

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 do 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?

COURSE IN RELATION TO PH. D. PROGRAM AND COLLEGE'S CONCEPTUAL THEME

This course shares the vision and mission of the College of Education because it promotes a culture of inquiry. It will provide opportunities for PhD students to grow as researchers. **This is a core course, so everyone in our PhD program takes it.** Regardless of their specialization area, students will expand on the existing knowledge base of their fields of study in relation to learners and educators from linguistically and culturally diverse backgrounds.

GOALS OF THE TEACHING, LEARNING, AND CULTURE DOCTORAL PROGRAM

- Conduct research using appropriate methodologies to study curriculum and instruction, broadly conceived;
- Design research to explore the cognitive and social development of learners, educators, and families, as well as to understand the ideological workings of schools and communities;
- Expand on the existing pedagogical knowledge base about learners and educators from linguistically and culturally diverse backgrounds.
- Utilize effective and innovative educational research and evaluation designs and processes;
- Create significant contributions to the educational research literature.

REQUIRED MATERIALS

- Anzaldúa, G. (1987/2007). *Borderlands/ La frontera: The new mestiza* (3rd ed.). Aunt Lute Press.
- Baker-Bell, A. (2020). Dismantling anti-Black racism in English language arts classrooms: Toward an anti-racist Black language pedagogy. *Theory into Practice*, 59(1), 8-21. <https://doi.org/10.1080/00405841.2019.1665415>
- Baker-Bell, A., Williams-Farrier, B. L., Jackson, D., Johnson, L., Kynard, C., & McMurtry, T. (2020, July). This ain't another statement! This is a demand for Black linguistic justice. *National Council of Teachers of English*. <https://cctc.ncte.org/cctc/demand-for-black-linguistic-justice>
- Bear, C. (Host). (2008, May 12). American Indian boarding school haunts many. *NPR Morning Edition*. https://www.npr.org/templates/story/story.php?storyId=16516865&utm_source=npr_new_sletter&utm_medium=email&utm_content=20171016&utm_campaign=npr_email_a_friend&utm_term=storyshare
- 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.
- Collins, B. A., & Cioè-Peña, M. (2016). Declaring freedom: Translanguaging in the social studies classroom to understand complex texts. In O. Garcia & T. Kleyne (eds.), *Translanguaging with multilingual students: learning from classroom moments* (pp. 118-139). Routledge.
- Colombo, M., Tigert, J. M., & Leider, C. M. (2018). Positioning teachers, positioning learners: Why we should stop using the term English learners. *TESOL Journal*. <https://doi.org/10.1002/tesj.432>
- Combs, M. C., Betts, D., & Fisher, P. (2013). Acted and enacted lives: Language play, theatre, and language development at the border. In S. V. Chappell & C. J. Faltis (eds.), *The arts and emergent bilingual youth* (pp. 63-68). Routledge.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal*, 94(1), 103-115.
- CUNY-NYSIEB (2015, Nov. 10). *Session 2: What is translanguaging?* [Video]. YouTube. https://www.youtube.com/watch?v=Z_AnGU8jy4o
- de los Rios, C. V., & Portillo, Y. (2021). “Hay que cantar con ternura”: Baladas románticas as a site for translingual youth convivencia. *Literacy Research, Theory, Method, and Practice*, 70(1), 213-230. <https://doi.org/10.1177/23813377211024623>
- Dougherty, C., Palmer, D., Aldana, S., & Gilreath, M. (2023). Intentando incluir a todos: A first grade team’s gender-inclusive pedagogies. In L. M. Dorner, D. Palmer, C. G. Cervantes-Soon, D. Heiman, & E. R. Crawford (eds.), *Critical consciousness in dual language bilingual education: Case studies on policy and practice* (pp.187-195). Routledge.
- Ek, L. D. (2009). Language and literacy in the Pentecostal church and the public high school: A case study of a Mexican ESL student. *The High School Journal*, 92(2), 1-13. <https://doi.org/10.1353/hsj.0.0018>
- Ek, L. D., Garza, A., & García, A. (2019). Bilingual literacy as emotional practice: Latina/o children building relationship through digital literacy at an afterschool technology program. In M. Pacheco, P. Z. Morales, & C. Hamilton (eds.), *Transforming schooling for second*

- language learners: Theoretical insights, policies, pedagogies, and practices* (pp.217-235). Information Age Publishing.
- España, C., & Herrera, L. Y. (2021). Translanguaging literacies: Latinx children's literature and literacy instruction. In CUNY-NYSIEB (eds.), *Translanguaging and transformative teaching for emergent bilingual students: Lessons from the CUNY-NYSEIB project* (pp.171-185). Routledge.
- Esquinca, A., Araujo, B., & de la Piedra, M. (2014). Meaning making and translanguaging in a two-way dual-language program on the U.S.-Mexico border. *Bilingual Research Journal*, 37, 164–181. doi: DOI: 10.1080/15235882.2014.934970
- Flores, N. (2014, July 19). Let's not forget that translanguaging is a political act. *The Educational Linguist*. <https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/>
- Flores, N. & Rosa, J. (2015) Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education. *Harvard Educational Review*, 85 (2). 149-171.
- Flores, N. (2019, March 19). Why a raciolinguistic perspective passes the classroom reality check. *The Educational Linguist*. <https://educationallinguist.wordpress.com/2019/03/03/why-a-raciolinguistic-perspectives-passes-the-classroom-reality-check/>
- Flores, N. (2020). From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice. *Theory into Practice*, 59(1), 22-31. <https://doi.org/10.1080/00405841.2019.16654>
- Flores, N., & Rosa, J. (2019). Bringing race into second language acquisition. *The Modern Language Journal*, 103(S1), 145-151. <https://doi.org/10.1111/modl.12523>
- Flores, T. L. (2021). Fighting to be heard: Latina adolescent girls writing toward change. *Journal of Adolescent and Adult Literacy*, 65(1), 65-73. <https://doi.org/10.1002/jaal.1177>
- Freire, J. A., & Feinauer, E. (2022). Vernacular Spanish as a promoter of critical consciousness in dual language bilingual education classrooms. *International Journal of Bilingual Education and Bilingualism*, 25(4), 1516-1529. <https://doi.org/10.1080/13670050.2020.1775778>
- Frieson, B. L. (2021). Remixing and flowing in centros: Exploring the biliteracy practices of Black language speakers in an elementary two-way immersion bilingual program. *Race, Ethnicity, and Education*, 25(4), 585-605. <https://doi.org/10.1080/13613324.2021.1890568>
- 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.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism, and education*. New York, NY: Palgrave Macmillan.
- 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.
- Gutiérrez, K., Baquedano-López, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, Culture and Activity*, 6(4), 286-303.
- Gutiérrez, K., Sengupta-Irving, T., & Dieckmann, J. (2010). Developing a mathematical vision: Mathematics as a discursive and embodied practice. In J. Moschkovich (Ed.), *Language and mathematics education: Multiple perspectives and directions for research* (pp.

- 29-71). Charlotte, NC: Information Age Publishing.
- Handley, D. G. (2021, April 11). Demanding black linguistic justice: An interview with April Baker-Bell. [Audio podcast episode]. In *Rhetoricity*.
<https://rhetoricity.libsyn.com/demanding-black-linguistic-justice-an-interview-with-april-baker-bell>
- Heiman, D., Cervantes-Soon, C., & Hurie, A. (2022) ‘Well Good Para Quién?’: Disrupting Two-way Bilingual Education Gentrification and Reclaiming Space through a Critical Translanguaging Pedagogy. In M. Sánchez & O. García (Eds.), *Transformative translanguaging espacios: Latinx students and their teachers rompiendo fronteras sin miedo* (pp. 47-70). Multilingual Matters.
- Herrera, L.Y., España, C. (2022). Se hace camino al andar: Translanguaging pedagogy for justice. *English Journal*, 111(5), 27-34.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.
- Hornberger, N. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 2 & 3(7), 155-171.
- Hornberger, N., & Link, H. (2012). Translanguaging in today's classrooms: A biliteracy lens. *Theory into Practice*, 51(4), 239-247. doi:10.1080/00405841.2012.726051
- Iyengar, M. M. (2014). Not mere abstractions: Language policies and language ideologies in U.S. settler colonialism. *Decolonization: Indigeneity, Education & Society*, 3(2), 33-59.
- Kayi-Aydar, H., & Green-Einex, C. (2019). Shared identities through translanguaging practices in the multilingual mariachi classroom. *TESOL Journal*, 10(4), 1-17.
<https://doi.org/10.1002/tesj.502>
- Kwon, J., Ghiso, M. P., & Martinez-Alvarez, P. (2019). Showcasing transnational and bilingual expertise: A case study of Cantonese-English emergent bilingual within an after-school program centering Latinx experiences. *Bilingual Research Journal*, 42(2), 164-177.
<https://doi.org/10.1080/15235882.2019.1589.605>
- Liao, J. (2021, Sept.3). Forgetting my first language. *The New Yorker*.
<https://www.newyorker.com/culture/personal-history/forgetting-my-first-language>
- Lippi-Green, R. (1997). The linguistic facts of life (pp. 7-40). *English with an accent: Language Ideology and discrimination in the United States*. New York: Routledge.
- Lyiscott, J. (2018, May 23). *Why English class is silencing students of color* [Video]. YouTube.
https://www.ted.com/talks/jamila_lyiscott_why_english_class_is_silencing_students_of_color
- Lyiscott, J., Mirra, N., & Garcia, A. (2021). Critical media literacy and popular culture in ELA classrooms. *National Council of Teachers of English*.
<https://ncte.org/resources/policy-briefs/>
- Martinez, D. C. (2017). Imagining a language of solidarity for Black and Latinx youth in English language arts classrooms. *English Education*, 49(2), 179-196.
<https://www.jstor.org/stable/26492796>
- Martinez, R. A. (2010). Spanglish as a literacy tool: Toward an understanding of the potential role of Spanish-English code switching in the development of academic literacy. *Research in the Teaching of English*, 45(2), 124-149.
- Martínez, R. A. (2014). “Do they even know they do it?”: Exploring awareness of Spanish-English code-switching in a sixth-grade English language arts classroom. *Bilingual*

- Research Journal*, 37(2), 195-210. <https://doi.org/10.1080.15235882.2014.934972>
- Mena, M. (2019, Jan. 31). *Undoing appropriateness: Raciolinguistic ideologies and language diversity in education* [Video]. YouTube. <https://www.youtube.com/watch?v=5oPWMEJjGbK>
- Mena, M. (2019, Oct. 31). Translanguaging: Language, bilingualism and education (Garcia & Wei 2014) [Video]. YouTube. <https://www.youtube.com/watch?v=ybAS3IT6FLc>
- Mena, M. (2021, Jan. 20). Understanding translanguaging as a political act... a chat with Nelson Flores [Video]. YouTube. <https://www.youtube.com/watch?v=whKCIO9JnHQ>
- Mena, M. (2021, Nov. 22). *Gloria Anzaldua: Linguistic terrorism and "how to tame a wild tongue"* [Video]. Youtube. <https://www.youtube.com/watch?v=hn-S6Ky4eUU>
- Moje, E.M., Ciechanowski, K.M., Kramer, K., Ellis, L., Carrillo, R. & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, 39(1), 38-70.
- Moll, L. (1992). Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher*, 21(2), 20-24.
- Moreno Sandoval, C. D. (2018). Exploring computer science for bi/multilingual learners: A case study using ancestral knowledge systems as border pedagogy in east Los Angeles high school classroom. In P. C. Ramirez, C. J. Faltis, & E. J. de Jong (eds.), *Learning from emergent bilingual Latinx learners in K-12* (pp.177-200). Routledge.
- Moschkovich, J. (2002). A situated and sociocultural perspective on bilingual mathematics learners. *Mathematics Thinking and Learning*, 4(2/3), 189-212.
- Núñez, I., & Urrieta, Jr., L. (2021). Transfronterizo children's literacies of surveillance and the cultural production of border crossing identities on the U.S.-Mexico border. *Anthropology and Education Quarterly*, 52(1), 21-41. <https://doi.org/10.1111/aeq.12360>
- Omogun, L., & Skerrett, A. (2021). From Haiti to Detroit through Black immigrant languages and literacies. *Journal of Literacy Research*, 53(3), 406-429. <https://doi.org/10.1177/1086296X211031279>
- Perry, K. H. (2012). What is literacy? -- A critical overview of sociocultural perspectives. *Journal of Language and Literacy Education*, 8(1), 50-71. Retrieved from http://jolle.coe.uga.edu/wp-content/uploads/2012/06/What-is-Literacy_KPerry.pdf
- Przymus, S. D., Heiman, D., & Hibbs, B. (2022). Language is identity: Telling and reading the right kinds of stories. *The Reading Teacher*. <https://doi.10.1002/trtr.2135>
- Sealey-Ruiz, Y. (2021). Racial literacy. *National Council of Teachers of English*. <https://ncte.org/resources/policy-briefs/>
- Warren, M. (Host). (2017, October 20). Jessie Silva and Maggie Marquez. [Audio podcast episode]. In *Story Corps*. NPR. <https://storycorps.org/stories/jessi-silva-and-maggie-marquez-171020/>
- Wei, L., & Garcia, O. (2022). Not a first language but one repertoire: Translanguaging as a decolonizing project. *RELC Journal*, 53(2), 313-324. <https://doi.org/10.1177/00336882221092841>
- Wilson, A.A. (2011). A social semiotics framework for conceptualizing content area literacies. *Journal of Adolescent & Adult Literacy* 54 (6), 435-444.

OPTIONAL MATERIALS

- Baker-Bell, A. (2020). *We been knowin'*: Toward an antiracist language & literacy education.

- Journal of Language and Literacy Education*, 16(1), 1-12.
- Baker-Bell, A., Williams-Farrier, B. L., Jackson, D., Johnson, L., Kynard, C., & McMurtry, T. (2020, July). This ain't another statement! This is a demand for Black linguistic justice. *National Council of Teachers of English*. <https://cctc.ncte.org/cctc/demand-for-black-linguistic-justice>
- Cioè-Peña, M. (2020). Raciolinguistics and the education of emergent bilinguals labeled as disabled. *The Urban Review*, 53, 443-469. <https://doi.org/10.1007/s11256-020-00581-z>
- de los Rios, C. V., & Molina, A. (2020). Literacies of refuge: “Pidiendo posada” as ritual justice. *Journal of Literacy Research*, 52(1), 32-54. <https://doi.org/10.1177/1086296X19897840>
- España, C., & Herrera, L.Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.
- Flores, N., & Rosa, J. (2022). Undoing competence: Coloniality, homogeneity, and the overrepresentation of whiteness in applied linguistics. *Language Learning*, <https://doi.org/10.1111/lang.125228>
- Garcia, O., Flores, N., Seltzer, K., Wei, L., Otheguy, R., & Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals. *Critical Inquiry in Language Studies*, 18(3), 203-228. <https://doi.org/10.1080/15427587.2021.1935957>
- Gutiérrez, K. D. (2008). Developing a sociocritical literacy in the third space. *Reading Research Quarterly*, 43(2), 148-164.
- Lee, J. S., Lee, W., & Sun, H. (2021). Raciolinguistic positioning of language models in a Korean-English dual language immersion classroom. In N. Flores, A. Tseng, & N. Subtirelu (eds.), *Bilingualism for all?: Raciolinguistic perspectives on dual language education in the United States* (pp.177-198). Multilingual Matters.
- Lyiscott, J. (2014, June 19). *3 ways to speak English* [Video]. YouTube. https://www.youtube.com/watch?v=k9fmJ5xQ_mc
- Rosa, J., & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society*, 46(5), 621-647. <https://doi.org/10.1017/S0047404517000562>
- Seltzer, K., de los Rios, C. V. (2021). Understanding translanguaging in US Literacy classrooms. *National Council of Teachers of English*. <https://ncte.org/resources/policy-briefs>.

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 class meetings may result in a loss of 5 points of your final grade. However, if you have any connectivity issues during our Zoom 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. 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 Blackboard 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/>. **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>. 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. You are not alone.

STUDENT RESOURCES

UTEP provides a variety of student services and support:

- **UTEP Resources:** [Go here for complete list of resources \(great!\)](#)
- **UTEP Library:** Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

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

COURSE SPECIFIC LEARNING OUTCOMES Students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column):
1. Synthesize significant research literature in literacy/biliteracy and academic development	Reading synthesis Learning experiences
2. Integrate the literature on literacy/biliteracy and academic development with other fields of interest.	Reading synthesis Learning experiences
3. Gather and analyze data about a topic on an aspect of biliteracy research that is of current relevance to the academic development of bilingual/biliterate learners and that is connected to the student's own scholarly interests.	Observation assignment
4. Apply significant research literature and/or observational data in the development of an argument related to an educational issue about literacy/biliteracy and academic development	Final paper Final poster/PowerPoint/video presentation

EVALUATION & COURSEWORK REQUIREMENTS OF STUDENTS

Assignment	Points	Due date
Autobiography of language and literacy experiences	15	02/16
Reading synthesis and critique during Zoom sessions (5 x 3 points)	15	See Schedule
Guide Learning experience during face-to-face sessions (in groups)	20	See Schedule
Observation assignment (paper)	10	3/30
Final paper	30	5/11
Final poster presentation	8	4/27
Total	100	

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 K-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

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

Reading Syntheses and Critique (Zoom 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

3 points Outstanding	2.5 Meets standard	2 Nearly meets standard	0-1 Does not meet standards
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.	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.	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

Observation Assignment (10pts.)

The purpose of this assignment is for students to gain hands-on experiences observing and describing language and literacy practices in the midst of a learning situation. You are not expected to have specialized preparation to do this assignment. Through this hands-on experience, you will learn about the methodological challenges and opportunities in carrying out this type of research. Because you will not have an approved IRB, this is an educational exercise. You are not to do research, present nor publish any information related to this assignment. This assignment does not constitute research.

You will carry out a naturalistic observation of a learning activity; preferably that requires use of a range of language and literacy. Informal learning activities may be preferable, which have in the past included learning to complete a process using written directions (such as preparing a dish using a recipe), learning a second language using subtitled video and learning to play a game. Other options include participating orally in a classroom activity, doing a homework task, explaining an academic task to someone, and solving a homework problem.

In times of COVID 19, you may conduct these observations through virtual platforms or in your own home, if this opportunity is available to you. In addition, you may observe videos and write your fieldnotes based on observations of a video-recorded learning activity. Contact me if you have any difficulties arranging the observations.

The nature of the learning activity would be the unit of analysis for your observation. If the activity you observe is doing a homework problem, and it takes 30 minutes to do the problem, then your observation will last 30 minutes. If the task is longer, then your observation is longer. You may work with either bilingual or monolingual learners, but bilingual ones are especially encouraged. If you work with bilingual students, you need to be bilingual yourself. Students in the Literacy/Biliteracy strand of the program must work with bi-/multilingual learners. Family members and friends are the ideal people to observe for this assignment.

On observing and documenting for the observation assignment:

There are certain steps common to most note-taking that may be useful:

1. If possible, tape or video record the observation. This is not a research project, but only a learning experience to learn about methodology. Audio/video recording is a basic research tool in language and literacy studies.
2. Transcribe the recording verbatim. Transcription is a type of analysis (Ochs, 1979) and familiarizes you with the data in a way that nothing else does. Schedule time for the transcription. Experienced transcribers take about one hour to transcribe fifteen minutes of audio.
3. During the observation, record basic details such as date, time, place, general setting, and people involved. A sketch of the setting or seating might be useful here. It is important to capture as much of the context as possible since it helps in the interpretation of observations and conclusions about what they mean.
4. Be descriptive rather than evaluative. Your notes and observations are the "raw data", and you should avoid terms that have multiple meanings or that are ambiguous in nature, such as "hostile", "disrespectful", etc. An example: "Most of the people at the meeting were nervous". How many is "most"? How did you know they were "nervous"? What specific behaviors did they engage in that made you reach your conclusions?
5. Take complete notes. Incomplete notes do not allow for correction or reanalysis, nor do they supply enough of the context to know how judgments or conclusions were reached or what caused people in the situation to act how they did.
6. Record direct quotations if you can, and indicate if you are paraphrasing since this may change the meaning intended. Also, since quotations are important part of your "raw data", it is often helpful to include direct quotations in your final write up to document what you are saying.
7. Take notes immediately after leaving the setting. This improves the reliability of what you are seeing. It is often desirable to include pieces of your observations in your writing to illustrate key points.
8. Make your notes focused. Information that is considered noteworthy will depend on the general problem you are looking at, the specific questions you want answered, and your own conceptual framework. Try not to be fragmented and random in your note-taking.
9. While this is not a research project. You must always maintain the confidentiality and trust of those whom you are observing. Make sure you have their permission before you make any observations, recordings, etc., and never divulge names or other identifying information in any written materials you hand in or in class discussions about your project.

Points to consider in making inferences about the observation

- a How are languages used?
- b What tools are used to accomplish learning activities?
- c What artifacts are used to support the activity?
- d How does the nature of the learning situation impact (or not) the person's language use?
- e What interactional or sociolinguistic factors seem to be at play when the bilingual person switches into bilingual or monolingual mode? This can include audience, topic, or place.
- f Are any products of the activity evident (for instance writing completed)?

Content of the written paper “Observation assignment”:

This written paper should not exceed 8 pages (double-spaced). In some cases you might want to append something to the end of the report, for example, a copy of a worksheet or lesson you might have observed or other materials that you think are relevant. However, you should keep the body of the report within the page limit. While use of references may be useful at the end of the report, use of extensive references is not necessary. In terms of structure of your report, the following outline might be helpful:

- Brief introduction (1 paragraph)
- Brief description of setting (1 page)
- Description of learning activity observed, with special attention to language use (5-6 pages).
- Conclusions (Here you should bring relevant concepts from the course) (1 paragraph-1 page)

Rubric for Observation Assignment

9.5-10 points Outstanding	8-9 Meets standard	7 Nearly meets standard	6 points or less Does not meet standard
<p>The observation assignment is thoughtful, engaging, well focused, and clearly written. It includes carefully written field notes and insightful analysis of data.</p> <p>The detailed and complete description of the activity uses descriptive language, direct quotations, and relevant data.</p> <p>The conclusion includes critical insights related to concepts of the course.</p> <p>Work is edited and follows APA style.</p>	<p>The observation assignment is clearly written and focused. It includes carefully written field notes and analysis of data.</p> <p>The description of the activity uses descriptive language and relevant data.</p> <p>The conclusion includes critical insights related to concepts of the course.</p> <p>Work is edited and follows APA style.</p>	<p>The observation assignment includes field notes and analysis of data, but these are not clearly focused.</p> <p>The description of the activity uses descriptive language, but some evaluative language is included.</p> <p>The conclusion includes some course material.</p> <p>Work is edited and partially follows APA style.</p>	<p>The observation assignment includes field notes, but these are not clearly focused. No analysis of the data is included.</p> <p>Incomplete description of the activity, uses evaluative language.</p> <p>Broad claims are not supported by data or course material.</p> <p>Work is not edited and does not follow APA style.</p>

Final Paper (18-20 pages) (30pts.)

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 15 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.

CRITERIA	EXCELLENT	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
Completeness	15 or more appropriate sources reviewed. Sources clearly relevant to the paper theme. 2 points	15 appropriate sources reviewed. Sources clearly relevant to the paper theme. 1.5 points	10 to 14 appropriate sources. 1 point	Fewer than 10 sources appropriate sources. It is not clear the relevance of sources to the theme. 0 points
Analysis	Includes a variety of sources from high-quality journals and publications. 6 points	Includes primary research articles from well-respected journals in the field. 5 points	Over-reliance on low quality journals and/or a few sources are not reliable. 4 points	Most sources are unreliable. 0-3 points

CRITERIA	EXCELLENT	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
Evidence	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. 7 points	Well organized with organizational plan obvious throughout. Includes subtitles that facilitate reading. 6 points	Organizational plan is inconsistent. Subtitles do not help with coherence. 5 points	No clear organization. No subtitles used to organize the information. 0-4 points
Writing	All sources selected are clearly relevant to the purpose. Relevance is clearly articulated. 2 points	Apparent match between all sources and purpose, although perhaps not clearly articulated. 1.5 points	Apparent match between some sources and purpose, although perhaps not clearly articulated. 1 point	Mismatch between the sources and purpose. 0 points
Synthesis	Summarizes and insightfully synthesizes the literature information, including analysis of gaps in and/or limitations of the research. 10 points	Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained. 9 points	Summarizes the overall picture obtained from the literature review but lacks synthesis. 8 points	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. 7 points

CRITERIA	EXCELLENT	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
Style	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. 3 points	Contains few spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. Adheres to required length. 2 point	Contains noticeable but not distracting spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. 1 point	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. 0 points
Total	30 points	25	20	14 or less

PowerPoint multimodal presentation of the final paper (10pts.)

You will present a preliminary version of your final paper through a PowerPoint multimodal presentation. This PowerPoint should include text, images and voice or videos. 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

10 points Outstanding	6-9 points Meets standard	5-4 points Nearly meets standard	3 points or less Does not meet standard
Student is well prepared and has a solid understanding of the findings. Presentation clearly includes main findings	Student is prepared and the research findings presented are well organized. Presentation includes good examples that	Student is prepared but the findings are not organized.	Student is not prepared, has not organized research findings and does not present relevant examples. Student does not demonstrate

<p>and rich detailed examples that support these claims.</p> <p>Findings demonstrate that the student has gained new understanding of the topic through their own research.</p>	<p>support major claims, but not all are relevant.</p> <p>Findings presented demonstrate that the student has gained some understanding of the topic through their own research.</p>	<p>Most claims are not well supported by evidence.</p> <p>Findings partially demonstrate that the student has gained some understanding of the topic through their own research.</p>	<p>understanding of the research topic.</p>
---	--	--	---

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

CLASS SCHEDULE--SPRING 2023

PLEASE FOLLOW ORDER IN WHICH MATERIALS ARE PLACED!

Week	Date	Topic	Reading
Part I: Literacy and language in social context			
1	1/16 Face-to-face	<p>Introduction to course, assignments, policies and participants</p> <p>Come prepared for this first day of class to discuss:</p> <p>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?</p>	Liao (2021) hooks (1994) Flores & Rosa (2019)
2	1/26 ZOOM	<p>Definitions of bilingualism and historical/theoretical perspectives ELLs, emergent bilinguals Language abilities, competence Holistic views Language fluency vs. language use</p>	<p>Iyengar (2014); Bear (2008, May 12); Warren (2017, Oct 20); García, Kleifgen & Falchi (2008); Colombo et al. (2018); Przymus et al. (2022)</p> <p>Reading synthesis #1 DUE (in assignments)</p>
3	2/2 Face-to-face *** 2/1 Spring Census Day	<p>Language use in social context Language variation, standard and non-standard varieties Linguistic profiling Raciolinguistics Language Architecture</p>	<p>Lippi-Green (1997); Lyiscott, (2018, May 23); Flores & Rosa (2015); Mena (2019, Jan. 31); Flores (2020); Flores (2019, March 19)</p> <p>Dan will model “learning experience”</p>
4	2/9 ZOOM	<p>Black Language Anti-racist language and literacy practices Black linguistic justice</p>	<p>Baker-Bell (2020); Handley (2021, April 11); Omogun & Skerrett (2021); Frieson (2021)</p>

		Black Language in Dual Language Bilingual Education	Reading synthesis #2 DUE (in assignments)
Part II: Bilingual Practices and Biliteracy			
5	2/16 Face-to-Face	Theories of Literacy/Biliteracy Critical bilingual literacies Racial literacy Critical media literacy Activity: Possible paper ideas	Perry (2012); Hornberger (2004); Herrera & España (2022); Sealey-Ruiz (2021); Lyiscott et al. (2021) Learning experience: Group #1 Autobiography of language and literacy experiences Due
6	2/23 Asynchronous online class (NABE conference)	Bilingual Practices Code-switching, interliteracy, hybridity, Spanglish; cross-linguistic transfer; Introduction to Translanguaging Activity: Observations and field notes	Anzaldúa (1987); Mena (2021, Nov.22); Gutiérrez et al. (1999); Martinez (2010); CUNY-NYSIEB (2015, Nov.10) Reading synthesis # 3 DUE (in Assignments): will be done orally through Flipgrid
7	3/2 Face-to-Face	Translanguaging and Multimodality Holistic bilingualism, dynamic bilingualism, translanguaging, decolonization Activity: Data analysis Email Dr. de la Piedra to schedule your individual conference for next week	Garcia & Wei (2014); Mena (2019, Oct. 31); Creese & Blackledge (2010); García & Leiva (2014); Flores (2014, July 19); Mena (2021, Jan. 20); Wei & García (2022) Learning experience: Group #2
Part III: Biliteracy, Teaching, and Learning			

8	3/9 Face-to-Face, Zoom , you choose	Individual conferences (Face-to-face, Zoom or phone) about observation assignment	No reading required for this week, but do bring your observation assignment draft .
	3/13-3/17	SPRING BREAK	ENJOY! Also take a look at what's to come in the upcoming weeks!
9	3/23 Face-to-Face	Alternative literacies Transfronterizo literacies, musical literacies, literacy and the arts	Nuñez, & Urrieta, Jr. (2021); de los Rios & Portillo (2021); Kari-Aydar & Green-Einex (2018); Combs et al. (2013) Learning experience: Group 3
10	3/30 ZOOM	Language, Solidarity, and Critical Consciousness	Martinez (2017); Freire & Feinauer (2022); Heiman et al. (2022); Dougherty et al. (2023) Reading synthesis #4 DUE (in assignments) Observation assignment DUE (in Assignments).
11	4/6 Face-to-Face	Out of school literacies	Ek (2009); Kwon et al. (2019); T. Flores (2021); Ek et al. (2019) Learning experience: Group 4
12	4/13 Asynchronous online class (AERA conference)	Biliteracy in content areas (part1) Activity: Final paper draft review (peer review activity)	Moje (2004) and Moll (1992) AND Select one content area: Martinez (2014) (ELAR); Gutiérrez et al. (2010) (Math); Moreno Sandoval (2018) (Computer Science); Collins & Cioè-Peña (2016) (History/ SocStud)

			Reading synthesis # 5 DUE (in Assignments)
13	4/20 Face-to-face	Biliteracy in content areas (part2) Preparation for final project presentation (peer review activity)	Hornberger & Link (2012); Wilson (2011) AND Select one content area : España & Herrera (2021) (Children’s Literature); Moschkovich (2002) (Math); Esquinca et al. (2014) (Science); Butler et al. (2020) (World Humanities) Learning Experience: Group 5
14	4/27 Face-to-face class	PowerPoint Presentations of your Final Paper and Peer Feedback	PowerPoint Presentations and Peer Feedback DUE
15	5/4 Zoom	Final Paper Peer Feedback and Conclusions	Final Paper Peer Feedback DUE Discussion board # 8 (individual post and peer feedback) DUE
16	5/11 Asynchronous online class	Final Paper and Conclusions	Final Paper DUE (in Assignments)