

SYLLABUS



Course Name and ID Number

Looking at Student Academic Language (LASAL) Foundations, ID #712

Course Statement

Develop and apply skills for using collaborative analysis of student artifacts to improve instructional practice in identifying linguistic strengths and next steps for fostering use of academic language structures by students.

Course Description

Develop an understanding of how collaboratively engaging in a professional peer group process to analyze student work can help foster growth in students' discourse patterns, language forms, sentence types, and words and phrases to help them receive and express information, ideas, and concepts within an academic register. In this course, teachers will focus on improving pedagogical moves for the teaching of academic language within content areas, not on proving students "got the right answer."

Prerequisites

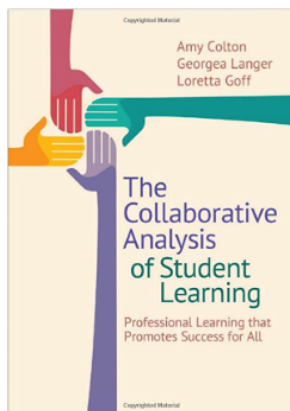
None

Learning Objectives

Learners who complete this course will be able to:

1. Create Language Objectives to foster academic language development.
2. Distinguish between observation and analysis of student work.
3. Formulate clarifying and probing questions.
4. Describe the foundational components of the LASAL Collaborative Analysis process.

Required Textbook (Provided by University)



The Collaborative Analysis of Student Learning: Professional Learning that Promotes Success for All 1st Edition

978-1483358178

Trusted educators Colton, Langer, and Goff are pioneers of an extraordinarily effective approach to professional learning: Collaborative Analysis of Student Learning (CASL). This evidence-based book is fully updated to address the Common Core State Standards. Learn how to:

- Design a sustainable CASL program based on two decades of nationwide implementation experience
- Inquire into student work and assessments to promote learning excellence
- Use the CASL Teacher as Collaborative Inquirer framework to promote culturally competent, rigorous teaching
- Develop and implement new instructional strategies that mesh with Common Core standards

Authors: Amy B. Colton, Georgea M. Langer, Loretta Goff
 Publisher: Corwin; 1st edition (June 26, 2015)

Demonstrating Mastery: A Two-Step Process

Step One: Learning and Understanding

This course is broken down into Learning Objectives and related Topics. For each objective, you will participate in Learning Activities designed to enhance and reinforce understanding.

Learning Activities include Interactive Discussions, readings, video and audio clips, slide presentations, Discussion Board prompts, Learning Journal prompts, practice exercises, demonstrations, as well as links to web and library resources.

Competency Structure

The table below details the Learning Objectives along with their corresponding Topics.

Module	Topics
Create Language Objectives	• Academic Language • Writing Language Objectives
Distinguish Between Observation and Analysis of Student Work	• The Importance of Distinguishing Between Observation and Analysis • Using Observation and Analysis to Study Student Work
Formulate Clarifying and Probing Questions	• Attributes of Clarifying and Probing Questions • Developing Clarifying and Probing Questions
Describe the Foundational Components of the LASAL Collaborative Analysis Process	• The Benefits of the Collaborative Analysis Process • Essential Elements of the Looking at Student Academic Language Model

Step Two: Final Assessment

Once you have successfully progressed through the Learning Activities, you are ready to demonstrate that you have mastered the course. In order to demonstrate mastery, you must be evaluated as proficient or exemplary on each rubric category for the corresponding

performance-based assessment (paper, presentation, project, etc.). Please note that submissions may be checked for plagiarism.

Student Resources

Library Resources

[The UMass Global Library](#) provides you with access to an extensive collection of research materials and support services. You can familiarize yourself with library resources by watching [this brief video](#) introduction.

Writing and Math Help

UMass Global's [Online Writing and Math Center \(OWMC\)](#) offers subject-specific tutoring services, live workshops, video tutorials, tutorial office hours, and links to top academic sites in order to ensure student success. Students can access the OWMC directly when logged into their courses.

Netiquette

Communicating in an efficient and respectful manner is critical to the learning process. Please view and adhere to any netiquette guidelines outlined within the competency and the [Online Etiquette video](#).

Standards of Academic Integrity

Academic integrity is a core University of Massachusetts Global value which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. Students are required to read, understand, and apply the standards set forth concerning academic integrity found [University of Massachusetts Global catalog](#).

Americans with Disabilities Act Statement

University of Massachusetts Global is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided timely, efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). More details are available in the current [University of Massachusetts Global Catalog](#) or on the [Office of Accessible Education web site](#).