Faculty: Dr. Elena Izquierdo  
ielena@utep.edu  
(915) 747-7595  
Office: EDUC 611  
Online Hours: M Online 5-8pm; by appointment  
Course meets Online 06/07 - 07/01

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


Other Recommended Readings (not required)
Academic Language in Dual Language Settings  
BED 5339 [35936] / RED 5353 [35937]  
SUMMER 2021 Jun 07, 2021 - Jul 01, 2021  


CLASSROOM POLICIES

- All students are responsible and expected to be prepared and check BlackBoard on a daily basis for announcements and to post assignments, feedback, etc.
- Participation in discussions, group activities, and evaluations is required on time.
- Pay close attention to DUE dates for assignments.
- All writing 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, feedback on a regular basis. Reading the assignments and watching the videos are essential for the course and 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 assignment 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 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/](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/](http://sa.utep.edu/cass/) Phone: (915) 747-5148 voice E-Mail: cass@utep.edu

**GRADING SCALE:** Points will be based on Flipgrid videos, journals, 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 posts if you wait until the last minute. Post by the designated time.

The following are assignments/point value:

**ALL RUBRICS AT END OF SYLLABUS AND ON BLACKBOARD**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (5 minute Flipgrid video): Creating a Community of Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Introduction:</em> Tell us about yourself; share what academic language is to you as an individual and as an educator. Watch a short video and share your thoughts.</td>
<td>10 pts</td>
<td>10pts</td>
</tr>
<tr>
<td>2. 4 Flipgrid Video Presentations</td>
<td></td>
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<tr>
<td>10 pts each</td>
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<tr>
<td>3. 2 Journals</td>
<td></td>
<td></td>
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<tr>
<td>10 pts each</td>
<td></td>
<td></td>
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<tr>
<td>4. 1 Team Presentation/PPT/Video</td>
<td></td>
<td></td>
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<tr>
<td>Content Specific Academic Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. FINAL  What I know about academic language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

A  90-100
B  80-89
C  70-79
D  60-69
http://flipgrid.com/635c06c1

**Introduction:** Creating a Community of Learners

In a 5 minute self narrated video on FG, briefly introduce yourself to the class. Watch the short video on FG and share what you saw and heard. What important message did you get from this video? What question might you have about academic language.

Then read your classmates’ introductions. **Respond to at least 2 classmates.** Enjoy the sharing as we build a community of learners!

**Opens 06/06 Post by 06/07 10 Pts**

**FG1 Building Academic Language:** [https://flipgrid.com/248fd32b](https://flipgrid.com/248fd32b)

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 must include your APA references. Respond to at least 2 classmates.**

**Opens 06/08 Post by 06/10 10 Pts**

**Journal 1: [250-350 words]** 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 and include your APA references. Respond to at least 2 classmates.**

**Opens 06/10 Post by 06/12 10 Pts**


According to the videos above, discuss what the researchers explain 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? 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 per video.

Opens 06/13  Post by 06/15  10 PTS each

Journal 2: [250-350 words] According to your 6 readings below, discuss the language of schooling, functional linguistics and how students use language in school. Cite the authors as you use their perspective/examples. Respond to at least 1 classmate.

Opens 06/13  Post by 06/19  10PTS


After doing your readings and watching the video below, **discuss language development in school and text complexity. What does text complexity mean when educating English Language Learners?**

https://flipgrid.com/7dba1745

*Language is academic and you are expected to refer to the reading/researcher. Your last slide/end of video should include your APA reference. Respond to at least 1 classmate.*

**Video: (Flipgrid) Language and Standards: Understanding Language**

Aída Walqui  Ph.D. graduate from Stanford University, taught Language Arts, ESL, and Social Studies in Spanish and English at Alisal High School in Salinas, California for six years. Directs WestEd’s Teacher Professional Development Program as well as the Quality Teaching for English Learners (QTEL) project.

The new Standards require a very different view of language. Language is viewed as action that encompasses both form and function. Language is action. It’s impossible to separate words, sentences, from what we’re doing, from the context, from with whom we are doing it, and with how we are being received.


**Zwiers, J. (2014).** **Building academic language:** Essential practices for content classrooms. San Francisco, CA: Jossey-Bass Teacher. **CHAPTER 7.** Language for Reading Complex Texts; **CHAPTER 8.** Language for Creating Complex Texts; and **CHAPTER 9.** Building Language Development into Lessons and Assessments
Academic Language in Dual Language Settings
BED 5339 [35936] / RED 5353 [35937]
SUMMER 2021 Jun 07, 2021 - Jul 01, 2021

WEEK 4
06/26-07/01
TEAM PRESENTATIONS
The Language of Schooling
Science/Social Studies/History/SLA & ELA

TEAM Academic Language (AL) in DL settings or EL settings
Post by 06/29 11:30 p.m. 20 pts

You will be assigned to a content area and prepare a collaborative narrated 5-8 minute PPT Presentations - 1 per TEAM.

Title your ppt as follows according to your content area assigned:
1. TEAM 1 AL Science
2. TEAM 2 AL Mathematics
3. TEAM 3 AL SS/History
4. TEAM 4 AL Language Arts SLAR/ELAR

Your first slide must have your title and list all members in your group.

As a Team, develop an informative and engaging 5-8 minute ppt 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.

Include the following:
- 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 for Emergent Bilinguals/ELs
- Presentation must flow/connect from Speaker to Speaker; Speakers must be visible during the presentation;
- Presentation not to be read;
- APA citations; and
- Reference page.

Content Area Required Readings for each Team

1. **TEAM 1 AL Science:** The Academic Language of Science
   [Gee, J P What is academic language science to English language learners.pdf](Gee, J P What is academic language science to English language learners.pdf)
2. **TEAM 2 AL Mathematics:** The Academic Language of Mathematics


3. **TEAM 3 AL SS/History:** The Academic Language of Social Studies/History


4. **TEAM 4 AL Language Arts SLAR/ELAR:**


Academic Language in Dual Language Settings
BED 5339 /RED 5353
SUMMER 2021

07/01 Final
What I know about Academic Language

FG 5  What I know about Academic Language: https://flipgrid.com/705aa499
Post by 07/03 11:30 p.m. 10 pts

Watch how these two students in the short video engage in academic conversation intentionally planned by the teacher.

Then, in a 5 minute FG presentation, apply your knowledge, in Spanish/English or both, and share what you have learned about the language of schooling, Academic Language, and its critical components; how to develop the academic language of EBs/ELs in DL settings and/or EL settings and across the content areas. Reflect on how you will apply this in your work in education, in your dual language classroom, or in your classroom with English Learners.

Consider: The language of schooling * Academic Language and its critical components * How it applies across the content areas * How we develop academic language with ELs/EBs in DL settings and/or EL settings.

Use visuals, slides, and/or pictures to support your talk.

Language is academic and you are expected to refer to/cite, the readings/researchers. Your last slide/end of video should include your APA reference.
### RUBRICS

**Self-Narrated Video Recording: *Creating a Community of Learners***

<table>
<thead>
<tr>
<th></th>
<th>8-10</th>
<th>4-7</th>
<th>0-3</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>
# 4 FLIPGRID RESPONSES

<table>
<thead>
<tr>
<th></th>
<th>8-10</th>
<th>4-7</th>
<th>0-3</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

**BED 5339 [35936] / RED 5353 [35937]**

**SUMMER 2021** Jun 07, 2021 - Jul 01, 2021

## 2 JOURNALS

<table>
<thead>
<tr>
<th></th>
<th>8-10</th>
<th>4-7</th>
<th>0-3</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. Demonstrates new understanding of the topic</td>
<td>Some messages do analysis or interpretation well. Some opinion used.</td>
<td>Some messages do analysis or interpretation well. Some opinion used.</td>
</tr>
<tr>
<td><strong>Author(s) Perspectives/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.</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>Writing still supports persuasiveness in points of view.</td>
<td>Most points supported for persuasiveness of the argument, rather than opinion</td>
<td>Most points supported for persuasiveness of the argument, rather than opinion</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>
## Academic Language in Dual Language Settings

**BED 5339 [35936] / RED 5353 [35937]**

**SUMMER 2021 Jun 07, 2021 - Jul 01, 2021**

### TEAM Presentations on Content Specific Academic Language

<table>
<thead>
<tr>
<th>Exceptional 15-20</th>
<th>Good 10-14</th>
<th>Acceptable 5-9</th>
<th>Unacceptable 0-4</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/readsings</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 mostly read.</td>
<td>Content only read.</td>
</tr>
</tbody>
</table>
### FINAL: What I know about Academic Language

<table>
<thead>
<tr>
<th>8-10</th>
<th>4-7</th>
<th>0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive, original, interesting and informative which demonstrates a high level of understanding and analysis</strong>&lt;br&gt;Skillfully uses specific examples and quotations from readings/videos to demonstrate understanding&lt;br&gt;Shows findings/evidence of critical thinking by demonstrating insight, reflection, and ample connections made to courses readings/sources&lt;br&gt;Uses effective slides to support content throughout presentation.&lt;br&gt;Skillfully uses ample/relevant examples and quotations to make points;&lt;br&gt;Talks, and shows evidence of critical thinking;&lt;br&gt;Slides reflect points; Ample connections made to course/reading sources.&lt;br&gt;APA format followed in citations and references.&lt;br&gt;&lt;strong&gt;Strong balanced presence on video presenting**</td>
<td>**Response shows evidence of thought and effort.&lt;br&gt;Tendency to summarize rather than comment/analyze on content and significance.&lt;br&gt;Too much narrative on slides and not explained; limited findings and/or connections to course readings/videos&lt;br&gt;Minimum use of effective slides to support.&lt;br&gt;Tendency to summarize rather than comment on/analyze points.&lt;br&gt;Some reading, sometimes;&lt;br&gt;Connections made to a limited number of course/reading sources.&lt;br&gt;Follows some APA format&lt;br&gt;Some presence on video</td>
<td><strong>Limited and/or unorganized presentation&lt;br&gt;Work characterized by difficulty communicating information; no supports; uses feelings and opinions&lt;br&gt;No analysis; merely descriptive and/or too much narrative on slides; and/or limited connections made to course readings/sources&lt;br&gt;No use of effective slides to support.&lt;br&gt;Work is characterized by difficulty communicating information; uses feelings and opinions&lt;br&gt;Presentation is read; too Connections not made to course/reading sources.&lt;br&gt;Follows no APA format&lt;br&gt;&lt;strong&gt;Limited to no presence on video.</strong></td>
</tr>
</tbody>
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