Language Power: Adopting Academic Language Use as a Tool for Teaching and Learning

2 Semester Hours of
Graduate Credit

About Corwin Advance

Corwin Advance courses are created from popular Corwin books in direct consultation with our author experts. Each course features learning and skills you can transfer to your classroom immediately, using video from classrooms showing strategies in action, along with interviews with authors, teachers, and students. All Corwin Advance courses are designed to support teacher license renewal and professional growth with the goal of improving outcomes for all students.

Accessing the Course

To access your course you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience please ensure that your browser is up to date.

Login

1. Go to https://corwin.instructure.com
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click Forgot Password? to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

Gottlieb, M., & Castro, M. (2017). *Language power: Key uses for accessing content.* Thousand Oaks, CA: Corwin.

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Course Description

No matter who your students are, no matter which discipline you teach, the research reads the same: School achievement depends upon effective communication. The purpose of this course is to help you build an understanding of key uses of academic language and provide you with rich classroom-based planning, instructional, and assessment strategies for promoting academic language use with all students, with special attention to multilingual learners who are English language learners. You'll hear from world-renowned educator Margo Gottlieb and see her recommended best-practices in action with video from real classrooms.

Course Objectives

By the end of this course, you will be able to:

- discuss the importance of academic language use and its relation to student achievement for all learners;
- explain how to utilize the DARE conceptual tool to facilitate the organization of language and content learning;
- embed academic language use into curriculum, instruction, and assessment;
- recount examples of language use for academic purposes in multiple disciplines; and
- argue for the importance of academic language use as a tool for student empowerment.

Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment as this must be met in order to receive credit.

Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

Module 1	Language in the 21st Century Classroom After completing this module you will be able to: • develop an individual "statement of purpose" related to language use in classrooms. • identify, explain and reflect on the applicability of the steps of the Inquiry Cycle to their setting.	**2.5 hrs** Typical time to complete
Read A	Who Are Our English Learners?	
Watch A	The Multilingual Classroom	
Read B	Research and Language Power	
Watch B	Assets-Based Teaching	
Reflect and Create	Language Memories	
Discuss	The Multilingual Classroom	
Quiz	Through the Inquiry Cycle	Graded
Reflect	New Opportunities for Language Use	

Module 2

The Power of Academic Language Use

After completing this module you will be able to:
- define the features of academic language use and determine why each is important for curriculum, instruction, and classroom assessment.
- analyze and evaluate the effectiveness of current academic language practices in the classroom.

2.5 hrs
Typical time to complete

Read A	The Nature of Academic Language Use	
Watch	Tool for Learning	
Read B	Examining Key Uses	
Observe, Analyze, and Reflect	Key Uses in the Classroom	
Discuss	Classroom Environment	
Quiz	Purposes for Academic Language	Graded
Reflect	Focusing on the Lessons	

Module 3

DARE: Key Uses of Academic Language

After completing this module you will be able to:
- define DARE.
- incorporate DARE into unit and lesson planning.
- recount the different factors that interact with language use in academic contexts.

2.5 hrs
Typical time to complete

Read A	Key Uses in Classroom Instruction	
Watch	The D in DARE: Group Discussion in Action	
Discuss	A Plan for DARE	
Quiz	Factors Shaping Communication	Graded
Project	Looking for DARE and Academic Language Opportunities	Submit for Grading
Update Your Portfolio	Factors Impacting Language Use	

Module 4

DARE: Key Uses of Academic Language in Content (and Language) Standards

After completing this module you will be able to:
- demonstrate ways to intentionally incorporate key uses of academic language (DARE) in content standards used in the classroom.
- explain how academic language can support students in their development of 21st century skills.

2.5 hrs
Typical time to complete

Read	Key Uses in Classroom Instruction	
Watch	Planning for Student Demonstration	
Discuss	Adding 21st Century Skills	
Quiz	Connections to DARE	Graded
Project	Developing a Checklist (If You DARE)	Submit for Grading
Update Your Portfolio	Embedding Language for Academic Purposes	

Module 5 — Integrating Language Use in Curriculum Design

2.5 hrs Typical time to complete

After completing this module you will be able to:
- demonstrate how curriculum design can support academic language development.
- identify language functions and cognitive functions in task design.

Read	DARE in Curriculum Design	
Watch	Supporting Multimodalities	
Analyze and Reflect	Identifying Key Uses in Text and Materials	
Discuss	Multimodalities in Your Curriculum	
Quiz	Incorporating Key Uses	Graded
Reflect	Using Multiple Modalities for All Learners	

Module 6 — Using Scaffolding and Metalinguistic Strategies to Support Student Ownership of Learning

2.5 hrs Typical time to complete

After completing this module you will be able to:
- scaffold instruction and select instructional materials that support content and language learning.
- explain how strategies to support student agency through access to rigorous content and increasing metalinguistic awareness leads to student ownership.

Read	Scaffolding Instruction	
Watch	Scaffolding Strategies to Support Academic Language Use	
Observe, Analyze and Reflect	Self-Assessment of Scaffolded Instruction	
Discuss	Personalizing Learning	
Quiz	Strategies to Support Student Learning	Graded
Reflect	Supporting Multilingual Learners	

Module 7 — Planning for Assessment

2.5 hrs Typical time to complete

After completing this module you will be able to:
- develop a performance assessment that measures academic language use
- explain how to use a variety of tools/methods to document students' language performance.

Focus	Reflecting on Assessments	
Read A	Bridges To Educational Equity	
Read B	Rethinking Assessment	
Watch	Key Uses in Content Area Assessment	
Discuss	Assessment and Learning Design	
Quiz	Academic Language and Assessment	Graded
Project	Performance-Based Assessment for Language Arts	Submit for Grading
Update Your Portfolio	Assessments	

Module 8

Content Area Assessment Through an Academic Language Lens

After completing this module you will be able to:
- Embed key uses of academic language in assessment in mathematics, science, and social studies.
- Design a content area performance assessment including key uses of academic language.

2.5 hrs Typical time to complete

Read	Rethinking Assessment	
Watch	Using DARE in the Content Areas	
Create and Reflect	Content Area Performance Assessment	
Discuss	Assessing Key Uses Across Content Areas	
Quiz	Academic Language and Assessment	Graded
Reflect	Approaches to Assessment	

Module 9

Promoting Equity through Participation and Agency

After completing this module you will be able to:
- convert existing teaching practices to "agentic" practices and compare and contrast teaching practices.
- describe the process of selecting linguistically and culturally relevant instructional materials that promote student engagement and agency.

2.5 hrs Typical time to complete

Read	Different Perspectives	
Watch	Encouraging Agency in the Classroom	
Observe and Analyze	Opportunities for Engagement	
Discuss	Agentic Practices in Action	
Quiz	Academic Language Use and Assessment	Graded
Update Your Portfolio	Student Engagement	

Module 10

Students as Stakeholders: Creating Independent Learners

After completing this module you will be able to:
- set goals for academic language use to increase students' responsibility for their own learning.
- describe how students can act as decision-makers in activities involving academic language to demonstrate learning.

2.5 hrs Typical time to complete

Read	Involving Students	
Watch	Student Reflection on Language	
Analyze and Reflect	Promoting Academic Language Use	
Discuss	"I Can" Statements	
Quiz	Getting Students Involved	Graded
Update Your Portfolio	Academic Language Inside and Outside	

Module 11	Encouraging Stakeholders to Take the DARE	2.5 hrs
	After completing this module you will be able to: • Identify methods of engaging different stakeholder groups around academic language use. • Explore how the concept of academic language use can promote stakeholder engagement.	Typical time to complete

Read	Rethinking Assessment	
Watch	Community Engagement	
Analyze and Reflect	Mission and Vision	
Discuss	Outcomes of Engagement	
Quiz	Building Stakeholder Engagement	Graded

Capstone		
Final Project	Becoming the Expert	Submit for Grading
Final Reflect	Take the DARE	
Update Your Portfolio	Empowered by Language Power	

InTASC Standards Alignment

Our courses have been aligned to the InTASC Mode Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks here.

Standard	Covered in Modules
Standard 1: Learner Development	6–10
Standard 2: Learner Differences	1, 5–10
Standard 3: Learning Environments	1, 3, 6, 10, 11
Standard 4: Content Knowledge	2, 3, 4, 7, 8
Standard 5: Application of Content	10, 11
Standard 6: Assessment	6, 7, 8
Standard 7: Planning for Instruction	4–11
Standard 8: Instructional Strategies	4–8

Course Policies

Grading Policy and Rubric

Letter Grade	% Grade
A	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D*	*65–69*
F*	*0–64*

Component	Percentage of Final Grade
Final Project	40%
Final Exam	20%
Module Projects	30%
Module Quizzes	10%

*Students earning a D grade or below will not be eligible to receive a Certificate of Completion or graduate credit.

Assignment Resubmission Policy

Students receiving a non-passing grade in the course have one opportunity to re-submit a project assignment to improve their grade. To resubmit an assignment please work directly with your course facilitator; you have seven days from completion of the course to resubmit the assignment.

Facilitation Model

Throughout your course experience, you will have a dedicated facilitator to answer questions and provide feedback on your submitted projects. Your facilitator will respond to any questions within one business day. All submitted assignments will receive written feedback and grades within 5 business days of their submission date.

Standards of Academic Integrity

Corwin Advance maintains high standards of academic integrity related to student academic performance in our courses. When enrolling in a Corwin Advance course you do so with the understanding and agreement to produce your own work, to submit assignments that you completed yourself, and to take quizzes and exams without the assistance of others. Course facilitators will enforce our Standards of Academic Integrity Policy and will report to Corwin all suspected violations. Read the full Standards of Academic Integrity Policy at the Corwin Advance Academic Integrity web page.

University Graduate Credit & Transcript

If you select a course that is eligible for graduate credit, that credit will be awarded upon successful completion of the course by the university you select upon purchase. Upon successful completion Corwin will communicate your final grade to the university and you will be directed to the university to register and access your transcript. This could take 2–3 weeks depending on the university, though you will receive a Corwin Certificate of Completion upon completion of the course. For more details on Corwin Advance university partners visit our web page, or if you have questions, contact advancesupport@corwin.com.