Biliteracy (BED 5336)/Literacy-Biliteracy Development (RED 5351) [Online]
Spring 2023

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COURSE INFORMATION
BED 5336-001: Biliteracy (CRN: 26059)/RED 5351-001: Literacy-Biliteracy Development (CRN 26060)
3 credit hours
Online, asynchronous

COURSE DESCRIPTION
Identification of principles, problems, and issues of primary and second language acquisition, specifically the relationship between the development of these languages, to facilitate and promote literacy/ biliteracy.

COURSE OBJECTIVES
In this course students will:

- Understand Translanguaging as a pedagogical practice utilizing bilingualism as a resource;
- Gain practice with holistic pedagogical practices;
- Research and examine critical perspectives of biliteracy;
- Examine cultural, social, political, and linguistic issues that impact biliteracy education;
- Research and examine biliteracy education in practice.

COURSE MATERIALS

Required textbook

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action*. Philadelphia, PA: Caslon Publishing. ISBN: 978-1934000137

Required readings (on Blackboard)

Beeman, K., & Urow, C. (2013). How Spanish works. In K. Beeman & C. Urow, *Teaching for biliteracy: Strengthening bridges between languages* (pp.155-165). Caslow.

Collier, V.P., & Thomas, W.P. (2009). Chapter five: Program effectiveness. In V.P. Collier & W.P. Thomas (Eds.), *Educating English Learners for a transformed world* (pp.46-69). Dual Language Education of New Mexico Fuente Press.

DeMatthews, D.E., & Izquierdo, E. (2019). Injustice and redemption: The education of Latinx Emergent Bilinguals. In D.E. DeMatthews & E. Izquierdo (Eds.), *Dual language education: Teaching and leading in two languages* (pp. 1-15). Springer.

García, O. (2012). Theorizing translanguaging for educators. In C. Celic & K. Seltzer (Eds.), Translanguaging: A CUNY-NYSIEB Guide for educators (pp.1-6).

García, O., Kleifgen, J. A., & Falchi, L. (2008). From English Language Learners to Emergent Bilinguals. Equity Matters. Research Review No. 1. *Campaign for Educational Equity, Teachers College, Columbia University*.

Gorski, P. (2019, April). Avoiding racial equity detours. *Educational Leadership: Separate and still Unequal, Race in*

America's schools, *76*(7), 56-61.
Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Educational linguisticsin practice. *International Journal of Bilingual Education and Bilingualism, 7*(2&3), 155-171.
Menken, K. (2017). *Leadership in dual language bilingual education.* Center for Applied Linguistics.
Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's Long Term English Learners*. Californians Together.
Reyes, I. (2012). Biliteracy among children and youths. *Reading Research Quarterly, 47*(3), 307-327.
Reyes, R. A. (2019, December 20). Dropout? *More like 'Pushout,' since we fail our kids, Latino educator Victor Rios says*. NBC Universal News. Retrieved from: https://www.nbcnews.com/news/latino/dropout-more-pushout-we-fail-our-kids-latino-educator-victor-n1103891
Sánchez, M. T., García, O., & Solorza, C. (2017). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal, 41*(1), 37-51.
The University of Texas at Austin (2020). ELAR/SLAR TEKS update - Kindergarten. Retrieved from: https://ipsi.utexas.edu/ELAR-SLAR-TEKS-Grade-kindergarten
U.S. Department of Health and Human Services and U.S. Department of Education (2021, April 11). Policy statement on supporting the development of children who are dual language learners in early childhood programs. Retrieved from: https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-policy-statement-final.pdf

COURSE AND UNIVERSITY POLICIES

- Read the course syllabus carefully and check Blackboard regularly to keep up-to-date on readings and post course assignments.
- Assignments are to be submitted by their due dates.
- All assignments are to be completed carefully and should reflect graduate-level work.
- All writing needs to be well-organized and coherent and must follow APA format. Use Purdue OWL as an APA resource:http://owl.english.purdue.edu/owl/resource/560/01/

Inclusiveness and equity

In order to create equal educational opportunities for all students, every student is expected to demonstrate respect for the diverse voices and individual differences in the class. No person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, gender, sexual orientation, disability, national origin, religious affiliation, age, or veteran status. Any member of the university community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the university. Complaints regarding discrimination and inquiries regarding applicable policies should be reported to the University's Equal Opportunity Office at Kelly Hall, 3rd Floor, 915.747.5662 or at eoaa@utep.edu.

Food insecurity, mental health, and access to support services

There are a variety of support services on campus that can help you navigate different challenges and obstacles you may be facing while managing your doctoral studies. **The UTEP Food Pantry** is available to help students meet their basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at https://www.utep.edu/student-affairs/foodpantry/. The office of **Counseling and Psychological Services** offers FREE mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at https://www.utep.edu/student-affairs/counsel/resources/services-students.html. Additional support services

and resources are listed at https://www.utep.edu/student-affairs/resources/index.html. If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know and I will be happy to help you find the supports you need.

Different abilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Academic integrity

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, the 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. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

GRADING SUMMARIES

Assignments	Points
Self-narrated video	4
APA quiz	4
8 blogs @ 3 pts each	24
4 group discussions @ 4 pts each	16
2 reading responses @ 3 pts each	6
Group presentation #1	10
Reaction paper	7
Group presentation #2	10
Biliteracy final project Part 1	8
Biliteracy final project Part 2	8

Peer evaluations	3
Total points	100

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

COURSE OVERVIEW

Week	Date	Topics	**Assignments Due** (in addition to readings)
1	Jan 17	Setting the stage	Self-narrated video & peer response; APA quiz
2	Jan 23	Module 1: Ideologies and foundations of biliteracy in school	Blog 1 & peer response; Blog 2 & peer response; Group discussion & peer response
3	Jan 30	Module 2: Socio-cultural, socio-historical, & socio-political context of biliteracy	Blog 3 & peer response; Blog 4 & peer response; Group discussion & peer response
6	Feb 22	Module 3: Research perspectives & implications of policy on biliteracy	Blog 5 & peer response; Group discussions & peer responses; Blog 6 & peer response; Paper topic; Reaction paper
		SPRING BREAK	
11	April 1	Module 4: Pedagogical pathways for instruction & assessment	Group presentation; Blog 7 & peer response; Group presentation; Group discussion & peer response; Final biliteracy project; Peer evaluations of final biliteracy project