this service must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director. The Center for Accommodations and Support Services can be reached at Web: http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice E-Mail: cass@utep.edu

GRADING SCALE: Points will be based on self-narrated videos, blogs, video responses, a Team presentation, and a culminating individual presentation. All work is required to be turned in on time. Please do not wait until the last minute to submit work in the event there are technology issues. In addition, your classmates cannot respond thoughtfully to your blogs/discussions if you post at the last minute. Post by the designated time. For all assignments, do not post word files. Write in the provided space on BlackBoard.

The following are assignments/point value:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (2-3 minute) Self-Narrated Ppt/ Video Recordings: 1- Introduction: Creating a Community of Learners</td>
<td>5 pts</td>
<td>5pts</td>
</tr>
<tr>
<td>2. 10 Blogs:</td>
<td>5 pts each</td>
<td>50pts</td>
</tr>
<tr>
<td>3. 3 Self Narrated Responses to Videos</td>
<td>5 pts each</td>
<td>15 pts</td>
</tr>
<tr>
<td>4. 1 Team Presentation/PPT/Video Content Specific Academic Language</td>
<td>10 pts</td>
<td>10pts</td>
</tr>
<tr>
<td>5. 3 Responses – to Team Presentations</td>
<td>2 pts each</td>
<td>6pts</td>
</tr>
<tr>
<td>6. FINAL Culminating Self Narrated Ppt/Video</td>
<td>15 pts</td>
<td>15 pts</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101</td>
<td></td>
</tr>
</tbody>
</table>

A 90-100
B 80-89
C 70-79
D 60-69
Introduction: Creating a Community of Learners
In a 2-3 minute narrated video/ppt, briefly introduce yourself to the class; share what you may understand about academic language; and share any question you might have about academic language? Then read your classmates' introductions. **Respond to at least 2 classmates.**
**Opens 06/08 Post and Respond by 06/9  5 PTS**

Video Response (1): Building Academic Language: Identify 2 important aspects about academic language pointed out in the video, Building Academic Language. Prepare a 2-3 minute self-narrated PPT/MP4/Video/You Tube. Language is academic and you are expected to refer to the reading/video/researcher. Your last slide should include your APA references.
**Opens 06/08 Post by 06/12  5 Pts**  **Respond to at least 2 classmates.**

BLOG 1: Based on your readings below, (cite your authors as you use their perspective/examples) discuss what characterizing the language of schooling means and how students use language. Why is this important to think about as a literacy/biliteracy educator? Cite the authors as you use their perspective/examples.
**Opens 06/09 Post by 06/12  5PTS**  **Respond to at least 2 classmates.**


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Opens 06/13   Post all assignments by 06/19   5PTS

**Video Response(2): English Language Learners, Academic Language, and Reading to Learn**  According to the videos, discuss what the researchers explains about ELLs, academic language, and reading to learn.  What are some of the challenges for ELLs, and what are the critical considerations teachers need to know and be prepared for in order to facilitate their schooling?  Prepare a 2-3 minute self-narrated PPT/MP4/Video/YouTube.  Language is academic and you are expected to refer to the reading/video/researcher.  Your last slide/end of video should include your APA reference.  **Respond to at least 1 classmate.**

**BLOG 2:**  According to your readings, discuss functional linguistics and how students use language in school.  Cite the authors as you use their perspective/examples.  **Respond to at least 1 classmate.**


**BLOG 3:**  What are Academic Registers?  How and why do students need to be prepared for this?  Cite authors as you use their perspective/examples.  **Respond to at least 1 classmate.**


**BLOG 4**  Discuss functional grammar and variations of academic language across content areas.  Cite authors as you use their perspective/examples.  **Respond to at least 1 classmate.**


Video:  Text Complexity, Standards, and English Learners

BLOG 5: Discuss complex text and its development in school.  Cite authors as you use their perspective/examples.  Respond to at least 1 classmate.


BLOG 6: What Does Text Complexity Mean when educating English Language Learners?
Cite author as you use perspective/examples from both the video and the paper.
In preparation for BLOG 6, watch the video in this module (top pf page: Text Complexity) and do the following reading.  Respond to at least 1 classmate.


Wong Fillmore Text Complexity UNDERSTANDING LANGUAGE.pdf
**Video Response(3) English Language Learner Instruction in Middle and High School**

According to the video, discuss what the researcher Short explains about ELLs in the secondary grades of schooling. What are some of the challenges for ELLs, and what are the critical considerations that educators need to know and prepare for in order to equitably facilitate their schooling? Prepare a 2-3 minute self-narrated PPT/MP4/Video/You Tube. Language is academic, and you are expected to refer to the reading/video/researcher. Your last slide or piece of your video should include your APA reference.  **Respond to at least 1 classmate.**

**BLOG 7: What is there to know that is specific to the Academic Language of Science and its Literacies?** Cite the authors as you use their perspective/examples.  **Respond to at least 1 classmate.**


[Short & Echevarria (2016) Developing Academic Language with the SIOP Model. Pearson.](#)

**BLOG 9:** Discuss the specifics to the Academic Language of Mathematics? What are the tensions the author(s) is addressing? Cite the authors as you use their perspective/examples. **Respond to at least 1 classmate.**


**BLOG 10:** Discuss how the linguistic aspects of different genres, such as those provided in the reading, help EL/EB students successfully grasp the academic language. Cite the authors as you use their perspective/examples. **Respond to at least 1 classmate.**

Short & Echevarria, (2016) Developing Academic Language with the SIOP Model. Pearson. [SIOP Language Arts.pdf](https://example.com)

Iddings, J., & de Oliveira, L. (2011). Applying the genre analysis of a narrative to the teaching of English Language Learners. INTESOL Journal, 8(1), 25-41. [Iddings and de Olivera.pdf](https://example.com)
As a Team, develop an informative and engaging 3-5 minute presentation that speaks to the special academic language of your assigned content area and its components. Cite your readings in your work and support with visuals.

In addition, talk about challenges for ELs/EBs, and recommendations to better serve them in their development of academic language for their schooling.

In your work for this presentation, incorporate the findings in the conference papers below that specifically speak to ELLs, pages i-ix. Review the Table of Contents and read the articles that could pertain to your Team Presentation.

- Introduction to What Academic Language is – General Across All Disciplines
- **How the Academic Language in your assigned Content Area differs**
- Challenges for ELs/EB
- Specific Strategies to Address both Language Development (SWRL) and Academic Language in a Lesson
- Incorporate findings from Conference Readings Throughout your Presentation
- Presentation must flow/connect from Speaker to Speaker; nor read; APA citations throughout; reference page.


**Post TEAM Academic Language (AL) Presentations - 1 per TEAM. Title as follows:**
TEAM 1 AL Science
TEAM 2 AL Mathematics
TEAM 3 AL SS/History
TEAM 4 AL Language Arts

Everyone will respond below each of 3 TEAM presentations, **except your own.**
What I know about Academic Language:
In a 5-8 minute narrated PPT/Video/MP4 presentation talk about Academic Language.
What is the language schooling?
What is Academic Language and its critical components?
How does it apply across the content areas?
How do we develop academic language with ELs/EBs?
What are some policy recommendations that could be made to support the schooling of ELs/EBs?
# Self-Narrated Video Recording: *Creating a Community of Learners*

<table>
<thead>
<tr>
<th></th>
<th>5-4</th>
<th>3-2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Presents introduction of self; shares what may be known or not of academic language; and posts a question</td>
<td>Presents some information about self; shares what may be known or not of academic language; or posts a question</td>
<td>Presents little information about self; does not share what may be known or not of academic language; does not post a question</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Talks in presentation and does not read. Strong physical presence on video presenting</td>
<td>Mostly read presentation. Appears on video presenting</td>
<td>Only read presentation. Limited to no presence on video presenting</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organized</td>
<td>Somewhat organized</td>
<td>Not organized</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Interesting and appealing; Effort and time reflected in work.</td>
<td>Somewhat appealing. Some effort reflected in work.</td>
<td>Not very appealing. Effort not reflected in work.</td>
</tr>
<tr>
<td><strong>Response to Others</strong></td>
<td>Responds to 2 or more classmates</td>
<td>Responds to 1 classmate</td>
<td>Responds to no one</td>
</tr>
</tbody>
</table>
Video Responses: Self-Narrated

Responses are prepared on a 2-3 minute self-narrated PPT/MP4/Video/You Tube. The language is academic and you are expected to refer to the reading/video/researcher. Your last slide or piece of your video should include your APA reference.

<table>
<thead>
<tr>
<th></th>
<th>4-5</th>
<th>2-3</th>
<th>0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Addresses main points, concepts, and ideas presented in video</td>
<td>Addresses some main points, concept, and ideas presented in video</td>
<td>Limited/no reference to concepts and ideas presented in video</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Ideas well-organized</td>
<td>Ideas somewhat organized</td>
<td>Ideas not organized</td>
</tr>
<tr>
<td><strong>Analysis / Interpretation</strong></td>
<td>Demonstrates new and gained understanding of the topic.</td>
<td>Some understanding; mostly opinion and general.</td>
<td>Little evidence of understanding; uses opinion and impressions.</td>
</tr>
<tr>
<td><strong>Writing Skill</strong></td>
<td>Sentences clear and wording unambiguous. Correct word choice, and correct grammar.</td>
<td>Mostly clear; some lapses; but does not undermine communication</td>
<td>Grammar and/or word choice errors</td>
</tr>
<tr>
<td><strong>APA Format</strong></td>
<td>Follows APA format in references</td>
<td>Follows some APA format references</td>
<td>No APA format references</td>
</tr>
</tbody>
</table>
## Academic Language in Dual Language Settings

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**BLOG RUBRIC**

Write/submit in the BOX provided in BB. **DO NOT ATTACH AS A WORD FILE.**

<table>
<thead>
<tr>
<th></th>
<th>4-5</th>
<th>2-3</th>
<th>0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Count</strong></td>
<td>Within the required 250-350 word limit.</td>
<td>Over/under 25 words of the 250-350 word limit.</td>
<td>Over/under 26 words of the 250-350 word limit.</td>
</tr>
<tr>
<td><strong>Analysis / Interpretation</strong></td>
<td>Postings reflect understanding, insight, and reflection about the topic.</td>
<td>Postings provide some insight, understanding and reflective thought about the topic.</td>
<td>Postings lack evidence of insight, understanding or reflection. Messages generally show little analysis, consisting in opinion.</td>
</tr>
<tr>
<td></td>
<td>The message uses sources.</td>
<td>Some messages do analysis or interpretation well.</td>
<td>Some opinion used.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates new understanding of the topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Author(s) Perpsctives/Examples</strong></td>
<td>Strategic use of authors’ perspectives/examples.</td>
<td>Some use of authors’ perspectives/examples.</td>
<td>No authors’ perspectives/examples used.</td>
</tr>
<tr>
<td><strong>Writing Skill</strong></td>
<td>Sentences are clear. Correct word choice, correct spelling, correct grammar. Writing still supports persuasiveness in points of view.</td>
<td>Writing is mostly clear. Some grammar errors.</td>
<td>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost. Mostly opinion based.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most points supported for persuasiveness of the argument, rather than opinion</td>
<td></td>
</tr>
<tr>
<td><strong>APA Format</strong></td>
<td>APA format citations and references.</td>
<td>Some APA format citations references.</td>
<td>No APA format.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Responds to 2 or more classmates with significant, meaningful feedback.</td>
<td>Responds to one classmate; and/or not relating to what the classmate stated.</td>
<td>Does not post responses to any classmates.</td>
</tr>
</tbody>
</table>
### TEAM Presentations on Content Specific Academic Language

<table>
<thead>
<tr>
<th>Exceptional 9-10</th>
<th>Good 6-8</th>
<th>Acceptable 3-5</th>
<th>Unacceptable 2-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative and original responses; demonstrates high level of understanding of the academic language of content area; provides ample examples; incorporates various course readings</td>
<td>Demonstrates significant understanding of the academic language of content area; uses some specific examples; incorporates some course readings</td>
<td>Shows some evidence of thought and effort to communicate with examples/description</td>
<td>Unclear/Incomplete summaries; little attempt to use examples to support academic language content specific</td>
</tr>
<tr>
<td>Demonstrates high collaboration with team members; presentation smooth/connects throughout.</td>
<td>Demonstrates effort of collaboration with team members; presentation smooth/connects for most.</td>
<td>Demonstrates limited effort of collaboration with team members;</td>
<td>Demonstrates no effort of collaboration; presentation appears cut and pasted, not connected.</td>
</tr>
<tr>
<td>Interesting, engaging, slides;</td>
<td>Some interesting slides;</td>
<td>Some disconnect from slide/speaker/topic</td>
<td>Work characterized by difficulty communicating information; uses feelings and opinions, or just copied from a website.</td>
</tr>
<tr>
<td>Evidence of critical thinking; demonstrates insight and reflection;</td>
<td>Some connections made between assigned content area and readings;</td>
<td>Summarizes rather than comment on events and their significance. Examples and quotes are limited. Few connections made between content presentation and readings.</td>
<td>Connections not made between content/reading</td>
</tr>
<tr>
<td>Follows APA format and includes references.</td>
<td>Follows some APA format and includes some references.</td>
<td>Includes APA format but does not include references or includes references but does not include APA format. Content mostly read.</td>
<td>Does not follow APA format. Does not include references.</td>
</tr>
<tr>
<td>Presentation not read</td>
<td>Some reading of content</td>
<td>Content only read.</td>
<td></td>
</tr>
</tbody>
</table>
**TEAM Responses**

These responses are intentionally assigned at 150 word count to provide some feedback/response to your classmates presentations **DO NOT ATTACH AS A WORD FILE.**

<table>
<thead>
<tr>
<th></th>
<th><strong>2</strong></th>
<th><strong>1</strong></th>
<th><strong>0</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Provides feedback on main points and/or concept ideas presented</td>
<td>Provides feedback some points and/or concept ideas presented</td>
<td>Limited/no feedback on concept ideas presented</td>
</tr>
<tr>
<td><strong>Analysis /</strong></td>
<td>Demonstrates new and gained understanding of the topic</td>
<td>Understanding mostly opinion and general</td>
<td>Little evidence of understanding</td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Academic Language in Dual Language Settings</strong></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FINAL Culminating SELF-NARRATED PPT/VIDEO RUBRIC</strong></th>
<th>11-15</th>
<th>6-10</th>
<th>0-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive, original, interesting and informative which demonstrates a high level of understanding and analysis</strong></td>
<td>Response shows evidence of thought and effort.</td>
<td>Tendency to summarize rather than comment/analyze on content and significance.</td>
<td>Limited and/or unorganized presentation</td>
</tr>
<tr>
<td>Skillfully uses specific examples and quotations from readings/videos to demonstrate understanding</td>
<td></td>
<td>Too much narrative on slides and not explained; limited findings and/or connections to course readings/videos</td>
<td>Work characterized by difficulty communicating information; no supports; uses feelings and opinions</td>
</tr>
<tr>
<td>Shows findings/evidence of critical thinking by demonstrating insight, reflection, and ample connections made to courses readings/sources</td>
<td></td>
<td>Minimum use of effective slides to support.</td>
<td>No analysis; merely descriptive and/or too much narrative on slides; and/or limited connections made to course readings/sources</td>
</tr>
<tr>
<td>Uses effective slides to support content throughout presentation.</td>
<td></td>
<td>Tendency to summarize rather than comment on/analyze points.</td>
<td>No use of effective slides to support.</td>
</tr>
<tr>
<td>Skillfully uses ample/specific examples and quotations to make points;</td>
<td></td>
<td>Some reading, sometimes; Connections made to a limited number of course/reading sources.</td>
<td>Work is characterized by difficulty communicating information; uses feelings and opinions</td>
</tr>
<tr>
<td>Talks, and shows evidence of critical thinking; Slides reflect points; Ample connections made to course/reading sources.</td>
<td></td>
<td>Follows some APA format</td>
<td>Presentation is read; too Connections not made to course/reading sources.</td>
</tr>
<tr>
<td>APA format followed in citations and references.</td>
<td></td>
<td>Some presence on video</td>
<td>Follows no APA format</td>
</tr>
<tr>
<td><strong>Strong balanced presence on video presenting</strong></td>
<td></td>
<td></td>
<td><strong>Limited to no presence on video.</strong></td>
</tr>
</tbody>
</table>