	THE UNIVERSITY OF TEXAS AT EL PASO **College of Education- Department of Teacher Education**

Title of Course: BED 5313 CRN:13390 and 13963 Translanguaging Research & Pedagogy	**Credits:** 3
Semester: Fall 2025	**Instructor Information:** Name: Dr. Erika Zavala Email: ezavala7@utep.edu Office hours: Email for an appointment.
Day/Time: Fully Online, Asynchronous Runs: Monday-Sunday Schedule	

Course Description:
Translanguaging as the everyday ways of using language in bilingual communities, in and outside the classrooms, and translanguaging pedagogy will be examined. This course provides an exploration of dynamic bilingualism perspectives that interrogate rigid linguistic borders. It includes discussions on the monoglossic ideological approaches that circulate in schools, power, and privilege of particular speakers, and how they affect teaching practices. It includes research methodologies to collect and analyze empirical data of translanguaging as a practice and pedagogy in the borderland.

Course Format Information:
This course will be conducted ***fully online*** [there are no in-person/campus- based class meetings]. It runs on a Monday to Sunday schedule; course work throughout the week is due at specific days/times, however, you are ***not*** required to be online at any specific time (this course is asynchronous). The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in our course site very carefully, understand what you need to do and when you need to do it, and then plan course study time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Dr. Zavala immediately (ezavala7@utep.edu).

Required Readings:

Required Textbook
García, O., Ibarra Johnson, S. & Seltzer, K. (2016). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning.* Caslon.

You DO NOT have to purchase this textbook! A free, online copy is available to you through the UTEP Library.

To get the textbook, go to:
https://utep.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9781681256641&context=PC&vid=01UTEP_INST:01UTEP&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&query=any,contains,Garc%C3%ADa%20%20O.%20%20Ibarra%20Johnson%20%20S.%20%26%20Seltzer%20%20K.%20(2016).%20The%20Translanguaging%20Classroom:%20Leveraging%20Student%20Bilingualism%20for%20Learning.%20Caslon.

Click the Proquest Ebook Central under "Full text availability" and sign in using your UTEP username and password to get access to the online version of the textbook.

Additional Readings
Required additional readings are electronically available in our Blackboard course site.]

Ascenci-Moreno, L. (2018). Translanguaging and responsive assessment adaptations: Emergent bilingual readers through the lens of possibility. *Language Arts, 95*(6), 355-369.

Avalos, M.A., Bengochea, A., Malova, I., Massey, S. (2021). Building on ELA Vocabulary Instruction to Develop Language Resources. *The Reading Teacher, 75*(3), 305–315. Doi:10.1002/trtr.2061

Bradleya, J., Moore b, E., Simpsona, J., Atkinsonc, L. (2018). Translanguaging space and creative activity: theorizing collaborative arts-based learning. *Language and Intercultural Communication, 18*(1), 54–73. https://doi.org/10.1080/14708477.2017.1401120

Bauer, E.B. (2019). Kindergartners' Writing in a Dual-Language Classroom. *Language Arts, 96*(4), 213-223.

García, O. & Sánchez, M. T. (2021). Chapter 1: The Making of the Language of US Latinxs: Translanguaging Tejidos. In Sánchez, M. T. & García, O. (Eds.) *Transformative translanguaging espacios: Latinx Students and their Teachers Rompiendo Fronteras sin Miedo.* Multilingual Matters.

Grosjean, F. (2012). *Bilingual: Life and reality*. Cambridge University Press.

Hernandez, G. & Schleppegrell, M.J. (2021). Culturally sustaining disciplinary literacy for bi/multilingual learners: Creating a translanguaging social studies classroom. *Journal of Adolescent & Adult Literacy, 64*(4), 449-454. https://doi.org/10.1002/jaal.1129

Poza, Luis E. (2018). The language of ciencia: translanguaging and learning in a bilingual science classroom. *International Journal of Bilingual Education and Bilingualism, 21*(1), 1-19. DOI: 10.1080/13670050.2015.1125849

Tai, W.H., & Wei, L. (2020). Constructing Playful Talk through Translanguaging in English Medium Instruction Mathematics Classrooms. *Applied Linguistics, 42*(4), 607–640. Doi:10.1093/applin/amaa043

Student Learning Outcomes:

BED 5315 students will be able to:	**Measurements (means of assessment for student learning outcomes listed in first column)**
1. Identify and analyze translanguaging practices as the everyday ways of using language in bilingual classrooms/communities;	Observation assignment
2. Describe main theoretical approaches to dynamic bilingualism and research findings about the topic in a variety of settings;	Weekly Discussions
3. Apply translanguaging pedagogies in lesson design and implementation;	Translanguaging as Core Practice Lesson Plan Assignment
4. Use translanguaging research and theory in understanding every day pedagogical practice.	Final Paper; Final Paper Presentation

Evaluation & Coursework Requirements of Students:

Coursework Requirements	
Weekly Discussions (5)	30 Points
Observation Report	20 Points
Lesson Plan	20 Points
Final Paper	30 Points
Total	**100 Points**

How Grades are Determined

Grade	**Earned Points**
A	90 -100
B	80- 80
C	70- 79
D	60- 69
F	Below 60

Grading Scale

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 this graduate course (course must be repeated).

Assignments:

1. **Online discussion board (30%)**

To help you think about the readings and to facilitate our online discussions, you will participate in 5 weekly online discussions. You will write an initial post responding to questions or a prompt that is posted in the discussion board that week. Your initial discussion post should be **300-400 words**. **You need to include the word count at the end.** Please, make sure to write down the major arguments of the readings when responding to the questions or prompt. The goal is to demonstrate your knowledge gain (i.e., learning) in your initial post. Please, write your post clearly-- edit, and spell check your work before turning it in.

Then, you will provide feedback to **two peers** on the Blackboard discussion board. Please write **100-150 words for <u>each</u> required reply and include your word count at the end**. In writing your replies, you must explicitly use **ideas and concepts covered by the assigned readings**. You will also be evaluated on your knowledge gain regarding the week's content in your feedback to classmates. Again, please, write your feedback posts clearly-- edit, and spell check your work before turning it in.

Rubric for Initial Posts

	Outstanding (4 points)	**Meets the standard (2)**	**Does not meet the standard (0-1)**
Ideas	Post responds to all questions. Points in the post are well supported & grounded in the readings & other materials assigned for the week.	Post responds to all questions. Post makes some connections to the readings & other materials assigned for the week.	Post does not respond to all questions. Points in the post are not well supported & grounded in the readings & other materials assigned for the week.
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent. No spelling/grammar errors.	Writing is clear and understandable. No more than one spelling/grammar error.	Post is difficult to read. Two or more spelling/grammar errors.

Rubric for Feedback/Reply to Peers

Outstanding (2 points)	Meets the standard (1)	Does not meet the standard (0-.5)
Points in the feedback post are well developed and grounded in the readings & other materials assigned for the week. Demonstrates knowledge of the material covered.	Feedback post makes connections to the readings & other materials assigned for the week. Relevant suggestions and/or questions.	Points in the feedback post are not well supported or grounded in the readings & other materials assigned for the week.
Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing is clear, concise and coherent. No spelling/grammar errors.	Writing is clear and understandable. No more than one spelling/grammar error.	Post is difficult to read. Two or more spelling/grammar errors.

2. Observations of translanguaging pedagogies or practices (20%)

- You will observe for 2 hours in a classroom setting or 2 hours in an out-of-school setting.
- You will write a paper reporting your observation (**4-5 pages**).

This assignment will be turned in to the "Observation Report" button in our Blackboard course site.

The purpose of this assignment is for students to gain hands-on experiences observing and describing translanguaging pedagogies or practices. You will experience observations of translanguaging pedagogies as a research methodology. You are not expected to have specialized preparation to do this assignment. Through this hands-on experience, you will learn to conduct naturalistic observations in the classroom or an out-of-school setting. 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; all observations are for course purposes only! You will observe bilingual learners in bilingual programs in your community. You may use your own classroom, someone else's classroom. You may also observe community settings where learning occurs and where translanguaging is likely to occur (for example, after school programs or music/art education programs). If you have any difficulty arranging an observation in a classroom, please, contact Dr. Zavala for approval of your out-of-school setting.

On observing and documenting for the observation assignment:

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

1. If possible, tape or video record the observation. Audio/video recording is a basic research tool in language and literacy studies. They will help you remember what you observed.

2. 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 behaviors and speech observed mean.
3. 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?
4. 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.
5. 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.
6. 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.
7. 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.
8. 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? Who translanguages? When?
b What tools /artifacts are used to accomplish learning activities? How are tools/artifacts used while translanguaging or to assist translanguaging?
c How does translanguaging look like?

Content of the written paper “Observation assignment”:

This written paper (minimum of 4 pages) should not exceed 5 pages (Times New Roman, 12 pt., double-spaced). In terms of structure of your report, the following outline might be helpful:

- Brief introduction (1 paragraph)
- Brief description of setting (1 paragraph)
- Description of learning activity observed, with special attention to translanguaging (2 pages).
- Conclusions: What have you learned about translanguaging practices and pedagogies during this observation? Here you should bring at

least 3 relevant concepts/ideas from three different course readings (1 paragraph)

- References: Add only the 3 references cited in your conclusions

***The reference list does not count towards the 4-page limit.

Rubric for Observation Assignment

19-20 points Outstanding	**16-18 points Meets standard**	**13-15 points Nearly meets standard**	**12 points or less Does not meet**
The observation assignment is thoughtful, engaging, well focused, and clearly written. It includes carefully written field notes and insightful analysis of data. The detailed and complete description of the learning activity uses descriptive language, direct quotations, and relevant data. The conclusion includes critical insights related to concepts of the course. Work is edited, follows instruction, and follows APA style.	The observation assignment is clearly written and focused. It includes carefully written field notes and analysis of data. The description of the learning activity uses descriptive language and relevant data. The conclusion includes critical insights related to concepts of the course. Work is edited, follows instructions, and follows APA style.	The observation assignment includes field notes and analysis of data, but these are not clearly focused. The description of the learning activity uses descriptive language, but some evaluative language is included. The conclusion includes some course material. Work is edited and partially follows APA style.	The observation assignment includes field notes, but these are not clearly focused. No analysis of the data is included. Incomplete description of the learning activity, uses evaluative language. Broad claims are not supported by data or course material. Work is not edited and does not follow APA style.

3. **Translanguaging as core practice in lesson planning (20%)**

This assignment will be turned in to the "Lesson Plan" button in our Blackboard course site.

You will design a lesson following the guidelines for lesson planning in "The Translanguaging Classroom". In order to plan the lesson, make sure to use the TEKS, the Common Core Standards or other state standards that are used in your school district.

Full directions and the rubric for this assignment is found in our Blackboard course site.

4. **Final project: Essay about translanguaging in practice (30%)**

This assignment will be turned in to the "Final Project" button in our Blackboard course site.

For your final paper, you will write an essay (**4-5 pages**, double-spaced, New Times Roman 12). In your essay, you will:

1) Describe your context. Select a specific educational setting. Select a grade level, educational program, or a bilingual education model. Select a particular larger community and describe it in your essay. Describe in a general way the students you serve (real or imaginary).

2) Using the literature covered in the course, develop an argument that supports using translanguaging pedagogies in the particulate setting selected. When you develop your argument supporting translanguaging, you must use at least **5 main ideas** discussed throughout the course.

3) Discuss the challenges that translanguaging pedagogy may present in the particular context you are discussing. Here, you may also discuss some critiques that you have found about the translanguaging theories that resonate with your teaching experience. 4) Finally, please write a brief conclusion.

5) Include all references in a reference section using APA7 format.

Your Final Paper is due the last Sunday of class, December 7th by 11:59Pm. Full directions and the rubric for this assignment is found in our Blackboard course site.

Course Policies:

Inclusiveness and equity: Learning happens only when we feel respected as a whole human being. The 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 course is part of our Bilingual Education program. Following recent theoretical developments in the field of Bilingual Education, 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: This is an intensive 7-week course. Participation in each one of the week's modules/assignments is required. Non-participation is considered an absence.
Absences exceeding 1 class meeting may result in a loss of 5 points of your final grade. With 2 absences, in other words, with lack of participation in the online activities scheduled for 2 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 the course fully.

Preparation and Participation: Students are expected to complete all the readings, interpret them, discuss them with your peers, and use them to develop professionally. 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 6-9 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 planning. Plan now the time you need to complete the assignments to meet established deadlines. Turn in all assignments through Blackboard. Use New Times Roman p 12 and APA style in your written assignments. To support your use of APA7, you may want to check out this very good guide at:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

Incomplete: A grade of incomplete will not be given for this course unless there are extenuating circumstances. Please talk to the professor as soon as possible 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. I am available to help! You may contact me at ezavala@utep.edu. Generally, you may expect a response from me in 24-48 hours (or the following Monday if you email on a Friday).

TECHNICAL ASSISTANCE

If you have technical problems with the course, please contact the UTEP Helpdesk:

- M – F 7am-8pm, Saturdays 9am-1pm, Sundays 12-4 pm
- On campus: 915.747.5257
- Off campus: 915.747.4357

If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

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.

Course Schedule:

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

SESSION DATES	TOPIC & READINGS	ASSIGNMENT & DUE DATE
Week 1 (10/20-10/26)	**Introduction to course** • What is translanguaging? • Spontaneous translanguaging • Translanguaging Pedagogy ➢ Read *The Translanguaging Classroom* (TTC) chapter 1 and 2 ➢ Read: Grosjean, F. (2012). ➢ Watch the video by Ofelia Garcia about translanguaging. ➢ Watch the video "Introduction to translanguaging"	**Discussion Board Week 1:** **DUE dates:** Initial post by 12pm (noon) MT on Saturday, Response to peers by 11:59pm MT on Sunday
Week 2 (10/27-11/2)	**Documenting Students' dynamic bilingualism**-- Dynamic bilingualism on the border: UTEP researchers present their work on translanguaging ➢ Read *The Translanguaging Classroom* (TTC) chapter 3 ➢ Read Educating Across Borders, chapter 7: Translanguaging: access to science discourse ➢ Watch the video: Documenting students' dynamic bilingualism ➢ Watch the videos featuring UTEP professors.	**Conduct your observation assignment** (Due next week) **Discussion Board Week 2** **DUE dates:** Initial post by 12pm (noon) MT on Saturday, Response to peers by 11:59pm MT on Sunday

Week 3 (11/3-11/9)	Translanguaging Pedagogy: A translanguaging stance and designing instruction	**Observation Assignment DUE:** 11:59pm MT on Sunday **Discussion Board Week 3** **DUE dates:** Initial post by 12pm (noon) MT on Saturday, Response to peers by 11:59pm MT on Sunday
Week 4 (11/10-11/16)	Translanguaging in assessment and implementation ➢ Read *The Translanguaging Classroom* (TTC) chapter 6 and 7 ➢ Read: Ascenci-Moreno, L. (2018)	**Discussion Board Week 4** **DUE dates:** Initial post by 12pm (noon) MT on Saturday, Response to peers by 11:59pm MT on Sunday
Week 5 (11/17-11/23)	Designing translanguaging instruction in content areas, using standards, including biliteracy ➢ Read *The Translanguaging Classroom* (TTC) chapters 8, 9 and 10. ➢ **AND** select **one additional** reading according to the content area of your interest: Science (Poza, 2018), Math (Tai &Wei, 2021), Language Arts: Vocabulary (Avalos, Bengochea, Malova, Massey, 2021), Language art: Writing (Bauer, 2019) Social Studies (Hernandez & Schleppegrell, 2021), and the	**Discussion Board Week 5** **DUE dates:** Initial post by 12pm (noon) MT on Saturday, Response to peers by 11:59pm MT on Sunday

	arts (Bradleya, Moore, Simpson, Atkinsonc, 2018). ➢ Watch the video: Translanguaging, content areas, and biliteracy.	
Week 6 (11/24-11/30)	Transformative translanguaging, social justice, and socio-emotional well-being AND Designing instruction: Creating a lesson plan using the course content. ➢ Read *The Translanguaging Classroom* (TTC) chapter 11 ➢ Read additional reading: Garcia and Sanchez (2021) ➢ Watch video: Transformative Translanguaging	**Lesson plan DUE:** 11:59pm MT on Sunday
Week 7 (12/1-12/7)	"Talk the talk" and "walk the walk" Writing and presenting your final project with parents, administrators, and other teachers as your audience.	**Final Paper DUE:** The last Sunday of this class-- 12/7 by 11:59pm MT