Title of Course: BED 5343 Content area instruction for EBs
CRN 26314

Semester: Spring 2024

Day/Time: Hybrid course. Face-to-face meetings on selected odd Thursdays (See the calendar at the end of the syllabus) from 5:30-8:20pm in room 305 (Education Building).

The rest of class meetings will be carried out via Zoom during the same time except when noted. See course schedule for more details.

Credits: 3

Class hours: 3

Instructor Information:
Name: Dan Heiman, Ph.D.
Email: dbheiman2@utep.edu
Phone: 512-299-1889 (M-F; 9AM-5PM)
Office hours: 10AM-2PM on Wednesdays or by appointment (in-person or virtual)

COURSE DESCRIPTION

This course supports teachers in improving educational equity for emergent bilingual students, or English learners, by ensuring that emergent bilinguals have access to academic content, English language development, and the use of their whole linguistic repertoires in learning. Foci develop teachers' awareness of language, expertise in language analysis, understanding of language learning theories and processes, and knowledge of sheltering strategies for teaching language and content at the same time. Copied from UTEP Catalogue

From an additive perspective on learning, biliteracy potentially promotes academic development in as far as it multiplies the meaning potential and meaning-making tools. In this course, we explore multilingualism from an ecological perspective. Multilingualism and biliteracy develop in historically, socially, and ideologically specific contexts, as well as in the minds of biliterate people. Literate practices are situated so that participants’ beliefs, language use, forms of literacy, power relations, use of mediational tools and resources all have an impact on biliterate development.

Drawing mainly on research in multilingualism and biliteracy from a sociocultural and sociolinguistic perspectives, we explore the interaction among literacy development, disciplinary boundaries, and learning. No prior background knowledge in either applied linguistics or
bilingual education is assumed, but students are expected to inquire about any background issues which are unfamiliar.

The course is organized to promote development of scholarly inquiry and writing. Through dialogue and interaction with their peers and with the professor, we will engage with the literature in multilingualism, biliteracy and academic development. We will also emphasize understanding the relationship between theory and practice.

The following are questions we will explore in this course.

1. What is literacy? What is language?
2. What is multilingualism/bilingualism? What is biliteracy? What are different ways of defining these concepts? How these different perspectives influence theory, research and practice?
3. What is the relationship between language, literacy/biliteracy, and learning?
4. How does race intersect with language, literacy/biliteracy, and learning?
5. What is the relationship between language, literacy/biliteracy, and learning academic content?
6. How is biliteracy in practice studied? How can biliteracy be theorized in practice?
7. How does knowing about language and biliteracy amplify my perspectives as a researcher in my academic field?

**REQUIRED MATERIALS**


Butler, T., Penn, J. I., & Merry, J. (2020). Pardon this disruption: Cultivating revolutionary civics through world humanities. In V. Kinloch, T. Burkhard, & C. Penn (eds.), *Race, justice, and activism in literacy instruction* (pp.91-106). Teachers College Press.


García, O., & Leiva, C. (2014). Theorizing and enacting translanguaging for social
justice. In A. Blackledge & A. Creese (Eds.), *Heteroglossia as practice and pedagogy* (pp. 199-216). Dordrecht, Netherlands: Springer.


https://doi.org/10.1002/tesj.502

https://doi.org/10.1080/15235882.2019.1589.605

https://www.newyorker.com/culture/personal-history/forgetting-my-first-language

https://www.ted.com/talks/jamila_lyiscott_why_english_class_is_silencing_students_of_color

https://ncte.org/resources/policy-briefs/


[https://www.youtube.com/watch?v=5oPWMEjgGb](https://www.youtube.com/watch?v=5oPWMEjgGb)

[https://www.youtube.com/watch?v=vbAS3IT6FLe](https://www.youtube.com/watch?v=vbAS3IT6FLe)

[https://www.youtube.com/watch?v=whKCIO9JnHQ](https://www.youtube.com/watch?v=whKCIO9JnHQ)

[https://www.youtube.com/watch?v=hn-S6Ky4eUU](https://www.youtube.com/watch?v=hn-S6Ky4eUU)


[https://doi.org/10.1002/rrq.512](https://doi.org/10.1002/rrq.512)

[https://doi.org/10.1111/aeq.12360](https://doi.org/10.1111/aeq.12360)

[https://doi.org/10.1177/1086296X211031279](https://doi.org/10.1177/1086296X211031279)

[https://doi.org/10.1002/trtr.2178](https://doi.org/10.1002/trtr.2178)

[https://doi.org/10.1093/jahist/jaab064](https://doi.org/10.1093/jahist/jaab064)


[https://doi.org/1002/RRQ.022](https://doi.org/1002/RRQ.022)


**OPTIONAL MATERIALS**


**COURSE POLICIES**

**Inclusiveness and equity:** Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course and for the sake of your future students’ learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you show respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I
would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair and/or you can report a complaint of discrimination to the University’s Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

Language use: This is a multilingualism and biliteracy course, and following recent theoretical developments in this field, I encourage you to use your diverse languages and varieties in the course. Many faculty and students at UTEP are bilingual, and we translanguage. I encourage you to use your entire linguistic/semiotic repertoire for learning. Since I am bilingual in Spanish and English, you may turn in your assignments in English or Spanish. If you would like to use another language to write your assignments, please, contact me and we will make it work.

“Netiquette” is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

Attendance and punctuality: Absences exceeding 2 synchronous and/or asynchronous class meetings may result in a loss of 5 points of your final grade. However, if you have any connectivity issues during our asynchronous meetings, I will work with you to make up that work. Because classes are online, online activities of the week count as the classes. With 3 absences, in other words, with lack of participation in the online activities scheduled for 3 weeks, the professor reserves the right to drop a student from the class. Please, notify me if you have an emergency. Arrange your schedules so you are prepared to engage in class fully.

Preparation and Participation: Take advantage of this course to experience academic practices! Read, think, talk, and write as a scholar! Students are expected to complete all the readings, interpret them, discuss them with your peers, and use them to develop their scholarship. You are expected to actively participate in discussions and activities. The class is a 3-credit course. I recommend that students plan to spend between 12-15 hours, in addition to the three weekly contact hours. However, this may vary from week to week. I would like you to take ownership of your own learning. That means that you are responsible for coming to (online or face-to-face) class prepared to explore points and questions with colleagues. Students will benefit from revisiting texts after group discussions. This class will be conducted in primarily a seminar style,
even if the classes are online. The expression of diverse viewpoints as well as requests for clarification and elaboration among classmates should be cordial and respectful.

**Assignments:** Late assignments will NOT be accepted in this course. The assignments in this class require a lot of planning. Plan now the time you need to complete the assignments to meet established deadlines. Turn in all assignments through Blackboard. Use APA style in your written assignments.

**Incomplete:** A grade of incomplete will not be given for this course unless there are extenuating circumstances. Please talk to the professor ASAP if such a situation arises. In any case, incompletes will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis, which genuinely precludes successful completion of the course.

**Email and Blackboard:**
Please check your email and Backboard at least twice a week. These are my primary means for providing updates to the class. E-mail is one of the most reliable ways to contact me.

**Cell phones:**
Please turn off all cell phones during class.

**Food insecurity, mental health, and access to support services**

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students’ 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/](https://www.utep.edu/student-affairs/foodpantry/). The office of **Counseling and Psychological Services** offers 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](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](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. You are not alone.

**STUDENT SUCCESS RESOURCE HUB**
UTEP POLICIES

Standards of academic integrity: 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. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], 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.

Students with Disabilities statement: 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) located in Union E Room 106. Students who have been designated as having a disability 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 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 CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (http://www.utsystem.edu/bor/rules) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with the instructor.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>COURSE SPECIFIC LEARNING OUTCOMES</th>
<th>Measurements (means of assessment for student learning outcomes listed in first column):</th>
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<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
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<tr>
<td>1. Synthesize significant research literature in literacy/biliteracy and academic development</td>
<td>Reading synthesis&lt;br&gt;Online discussion board</td>
</tr>
<tr>
<td>2. Integrate the literature on literacy/biliteracy and academic development with other fields of interest.</td>
<td>Reading synthesis&lt;br&gt;Online discussion board</td>
</tr>
<tr>
<td>3. Applies theories learned in course about language teaching and learning in a lesson plan</td>
<td>Lesson plan assignment</td>
</tr>
</tbody>
</table>

10
4. Apply significant research literature in the development of an argument related to an educational issue about literacy/biliteracy and academic development

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Autobiography of language and literacy experiences</td>
<td>15</td>
<td>02/15</td>
</tr>
<tr>
<td>Reading synthesis and critique during Zoom sessions (5 x 3 points)</td>
<td>15</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Lesson plan (in pairs)</td>
<td>10</td>
<td>03/28</td>
</tr>
<tr>
<td>Guide Learning experience during face-to-face sessions (in groups)</td>
<td>20</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Final paper</td>
<td>30</td>
<td>05/09</td>
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<tr>
<td>Final presentation</td>
<td>10</td>
<td>04/25</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**GRADING SCALE**

A (Exceeds Expectations): 90-100  
B (Meets Expectations): 80-89  
C (Does not meet expectations): 70-79  
F (Fail): 69 or less

An “A” means work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.

A “B” means work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of “A” work, particularly written work that demonstrates less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.

A “C” for written work signifies that one or more aspects of the assignment were omitted, that assignment specifics were not attended to, and/or poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.

**Below a C is failing a graduate course or a graduate assignment.**
DESCRIPTION OF ASSIGNMENTS

Autobiography of language and literacy experiences (15pts.)

Describe your experiences as a language learner, taking into consideration the following questions and statements:

- What language(s) do you speak? What languages were part of your Kindergarten-graduate school education (for academics and in social spaces)? Which language(s) were prioritized by teachers, staff, and other school personnel in your schools? What language(s) were prioritized by your families and communities? How did those practices align or contrast with language(s) prioritized in schools or academic spaces? How did you (and everyone else) know? Provide specific examples, reflections, and connections to specific concepts and themes from our course.

- What role did White Mainstream English (WME) play in your schooling practices? Were you exposed to course materials and/or course contexts that included and/or asked you to reflect on minoritized language practices (not WME)? What did you notice about students who did not speak WME? Provide specific examples, reflections, and connections to specific concepts and themes from our course.

- NOTE: Please respond to these questions through a narrative (not just responding to the questions in order) that demonstrates thoughtful and critical reflection about your previous language and literacy experiences. Even though it is possible that you consider yourself a monolingual English speaker with straightforward language and literacy practices, this assignment asks you to critically examine schooling practices and contexts that may have offered you more or less academic and linguistic privilege than other students.

- 8-10 pages double spaced

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory (2pts.)</th>
<th>Emerging (3-4pts.)</th>
<th>Proficient (5pts.)</th>
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<tbody>
<tr>
<td>Addresses the assignments main points</td>
<td>Addresses very few of the assignment’s main points</td>
<td>Addresses some of the assignment’s main points</td>
<td>Thoroughly addresses all the assignment’s main points</td>
</tr>
<tr>
<td>Examples, reflections, connections to course materials</td>
<td>Lacks detail with respect to the course materials</td>
<td>Provides some detail with respect to the course materials</td>
<td>Provides rich descriptions with respect to the course materials</td>
</tr>
<tr>
<td>Student demonstrates deep, thoughtful, critical reflection</td>
<td>Lacks deep/thoughtful/critical reflection</td>
<td>Provides some deep/thoughtful/critical reflection</td>
<td>Provides many examples of deep/thoughtful/critical reflection</td>
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</table>

Reading Syntheses and Critique (Zoom/asynchronous meetings)

To help you think about the readings and to facilitate our discussions over Zoom, you will write reading syntheses. For these assignments, you will write down the major arguments of the readings, as well as your critical analyses. You will also make connections across readings.
The day prior to class at midnight, you will submit a reading synthesis (500 words) about the readings assigned for that week in Blackboard. You may not turn in syntheses late for credit. You will submit reading syntheses, one for each week of Zoom meetings, as indicated in the schedule. You will turn in your reading synthesis in “Assignments”.

Please, write the synthesis clearly, edit, and spell check your work before turning it in. See instructions below for the peer review part of this assignment.

Reading Syntheses (3 points):
- It synthesizes and condenses weekly readings into two pages of text (500 words).
- It is not a summary of the readings, but it may provide an accurate account of the main ideas of each article.
- Make connections across texts. Identify ONE theme per synthesis which cuts across readings, and show how multiple texts illustrate or speak to that theme.
- Include an introductory statement in which you identify the theme for the reader. Show how the theme is present across the readings. Develop the theme by providing specific examples from the readings (short quotes and paraphrases of key ideas).
- Be selective in the details you include. You have very limited space, so your language choices must be concise and clear.
- Make sure that your presentation of the author’s ideas are correct. However, be critical of the readings. For example, be sure to point out any weaknesses or areas of disagreement. Substantiate your claims by providing evidence from the readings in this course. Be explicit about what you are basing them on.
- No title is necessary. Include a header with your name and the week of the readings. Don’t include the assigned references. Only include a reference list if you cite additional references.
- Each synthesis should be two double-spaced pages (approximately 500 words), with a one line header (name, week, no title necessary).

Reading Syntheses Critique:
Procedure for peer review of your syntheses (activities during the face-to-face class)

1. During the Zoom session, you will offer your peer a critique of their writing (orally) in a Zoom breakout room. You will address the following questions: 1) Did they identify a single theme? 2) Are the discussion key ideas covered by all readings? 3) Is the representation of main ideas accurate? Do you agree or disagree with them? Provide a rationale. You will also discuss your advice to make the synthesis clearer for the reader.
2. Listen and consider all comments on your syntheses provided by your peer. Keep track of your progress throughout the semester so that your syntheses improve across time.

Rubric for Reading Syntheses

<table>
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<tr>
<th>3 points</th>
<th>2.5</th>
<th>2</th>
<th>0-1</th>
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<tbody>
<tr>
<td>Outstanding</td>
<td>Meets standard</td>
<td></td>
<td>Does not meet standards</td>
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</table>
The synthesis is thoughtful, engaging, and clearly written. The piece shows careful consideration of the topic. Student writes down the major arguments of the readings and develops in-depth connections among readings. Student critically analyzes one major idea from the reading, supports the critique well, and points out important questions. Work is edited and follows APA style.

Nearly meets standard

The synthesis is clearly written and reflective. Student writes down the major arguments of the readings and makes connections among readings. Student critically analyzes one major idea from the reading. Work is edited and follows APA style.

Nearly meets standard

The synthesis shows some level of reflection but is not clearly written.

Student partially develops major arguments from the reading, makes connections among readings, but does not support the critique well. Partially analyzes one idea. Work is edited but uses APA style sporadically.

The synthesis does not adequately address the major arguments of the readings and shows limited reflection. Student develops some ideas from the reading. The organization is not clear and there is no critical analysis of one idea. It contains grammatical or sentence structure errors that are disruptive.

| Learning Experience (20 pts.) |

During our face-to-face classes students (in pairs) will lead us in a learning experience that will focus on getting us to engage in critical dialogue and praxis about the concepts, ideas, and theoretical perspectives presented in the materials for that week. The way you go about this is wide open and I encourage creativity and non-traditional approaches.

Please go beyond just providing questions for us to discuss in small groups! This could include bringing in tweets, videos, blogs, fiction, children’s literature, music, artifacts from your language and literacy context(s), etc. I encourage you to use “hands-on-activities” that are clearly connected to the readings and help clarify or deepen understanding of the authors’ main points. Do not lecture us! With a group of graduate students and experienced educators, it is much more meaningful to engage the class in discussions and meaningful activities.

You will have between 30 and 45 minutes. Points may be deducted for presentations that are disorganized, and, as a result, are too short or go over the allotted time. However, presentations may go short/long because we decide to move on or allot more time.

Dan will model a learning experience during week 3

***RUBRIC WILL BE PROVIDED

Lesson plan: Content area teaching with EBs
You will design a lesson in pairs, or individually. In this assignment, I would like you to improve a lesson plan (duration: 1 day) that you have used and that you think would provide opportunities for learning and engagement for emergent bilinguals in your classroom.

1. Revisit lesson plans that you have developed or used in the past.
2. Reflect by yourself or in pairs: how you could improve the selected lesson by following the main aspects you have learned in this course, up until this week.
3. You have the freedom to select the context (i.e. grade level, program), the characteristics of your students, the content area(s) you wish to teach.
   - Content standards (TEKS, Common Core Standards or other standards used in your school district.)
   - Language objectives
   - Translanguaging objectives
   - Assessment
   - Specific resources/texts to use
   - Specific strategies that will support EBs’ content learning
4. Add a reflection (400-500 words) that addresses these questions:
   - How did you group students? How do you expect these groupings will contribute to student learning?
   - What opportunities are you proving for biliteracy development?
   - What makes this lesson relevant for your EB students?

*** Please, include in your writing of your reflection (in #4) at least 5 citations. All citations should be from our course.

1. Final Paper (8-10 pages)

Choose a topic that is related to bilingual education, biliteracy, and academic development. The topic should be related to your own research interests but also to this course topic. You may want to address issues of curriculum and language planning, instruction, assessment and accountability, teacher professional development, or social equity in bilingual contexts.

You will write a literature review that answers the questions below (minimum of 8 references). A rubric for the final paper is below.

- What is the relationship between language, learning and academic content and how has it been studied?
- Based on the literature, what are challenges and opportunities for emergent bilinguals in a particular academic content area (science, math, technology, engineering, social studies)? (Answer this question if it is relevant to your research topic).
- What are implications for teaching and learning from this literature review? (At least two pages)

Please, use this rubric to assess your final paper before submitting it.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>MEETS EXPECTATIONS</th>
<th>APPROACHES EXPECTATIONS</th>
<th>NEEDS IMPROVEMENT</th>
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<tbody>
<tr>
<td>Completeness</td>
<td>8 or more appropriate sources reviewed. Sources clearly relevant to the paper theme.</td>
<td>8 appropriate sources reviewed. Sources clearly relevant to the paper theme.</td>
<td>7 appropriate sources.</td>
<td>Fewer than 7 sources appropriate sources. It is not clear the relevance of sources to the theme.</td>
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<td></td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Analysis</td>
<td>Includes a variety of sources from high-quality journals and publications.</td>
<td>Includes primary research articles from well-respected journals in the field.</td>
<td>Over-reliance on low quality journals and/or a few sources are not reliable.</td>
<td>Most sources are unreliable.</td>
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<tr>
<td></td>
<td>6 points</td>
<td>5 points</td>
<td>4 points</td>
<td>0-3 points</td>
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<tr>
<td>Evidence</td>
<td>Organization pattern demonstrates understanding of the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading. Includes subtitles that facilitate reading.</td>
<td>Well organized with organizational plan obvious throughout. Includes subtitles that facilitate reading.</td>
<td>Organizational plan is inconsistent. Subtitles do not help with coherence.</td>
<td>No clear organization. No subtitles used to organize the information.</td>
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<td></td>
<td>7 points</td>
<td>6 points</td>
<td>5 points</td>
<td>0-4 points</td>
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<tr>
<td>Writing</td>
<td>All sources selected are clearly relevant to the purpose. Relevance is clearly articulated.</td>
<td>Apparent match between all sources and purpose, although perhaps not clearly articulated.</td>
<td>Apparent match between some sources and purpose, although perhaps not clearly articulated.</td>
<td>Mismatch between the sources and purpose.</td>
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<td>2 points</td>
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### Synthesis

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<th>CRITERIA</th>
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<tr>
<td>Synthesis</td>
<td>Summarizes and insightfully synthesizes the literature information, including analysis of gaps in and/or limitations of the research.</td>
<td>Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.</td>
<td>Summarizes the overall picture obtained from the literature review but lacks synthesis.</td>
<td>Lacks summary or synthesis of the information, leaving each article as a stand alone piece and/or misinterprets the information and/or makes statements unsupported by the literature.</td>
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<tr>
<td></td>
<td>10 points</td>
<td>9 points</td>
<td>8 points</td>
<td>7 points</td>
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### Style

<table>
<thead>
<tr>
<th>CRITERIA</th>
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<tr>
<td>Style</td>
<td>Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows style manual, uses quotations and citations to enhance written narrative, smooth transitions, Adheres to required length.</td>
<td>Contains few spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. Adheres to required length.</td>
<td>Contains noticeable but not distracting spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included.</td>
<td>Contains numerous distracting spelling or grammatical errors, and/or does not follow style manual, and/or lacks or uses quotations and/or citations ineffectively or inappropriately, and/or lack of transitions.</td>
</tr>
<tr>
<td></td>
<td>3 points</td>
<td>2 point</td>
<td>1 point</td>
<td>0 points</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>MEETS EXPECTATIONS</th>
<th>APPROACHES EXPECTATIONS</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30 points</td>
<td>25</td>
<td>20</td>
<td>14 or less</td>
</tr>
</tbody>
</table>

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### 2. PowerPoint presentation of the final paper

You will present a preliminary version of your final paper through a PowerPoint presentation. You will find guidelines to create this presentation in your blackboard course. You will present this assignment during the penultimate class, so that your classmates and I will give you feedback you can use to improve the final paper.

**Rubric for presentation**

<table>
<thead>
<tr>
<th>6 points Outstanding</th>
<th>5 points Meets standard</th>
<th>4 points Nearly meets standard</th>
<th>3 points or less Does not meet standard</th>
</tr>
</thead>
</table>
Student is well prepared and has a solid understanding of the findings. Presentation clearly includes main findings and rich detailed examples that support these claims. Findings demonstrate that the student has gained new understanding of the topic through their own research.

Student is prepared and the research findings presented are well organized. Presentation includes good examples that support major claims, but not all are relevant. Findings presented demonstrate that the student has gained some understanding of the topic through their own research.

Student is prepared but the findings are not organized. Most claims are not well supported by evidence. Findings partially demonstrate that the student has gained some understanding of the topic through their own research.

Student is not prepared, has not organized research findings and does not present relevant examples. Student does not demonstrate understanding of the research topic.

Disclaimer: The instructor reserves the right to adjust schedules and change topics in support of student and instructor needs.

CLASS SCHEDULE--SPRING 2024

PLEASE FOLLOW ORDER IN WHICH MATERIALS ARE PLACED!

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/18</td>
<td><strong>Introduction to course</strong>, assignments, policies and participants</td>
<td>Liao (2021) hooks (1994) Flores &amp; Rosa (2019)</td>
</tr>
<tr>
<td></td>
<td><strong>Face-to-face</strong></td>
<td>Come prepared for this first day of class to discuss: In light of these 3 readings, how do you understand your own experiences with language(s)? What does it mean to take an intersectional approach to language?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01/25</td>
<td><strong>Race/Raciolinguistics</strong> Linguistic profiling Raciolinguistics Academic Language Language Architecture</td>
<td>Lyiscott, (2018, May 23); Flores &amp; Rosa (2015); Mena (2019, Jan. 31); Flores (2020); Flores (2019, March 19); Reading synthesis #1 DUE (in assignments)</td>
</tr>
<tr>
<td></td>
<td><strong>ZOOM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>02/01</td>
<td><strong>Historical/theoretical perspectives</strong></td>
<td>Iyengar (2014); Bear (2008, May 12);</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Topic Description</td>
<td>References</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
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<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>02/08</td>
<td>ZOOM</td>
<td><strong>Black Language</strong> Anti-racist language and literacy practices&lt;br&gt;Black linguistic justice&lt;br&gt;Black Language in Dual Language Bilingual Education</td>
<td>Baker-Bell (2020); Handley (2021, April 11); Omogun &amp; Skerrett (2021); Frieson (2021)&lt;br&gt;<em>Reading synthesis #2 DUE (in assignments)</em></td>
</tr>
<tr>
<td>02/15</td>
<td>Face-to-Face</td>
<td><strong>Theories of Literacy/Biliteracy</strong> Critical bilingual literacies&lt;br&gt;Racial literacy&lt;br&gt;Critical media literacy</td>
<td>Reyes (2012); Hornberger (2004); Herrera &amp; España (2022); Sealey-Ruiz (2021); Lyiscott et al. (2021)&lt;br&gt;<em>Learning experience: Group #1</em></td>
</tr>
<tr>
<td>02/22</td>
<td>Face-to-face</td>
<td><strong>Bilingual Practices</strong> Code-switching, interliteracy, hybridity, Spanglish; cross-linguistic transfer; Introduction to Translanguaging</td>
<td>Anzaldúa (1987); Mena (2021, Nov.22); Gutiérrez et al. (1999); Martinez (2010); CUNY-NYSIEB (2015, Nov.10); Seltzer &amp; de los Ríos (2021)&lt;br&gt;<em>Learning experience: Group #2</em></td>
</tr>
</tbody>
</table>
| 02/29 | Face-to-Face | **Translanguaging and Multimodality** Holistic bilingualism, dynamic bilingualism, translanguaging, decolonization | Garcia & Li Wei (2014); Mena (2019, Oct. 31); Garcia & Leiva (2014); Flores (2014, July 19); Mena (2021, Jan. 20); Makalela (2016)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Activities / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Individual conferences</td>
<td>No reading required for this week, but do bring your lesson plan draft.</td>
</tr>
<tr>
<td></td>
<td>(Zoom or phone)</td>
<td></td>
</tr>
<tr>
<td>03/11-03/15</td>
<td>SPRING BREAK</td>
<td>ENJOY! Also take a look at what’s to come in the upcoming weeks!</td>
</tr>
<tr>
<td>9</td>
<td>Alternative literacies</td>
<td>Nuñez, &amp; Urrieta, Jr. (2021); de los Rios &amp; Portillo (2021); Kayi-Aydar &amp; Green-Einex (2019); Nuñez (2023)</td>
</tr>
<tr>
<td></td>
<td>(Guest speaker: Dra. Idalia Nuñez)</td>
<td>Learning experience: Group 3</td>
</tr>
<tr>
<td>10</td>
<td>Language, Solidarity, and Critical Consciousness</td>
<td>Martinez (2017); Freire &amp; Feinauer (2022); Heiman et al. (2022); Dougherty et al. (2023)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading synthesis #4 DUE (in assignments)</td>
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<tr>
<td></td>
<td></td>
<td>Lesson plan DUE (in Assignments).</td>
</tr>
<tr>
<td>11</td>
<td>Out of school literacies</td>
<td>Ek (2009); Kwon et al. (2019); T.L. Flores (2021); Paulick et al. (2023)</td>
</tr>
<tr>
<td></td>
<td>(Guest speaker: Dra. Tracey Flores)</td>
<td>Learning experience: Group 4</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>-------</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>04/25</td>
<td>Face-to-face class</td>
</tr>
<tr>
<td>15</td>
<td>05/02</td>
<td>Zoom</td>
</tr>
<tr>
<td>16</td>
<td>05/08</td>
<td>No class</td>
</tr>
</tbody>
</table>