

Academic Language in Dual Language Settings

BED 5339 [36196]

SUMMER 2023 Jul 03, 2023 - Aug 18, 2023

Instructor: Dr. Vanessa Espitia

Email: vespiti@mendoza@utep.edu

Office Hours: Monday, Online, 3-4 p.m. or by appointment

Text: [Remind](#) app (class code @5339bed)



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; and
- 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.

Academic Language in Dual Language Settings

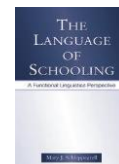
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Required Textbooks

Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Erlbaum.

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



Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines, grades 5-12* (2nd ed.). Jossey-Bass Teacher.

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



Other Required Readings – Posted on BlackBoard Modules

Barwell, R. (2010, May). Tensions in teaching mathematics through a second language.

The ACIE Newsletter, 13(3), 1-3. Center for Advanced Research on Language Acquisition.

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

Cheuk, T. (2012, April 10). *Aída Walqui: Language and the Common Core State Standards* [Video].

YouTube. <https://www.youtube.com/watch?v=T3YJx8ujoto&t=116s>

Cheuk, T. (2012, April 8). *Judit Moschkovich: Math, Common Core, and ELLs* [Video]. YouTube.

<https://www.youtube.com/watch?v=gUfnpIbq4TA>

Cheuk, T. (2012, April 8). *Lily Wong Fillmore: Text Complexity, Common Core, and ELLs* [Video].

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

Colorin Colorado. (2014, March. 14). *Academic language and English Language Learners* [Video].

YouTube. <https://www.youtube.com/watch?v=qetlcWHOWcg>

Colorin Colorado. (2014, March. 14). *Reading to learn: English Language Learners in grades 4-6*

[Video]. YouTube. <https://www.youtube.com/watch?v=BR2qcNBwg6I>

Fillmore, L.W., & Fillmore, C. J. (n.d.). What does text complexity mean for English Learners and language minority students? *Understanding Language: Language, Literacy and Learning in the Content Areas*, 1-11.

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.

Hakuta, K., & Santos, M. (Co-Chairs). (2012, April 5). Understanding language, Language, literacy and learning in the content areas: Commissioned papers on language and literacy issues in the Common Core State Standards and Next Generation Science Standards. *Stanford University*.

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.

PCG. (2015, June 26). *Building academic language* [Video]. YouTube.

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

Plymate, S. (2013, February 19). *SIOP T4T PA* [Video]. YouTube.

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

SanBdoCitySchools. (2019, April 19). *Bridging social conversations into academic discourse with English Language Learners* [Video]. YouTube.

<https://www.youtube.com/watch?v=veXmIiPYTOU&t=6s>

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- Schleppegrell, M. (2010). Language in mathematics teaching and learning: A research review. In J. Moschkovich (Ed.), *Language and mathematics education: Multiple perspectives and directions for research* (pp. 73-112). Information Age Publishing.
- Schleppegrell, M., Achugar, M., & Oteiza, T. (2004). The grammar of history: Enhancing content-based instruction through a functional focus on language. *TESOL Quarterly*, 38(1), 67-93.
- Short, S.J., & Echevarria, J. (2016). *Developing academic language with the SIOP Model*. Pearson.
- Tavares, J. (2018, May 3). *Two students in academic conversation* [Video]. YouTube.
<https://www.youtube.com/watch?v=aN5ui5Dgy-k>

Other Recommended Readings (not required)

- Egins, S. (2004). *An introduction to systemic functional linguistics* (2nd ed.). Continuum.
- Gibbons, P. (2009). *Literacy in the curriculum. English Learners, academic literacy, and thinking: Learning in the challenge zone*. Heinemann.
- Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, 11(1), 49-76.
- Lemke, J. L. (2006). The literacies of science. In W. Saul (Ed.), *Crossing borders in literacy and science instruction: Perspectives on theory and practice* (pp. 33-47). NSTA Press.
- Martin, J. R. (2002). Writing history: Constructing time and value in discourses of the past. In M. J. Schleppegrell & M. C. Colombi(Eds.), *Developing advanced literacy in first and second languages: Meaning with power*. Lawrence Erlbaum Associates.
- Romaine, S. (2001). *Sociolinguistic patterns Language in society: An introduction to sociolinguistics* (pp. 64-100). Oxford University Press.

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:

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.

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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**

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.**

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The following are assignments/point value:

ALL RUBRICS AT END OF SYLLABUS AND ON BLACKBOARD

	ASSIGNMENTS	Points	TOTAL POINTS
1.	(2-3 minute) Self-Narrated Ppt/ Video Recordings: <i>1- Introduction: Creating a Community of Learners</i>	5 pts	5 pts
2.	9 Blogs	5 pts each	45 pts
3.	3 Flipgrid Responses	5 pts each	15 pts
4.	1 Team Presentation/PPT/Video Content Specific Academic Language	15 pts	15 pts
5.	3 Responses – to Team Presentations	2 pts each	6 pts
6.	FINAL Culminating Self Narrated Ppt/Video	15 pts	15 pts
		TOTAL	101

- A 90-100
- B 80-89
- C 70-79
- D 60-69

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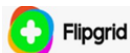
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MODULE 1

07/03-07/09

Social, Linguistic, and Cultural Perspectives of Complex Language in and out of School



Introduction: Creating a Community of Learners <https://flip.com/bb3fcc41> **5 pts**
Opens 07/03 Post by 07/05 by 11:30 p.m. Respond by 07/06 by 11:30 p.m.

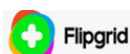
In a 2-3 minute self-narrated video on FG, briefly introduce yourself to the class. Watch the short video on FG and share what you saw and heard. What important message did you get from this video? What question might you have about academic language.

Then listen to your classmates' introductions. **Respond to at least 2 classmates.**

Enjoy the sharing as we build a community of learners!

SanBdoCitySchools. (2019, April 19). *Bridging social conversations into academic discourse with English Language Learners* [Video]. YouTube.

<https://www.youtube.com/watch?v=veXmIiPYTOU&t=6s>



FG1: Building Academic Language <https://flip.com/417b1d85> **5 pts**
Opens 07/05 Post by 07/07 by 11:30 p.m. Respond by 07/09 by 11:30 p.m.

Identify 2 important aspects about academic language pointed out in the video, Building Academic Language. Prepare a PowerPoint Presentation and a 2–3-minute video on FG. Language is academic and you are expected to refer to the reading/video/researcher. Your last slide should include your APA references. **Respond to at least 2 classmates.**

PCG. (2015, June 26). *Building academic language* [Video]. YouTube.

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



BLOG 1: The Language of Schooling **5 pts**
Opens 07/05 Post by 07/07 by 11:30 p.m. Respond by 07/09 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.**

Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Erlbaum. *CHAPTER 1. Characterizing the Language of Schooling

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines, grades 5-12* (2nd ed.). Jossey-Bass Teacher. *CHAPTER 1. Understanding How Students Use Language

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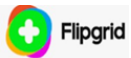
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MODULE 2
07/10-07/16
Language, Context, and
Academic Language Acquisition

Opens 07/10

Post all assignments by 07/14 by 11:30 p.m.

Respond to all assignments by 07/16 by 11:30 p.m.



Flipgrid

FG2: English Language Learners, Academic Language and Reading to Learn 5 pts

<https://flip.com/f4def79a>

According to the videos, 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? Prepare a PowerPoint Presentation and a 2-3 minute video on FG. 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.**

Colorin Colorado. (2014, March. 14). *Academic language and English Language Learners* [Video]. YouTube. <https://www.youtube.com/watch?v=qetlcWHOwcg>

Colorin Colorado. (2014, March. 14). *Reading to learn: English Language Learners in grades 4-6* [Video]. YouTube. <https://www.youtube.com/watch?v=BR2qcNBwg6I>



BLOG 2: Functional Linguistics

5 pts

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 2 classmates.

Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Erlbaum. *CHAPTER 2. Language and Context

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines, grades 5-12* (2nd ed.). Jossey-Bass Teacher. *CHAPTER 2. Language Skills Required by the Common Core State Standards



BLOG 3: Academic Registers

5 pts

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 2 classmates.**

Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Erlbaum. *CHAPTER 3. Linguistic Features of Academic Registers

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines, grades 5-12* (2nd ed.). Jossey-Bass Teacher. *CHAPTER 3. Cultivating Academic Language Acquisition

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BLOG 4: Functional Grammar and Variations of Academic Language **5 pts**

Discuss functional grammar and variations of academic language across content areas. Cite authors as you use their perspective/examples. **Respond to at least 2 classmates.**

Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Erlbaum. *CHAPTER 4. Writing School Genres and CHAPTER 5. Functional Grammar in School Subjects

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines, grades 5-12* (2nd ed.). Jossey-Bass Teacher. *CHAPTER 4. Content-Area Variations of Academic Language

MODULE 3
07/17-07/23
Language Development at School & Language for Reading Complex Texts



Opens 07/17

Post all assignments by 07/21 by 11:30 p.m.

Respond to all assignments by 07/23 by 11:30 pm



BLOG 5: Complex Text **5 pts**

Discuss complex text and its development in school. Cite authors as you use their perspective/examples. **Respond to at least 2 classmates.**

Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Erlbaum. * CHAPTER 6. Language Development in School

Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines, grades 5-12* (2nd ed.). 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.



FG3: Language Development and Complex Text **5 pts**

<https://flip.com/6fba74c3>

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 1 classmate.

Cheuk, T. (2012, April 10). *Aída Walqui: Language and the Common Core State Standards* [Video]. YouTube. <https://www.youtube.com/watch?v=T3YJx8ujoto&t=116s>

Cheuk, T. (2012, April 8). *Lily Wong Fillmore: Text Complexity, Common Core, and ELLs* [Video]. YouTube. <https://www.youtube.com/watch?v=STFTX7UiBz0>

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Fillmore, L.W., & Fillmore, C. J. (n.d.). What does text complexity mean for English learners and language minority students? *Understanding Language: Language, Literacy and Learning in the Content Areas*, 1-11.

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

MODULE 4

07/24-07/27

English Language Learners/Emergent Bilinguals
and The Language of Schooling
Science/Social Studies/History

Opens 07/24

Post all assignments by 07/26 by 11:30 p.m.

Respond to all assignments by 07/27 by 11:30 p.m.



BLOG 6: Academic Language of Science

5 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.

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.

Short, S.J., & Echevarria, J. (2016). *Developing academic language with the SIOP Model*. Pearson. *The Academic Language of Science

Plymate, S. (2013, February 19). *SIOP T4T PA* [Video]. YouTube.
<https://www.youtube.com/watch?v=Sd75s2TqEZ8>



BLOG 7: Academic Language of Social Studies/History

5 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.**

Schleppegrell, M., Achugar, M., & Oteíza, T. (2004). The grammar of history: Enhancing content-based instruction through a functional focus on language. *TESOL Quarterly*, 38(1), 67-93.

Short, S.J., & Echevarria, J. (2016). *Developing academic language with the SIOP Model*. Pearson. *The Academic Language of History and Social Studies

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MODULE 5

07/28-08/03

English Language Learners/Emergent Bilinguals
and the Language of Schooling
Mathematics/Language Arts



Opens 07/28

Post all assignments by 08/01

Respond to all assignments by 08/03



BLOG 8: Academic Language of Mathematics

5 pts

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.**

Barwell, R. (2010, May). Tensions in teaching mathematics through a second language. *The ACIE Newsletter*, 13(3), 1-3. Center for Advanced Research on Language Acquisition.
https://carla.umn.edu/immersion/acie/vol13/no3/may2010_rr.html

Cheuk, T. (2012, April 8). *Judit Moschkovich: Math, Common Core, and ELLs* [Video]. YouTube.
<https://www.youtube.com/watch?v=gUfpnIbq4TA>

Schleppegrell, M. (2010). Language in mathematics teaching and learning: A research review. In J. Moschkovich (Ed.), *Language and mathematics education: Multiple perspectives and directions for research* (pp. 73-112). Information Age Publishing.

Short, S.J., & Echevarria, J. (2016). *Developing academic language with the SIOP Model*. Pearson.
*The Academic Language of Mathematics



BLOG 9: Linguistic Aspects of Different Genres

5 pts

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.**

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.

Short, S.J., & Echevarria, J. (2016). *Developing academic language with the SIOP Model*. Pearson.
*Academic Language of the English-Language Arts

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MODULE 6
08/03-08/14
AL TEAM Presentations



TEAM Academic Language (AL) in DL Settings or EL Settings **15 pts**
Opens 08/03 Post by 08/12 by 11:30 p.m. Respond by 08/14 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/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
- **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.

Hakuta, K., & Santos, M. (Co-Chairs). (2012, April 5). Understanding language, language, literacy and learning in the content areas: Commissioned papers on language and literacy issues in the Common Core State Standards and Next Generation Science Standards. *Stanford University*.

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

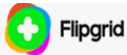
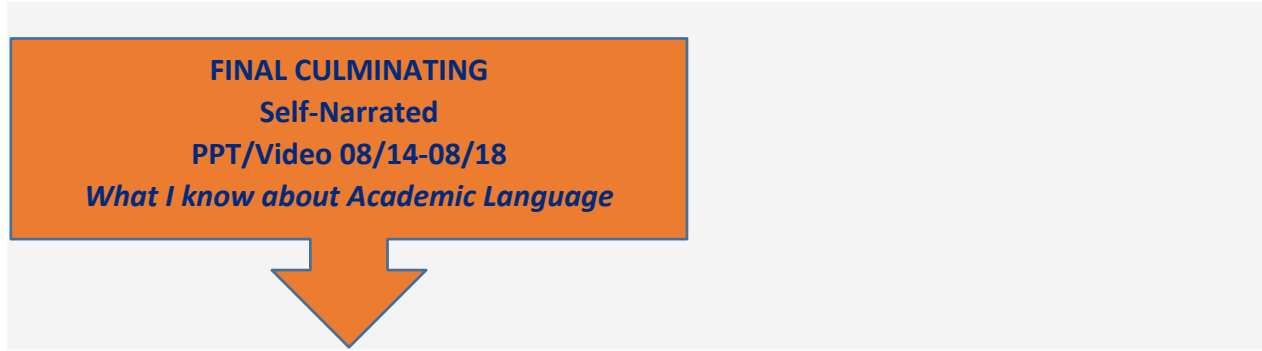
TEAM 1 AL Science
TEAM 2 AL Mathematics
TEAM 3 AL SS/History
TEAM 4 AL Language Arts

Everyone will respond below each of 3 TEAM presentations, **except your own. 6 pts**

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What I know about Academic Language <https://flip.com/3cf4c3b7>
Post by 08/18 11:30 p.m. **15 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.

Tavares, J. (2018, May 3). *Two students in academic conversation* [Video]. YouTube. <https://www.youtube.com/watch?v=aN5ui5Dgy-k>

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RUBRICS

Introduction: Creating a Community of Learners			
	5-4	3-2	1-0
Content	Presents introduction of self; shares what may be known or not of academic language; and posts a question.	Presents some information about self; shares what may be known or not of academic language; and posts a question.	Presents little information about self; does not share what may be known or not of academic language; does not post a question.
Communication	Talks in presentation and does not read. Strong physical presence on video presenting.	Mostly read presentation. Appears on video presenting.	Only read presentation. Limited to no presence on video presenting.
Organization	Organized	Somewhat organized	Not organized
Creativity	Interesting and appealing. Effort and time reflected in work.	Somewhat appealing. Some effort reflected in work.	Not very appealing. Effort not reflected in work.
Response to others	Responds to 2 or more classmates	Responds to 1 classmate	Responds to no one

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

Academic Language in Dual Language Settings

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SUMMER 2023 Jul 03, 2023 - Aug 18, 2023

Blogs			
	5	4-3	2-0
Word Count	Within the required 250–350 word limit	Over/under 25 words of the 250–350 word limit	Over/under 26 words of the 250-350 word limit
Analysis/ Interpretation	<p>Postings show understanding, insight, and reflection about the topic.</p> <p>The message uses sources and demonstrates new understanding of the topic.</p>	<p>Postings provide some insight, understanding, and reflection about the topic.</p> <p>Some messages show analysis or interpretation well. Some opinion used.</p>	<p>Postings lack evidence of insight, understanding, and reflection.</p> <p>Messages generally show little analysis, consisting in opinion.</p>
Author(s) Perspectives/ Examples	Strategic use of author’s perspectives/examples.	Some use of author’s perspectives/ examples.	No author’s perspectives/ examples used.
Writing Skill	<p>Sentences are clear. Correct word choice, correct spelling, and correct grammar.</p> <p>Writing still supports persuasiveness in points of view.</p>	<p>Writing is mostly clear. Some grammar errors.</p> <p>Most points supported for persuasiveness of the argument, rather than opinion.</p>	<p>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.</p> <p>Mostly opinion based.</p>
APA Format	APA format citations and references.	Some APA format citations and references.	No APA format references.
Participation	Responds to 2 or more classmates with significant, meaningful feedback.	Responds to one classmate and/or not related to what the classmate stated.	Does not post responses to any classmates.

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TEAM Presentations on Content Specific Academic Language			
Exceptional 15-13	Good 12-10	Acceptable 9-6	Unacceptable 5-0
<p>Informative and original responses; demonstrates high level of understanding of the academic language of content area; provides ample examples; incorporates various course readings.</p> <p>Includes all components, including a well-developed lesson plan to intentionally teach academic language.</p> <p>Demonstrates high collaboration with team members; presentation smooth/connects throughout.</p> <p>Interesting and engaging slides.</p> <p>Evidence of critical thinking; demonstrates insight and reflection.</p> <p>Follows APA format and includes references.</p> <p>Presentation not read.</p>	<p>Demonstrates significant understanding of the academic language of content area; uses some specific examples; incorporates some course readings.</p> <p>Includes all components, including a developed lesson plan to intentionally teach academic language.</p> <p>Demonstrates effort of collaboration with team members; presentation smooth/connects for most.</p> <p>Some interesting slides.</p> <p>Some connections made between assigned content area and readings.</p> <p>Follows some APA format and includes some references.</p> <p>Some reading of content.</p>	<p>Shows some evidence of thought and effort to communicate with examples/description.</p> <p>Includes most components, including a somewhat developed lesson plan to intentionally teach academic language.</p> <p>Demonstrates limited effort of collaboration with team members.</p> <p>Some disconnect from side/speaker/topic.</p> <p>Summarizes rather than comments on events and their significance. Examples and quotes are limited. Few connections made between content presentation and readings.</p> <p>Includes APA format but does not include references or include references but does not include APA format.</p> <p>Content mostly read.</p>	<p>Unclear/incomplete summaries; little attempt to use examples to support academic language content specific.</p> <p>Does not include most components or a lesson plan to intentionally teach academic language.</p> <p>Demonstrates no effort of collaboration; presentation appears cut and pasted, not connected.</p> <p>Work characterized by difficulty communicating information; uses feelings and opinions, or just copied from a website.</p> <p>Connections not made between content/readings.</p> <p>Does not follow APA format. Does not include references.</p> <p>Content only read.</p>

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TEAM Responses			
	2	1	0
Content	Provides feedback on main points and/or concept ideas presented.	Provides feedback on some points and/or concept ideas presented.	Limited/no feedback on concept ideas presented.
Analysis/ Interpretation	Demonstrates new and gained understanding of the topic.	Understanding mostly opinion and general.	Little evidence of understanding.

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