The document contains information about an academic course titled "Academic Language in Dual Language Settings". The course is offered as BED 5339 [34110] during the summer session of 2024 from Jul 01 to Aug 16. The instructor is Dr. Vanessa Espitia, with contact information provided. Office hours are Monday, Online, 4:30-5:30 p.m. or by appointment. The course description outlines the learning objectives and goals, which include recognizing and analyzing the language of schooling, recognizing and analyzing the components of academic language foundational to complex text, identifying and analyzing pedagogical approaches to build academic language specific to English Language Learners/Emergent Bilinguals, and identifying, analyzing, and developing 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**

https://utep.primo.exlibrisgroup.com/permalink/01UTEP_INST/uk4am/alma991022950305507051

https://utep.primo.exlibrisgroup.com/permalink/01UTEP_INST/uk4am/alma991022994878607051

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

https://carla.umn.edu/immersion/acie/vol13/no3/may2010_rr.html

https://www.youtube.com/watch?v=T3Y1x8ujoto&t=116s

https://www.youtube.com/watch?v=qUpniBq4TA

https://www.youtube.com/watch?v=STFTX7UiBz0

https://ul.stanford.edu/sites/default/files/resource/2021-12/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf

Gee, J. P. (2008). What is academic language? In A. Roseberry & B. Warren (Eds.), *Teaching science to English Language Learners: Building on students' strengths* (pp. 57-70). NSTA Press.


https://www.youtube.com/watch?v=ojcun0qE3r4

https://www.youtube.com/watch?v=Sd75s2TqEZ8

SBCUSD. (2019, April 19). *Bridging social conversations into academic discourse with English Language Learners* [Video]. YouTube.  
https://www.youtube.com/watch?v=veXmIIPYT0U&t=6s


Academic Language in Dual Language Settings
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https://www.youtube.com/watch?v=aN5ui5Dgy-k

Other Recommended Readings (not required)

Classroom Policies
• All students are responsible and expected to be prepared and check Blackboard on a daily basis for announcements and to post assignments, 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: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Technology Requirements: Becoming very familiar with Blackboard is essential for doing well in this class since all content is delivered via Internet in Blackboard. You will need to make time to go to the labs at UTEP or if you are going to use your laptop or home technology, you need to check that you can successfully use Blackboard. It is highly recommended you use Mozilla Firefox or Google Chrome when accessing Blackboard. For more help, please contact the Help Desk at helpdesk@utep.edu or at (915)747-4357.

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/

**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
Academic Language in Dual Language Settings
BED 5339 [34110]
SUMMER 2024 Jul 01, 2024 - Aug 16, 2024

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:

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. (2-3 minute) Self-Narrated Ppt/ Video Recordings: 1- Introduction: Creating a Community of Learners</td>
<td>6 pts</td>
<td>6 pts</td>
</tr>
<tr>
<td>2. 7 Blogs</td>
<td>6 pts each</td>
<td>42 pts</td>
</tr>
<tr>
<td>3. 2 Flipgrid Responses</td>
<td>7 pts each</td>
<td>14 pts</td>
</tr>
<tr>
<td>4. 1 Team Presentation/PPT/Video Content Specific Academic Language</td>
<td>15 pts</td>
<td>15 pts</td>
</tr>
<tr>
<td>5. 4 Responses to Team Presentations</td>
<td>2 pts each</td>
<td>8 pts</td>
</tr>
<tr>
<td>6. FINAL Culminating Self Narrated Ppt/Video</td>
<td>15 pts</td>
<td>15 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A 90-100
B 80-89
C 70-79
D 60-69
SBCUSD. (2019, April 19). Bridging social conversations into academic discourse with English Language Learners [Video]. YouTube. https://www.youtube.com/watch?v=veXmIiPYT0U&t=6s

BLOG 1: The Language of Schooling  
6 pts  
Opens 07/01  
Post by 07/06 by 11:30 p.m.  
Respond by 07/07 by 11:30 p.m.  
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. Respond to at least 2 classmates.

PCG. (2015, June 26). Building academic language [Video]. YouTube. https://www.youtube.com/watch?v=ojcun0qE3r4

*Read CHAPTER 1 Characterizing the Language of Schooling

* Read CHAPTER 1 Understanding How Students Use Language
BLOG 2: Functional Linguistics, Functional Grammar and Variations of Academic Language

6 pts

In your blog address the following:
Discuss functional linguistics and how students use language in school.
Discuss functional grammar and variations of academic language across content areas.

*Read CHAPTER 2 Language and Context, CHAPTER 4 Writing School Genres, and CHAPTER 5 Functional Grammar in School Subjects

*Read CHAPTER 2 Language Skills Required by the Common Core State Standards and CHAPTER 4 Content-Area Variations of Academic Language

Flip 1: Academic Registers  https://flip.com/e8392e20  7 pts

Discuss what are Academic Registers. How and why do students need to be prepared for this? Prepare a PowerPoint Presentation and a 2–3-minute video on FG. 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 2 classmates.

*CHAPTER 3 Linguistic Features of Academic Registers

*CHAPTER 3 Cultivating Academic Language Acquisition
BLOG 3: Complex Text
Discuss complex text and its development in school. Cite authors as you use their perspective/examples. **Respond to at least 2 classmates.**


* CHAPTER 6 Language Development in School


* CHAPTER 7 Language for Reading Complex Texts, CHAPTER 8 Language for Creating Complex Texts, and CHAPTER 9 Building Language Development into Lessons and Assessments.

FG2: Language Development and Complex Text
[https://flip.com/21c36525](https://flip.com/21c36525)

After doing your readings and watching the videos below, discuss language development in school and text complexity. What does text complexity mean when educating English Language Learners? Prepare a PowerPoint Presentation and a 2–3-minute video on FG. 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 2 classmates.


BLOG 4: Academic Language of Science  
6 pts 
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 2 classmates.**


BLOG 5: Academic Language of Social Studies/History  
6 pts 
Discuss considerations about the Academic Language of Social Studies/History. Cite the authors as you use their perspective/examples. **Respond to at least 2 classmates.**


BLOG 6: Academic Language of Mathematics  

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 2 classmates.**


*The Academic Language of Mathematics*

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BLOG 7: Linguistic Aspects of Different Genres  

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 2 classmates.**


*Academic Language of the English-Language Arts*
Academic Language in Dual Language Settings
BED 5339 [34110]
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MODULE 6
08/05-08/11
AL TEAM Presentations

TEAM Academic Language (AL) in DL Settings or EL Settings 15 pts
Opens 08/01  Post by 08/09 by 11:30 p.m.  Respond by 08/11 by 11:30 p.m.

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
5. TEAM 4 AL Language Arts 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/EBs
- Specific Strategies to Address both Language Development (SWRL) and Academic Language in a Lesson for Emergent Bilinguals/ELs
- A Lesson Plan that teaches Academic Language in your assigned Content Area
  - Presentation must flow/connect from speaker to speaker; Speakers must be visible during the presentation;
  - Presentation not to not read;
  - APA citations; and
  - References page.


Post TEAM Academic Language (AL) Presentations - 1 per TEAM. Title as follows:

Everyone will respond below each of the TEAM presentations, except your own. 6 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; and how you plan to develop the academic language of EBs/ELs in DL settings and/or EL settings and across the content areas. Be specific provide strategies and examples. 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

#### Introduction: Creating a Community of Learners

<table>
<thead>
<tr>
<th></th>
<th>6-5</th>
<th>4-3</th>
<th>2-0</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; and 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.</td>
<td>Appears 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>
<tr>
<td>FLIPGRID RESPONSES</td>
<td>7-6</td>
<td>5-3</td>
<td>2-0</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----</td>
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</tr>
<tr>
<td>Content</td>
<td>Addresses main points, concepts, and ideas presented in video.</td>
<td>Addresses some main points, concepts, and ideas presented in video.</td>
<td>Limited/no reference to concepts and ideas presented in video.</td>
</tr>
<tr>
<td>Organization</td>
<td>Ideas well-organized</td>
<td>Ideas somewhat organized</td>
<td>Ideas not organized</td>
</tr>
<tr>
<td>Analysis/Interpretation</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 opinions and impressions.</td>
</tr>
<tr>
<td>Writing Skill</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>APA Format</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 [34110]

**SUMMER 2024 Jul 01, 2024 - Aug 16, 2024**

<table>
<thead>
<tr>
<th>Blogs</th>
<th>6-5</th>
<th>4-3</th>
<th>2-0</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 show understanding, insight, and reflection about the topic. The message uses sources and demonstrates new understanding of the topic.</td>
<td>Postings provide some insight, understanding, and reflection about the topic. Some messages show analysis or interpretation well. Some opinion used.</td>
<td>Postings lack evidence of insight, understanding, and reflection. Messages generally show little analysis, consisting in opinion.</td>
</tr>
<tr>
<td><strong>Author(s) Perspectives/Examples</strong></td>
<td>Strategic use of author’s perspectives/examples.</td>
<td>Some use of author’s perspectives/examples.</td>
<td>No author’s perspectives/examples used.</td>
</tr>
<tr>
<td><strong>Writing Skill</strong></td>
<td>Sentences are clear. Correct word choice, correct spelling, and correct grammar. Writing still supports persuasiveness in points of view.</td>
<td>Writing is mostly clear. Some grammar errors. Most points supported for persuasiveness of the argument, rather than opinion.</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><strong>APA Format</strong></td>
<td>APA format citations and references.</td>
<td>Some APA format citations and references.</td>
<td>No APA format references.</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 related to what the classmate stated.</td>
<td>Does not post responses to any classmates.</td>
</tr>
<tr>
<td>Exceptional 15-13</td>
<td>Good 12-10</td>
<td>Acceptable 9-6</td>
<td>Unacceptable 5-0</td>
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<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>Includes all components, including a well-developed lesson plan to intentionally teach academic language.</td>
<td>Includes all components, including a developed lesson plan to intentionally teach academic language.</td>
<td>Includes most components, including a somewhat developed lesson plan to intentionally teach academic language.</td>
<td>Does not include most components or a lesson plan to intentionally teach academic language.</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 and engaging slides.</td>
<td>Some interesting slides.</td>
<td>Some disconnect from side/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 comments 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/readings.</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 include references but does not include APA format.</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>
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</table>
### Points per TEAM Response

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
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<td>Provides feedback on</td>
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<td>main points and/or</td>
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<td>concept ideas</td>
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<td>presented.</td>
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<tr>
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<tr>
<td>concept ideas</td>
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<tr>
<td>presented.</td>
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<tr>
<td>Limited/no feedback</td>
<td></td>
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<td>on concept ideas</td>
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<td>Demonstrates new and</td>
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<td>gained understanding</td>
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<td>of the topic.</td>
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<td>Understanding mostly</td>
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<tr>
<td>opinion and general.</td>
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<tr>
<td>Little evidence of</td>
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<tr>
<td>understanding.</td>
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</tbody>
</table>
### FINAL: What I Know About Academic Language

<table>
<thead>
<tr>
<th></th>
<th>15-12</th>
<th>11-8</th>
<th>7-0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehensive, original, interesting and informative which demonstrates a high level of understanding and analysis.</td>
<td>Response shows evidence of thought and effort.</td>
<td>Limited and/or unorganized presentation.</td>
</tr>
<tr>
<td></td>
<td>Skillfully uses specific examples and quotations from readings/videos to demonstrate understanding.</td>
<td>Tendency to summarize rather than comment/analyze on content and significance.</td>
<td>Work characterized by difficulty communicating information; no supports; uses feelings and opinions.</td>
</tr>
<tr>
<td></td>
<td>Shows findings/evidence of critical thinking by demonstrating insight, reflection, and ample connections made to sources readings/sources.</td>
<td>Too much narrative on slides and not explained; limited findings and/or connections to course readings/videos.</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></td>
<td>Uses effective slides to support content throughout presentation.</td>
<td>Minimum use of effective slides to support.</td>
<td>No use of effective slides to support.</td>
</tr>
<tr>
<td></td>
<td>Skillfully uses ample/specific examples and quotations to make points.</td>
<td>Tendency to summarize rather than comment on/analyze points.</td>
<td>Work is characterized by difficulty communicating information; uses feelings and opinions.</td>
</tr>
<tr>
<td></td>
<td>Talks, and shows evidence of critical thinking; slides reflect points; ample connections made to course/reading sources.</td>
<td>Some reading sometimes; connections made to a limited number of course/reading sources.</td>
<td>Presentation is read; connections not made to course/reading sources.</td>
</tr>
<tr>
<td></td>
<td>APA format followed in citations and references.</td>
<td>Follows some APA format.</td>
<td>Follows no APA format.</td>
</tr>
<tr>
<td></td>
<td>Strong balanced presence on video presenting.</td>
<td>Some presence on video.</td>
<td>Limited to no presence on video.</td>
</tr>
</tbody>
</table>