Spring 2014 * Thursday
4:30 – 7:30 p.m.
EDUC 302

Faculty: Dr. Elena Izquierdo
ielena@utep.edu
Office Hours: R 3:00p.m.- 4:00p.m.or by appointment

COURSE INFORMATION
BED 4345* Biliteracy Development
3 Credit Hours
Language(s) of Instruction: English/Spanish/Dual Language Setting
Pre Requisite: BED 4340

COURSE DESCRIPTION
Biliteracy Development (3-1)
Develops an understanding of first and second language acquisition, its stages, and conventions. Integrates this knowledge base and applications in the interrelated components of reading and writing across all developmental stages. In addition, develops a knowledge base of the principles, components and stages of reading development for children who develop literacy in two languages. Integrates strategies to build on the linguistic knowledge that children bring in their first language in order to teach them a concept not yet developed.

COURSE PURPOSE
This course provides students with the knowledge and skills necessary for developing literacy/biliteracy in Spanish/English, simultaneously or successively, for children in schools. Particular emphasis is given to matters of transfer and the critical role of the child's first language (L1) in literacy development and its effect on literacy in (L2) English. The course will introduce social cultural, cognitive, and linguistic factors that influence in the literacy/biliteracy process. Students will have the opportunity to apply their knowledge in one on one tutoring sessions provided to children from various districts during the literacy camp offered in the college and integrated in this course section. Students will also develop an understanding of the importance of parent involvement as they interact with the parents of their tutees.

Este curso tiene el propósito de apoyar a los estudiantes que serán maestros/as a desarrollar los conocimientos, habilidades y estrategias que necesitarán para enseñar a leer y escribir en dos idiomas (español e inglés) en el aula bilingüe. El curso estará organizado alrededor de temas que están relacionados con los factores socioculturales, cognitivos, lingüísticos y académicos que intervienen en el desarrollo de la biliteracidad. Pondremos énfasis en las estrategias que aprovechan los conocimientos lingüísticos y conceptuales del niño/a en su lengua materna para la enseñanza de y en la segunda lengua.

COLLEGE'S CONCEPTUAL THEME

This course aligns with the University and College of Education's mission and vision in addressing the preparation of educators/future teachers with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings. It provides students opportunities to apply bilingual/ELL education knowledge as they develop and deliver teaching activities that are aligned to the State standards for English and Spanish Language Arts and Reading Development. This section integrates a literacy camp where students tutor public school children in literacy/biliteracy which provides university students with the experience of working with children in literacy settings; in addition, this literacy camp provides a service to the El Paso community.

*Este curso comparte la misión y visión del Colegio de Educación, ya que prepara futuros maestros para la realidad de esta región fronteriza, caracterizada por la diversidad cultural y lingüística. Este curso contribuye a la misión de UTEP al brindar conocimientos a los futuros maestros sobre los temas de educación bilingüe y la lectura y escritura en dos idiomas. **El curso incluye horas de aprendizaje a través del servicio a la comunidad, en el campamento de lectura que se le ofrece a la comunidad a través de este curso.** Los estudiantes universitarios diseñan e implementan sesiones de tutoría con los niños en los varios componentes en el proceso de la lectura.*

COURSE OBJECTIVES/OBJETIVOS DEL CURSO

- Understand the different literacy development perspectives and practices implemented in schools; *Analizar las concepciones y prácticas de lectura y escritura utilizadas en nuestras escuelas*;
- Understand and apply the State Standards for Spanish/English Language Arts and Reading TEKS; *Conocer y poner en práctica los estándares que requiere el estado para el desarrollo de la lecto-escritura (TEKS) en español y en inglés*;
- Develop and implement specific strategies and activities in Spanish/English to support literacy development in one on one tutoring sessions during the literacy camp provide opportunities in this course; *Conocer y poner en práctica una variedad de métodos y estrategias pedagógicas para la enseñanza de la lectura y escritura en español y en inglés como parte del campamento de lecto-escritura ofrecido en este curso;*
- Develop observation skills as children learn to read and write; *Desarrollar habilidades de observación de los alumnos de tutoría mediante la implementación de estrategias en su desarrollo de la lecto-escritura;*
- Develop communicative skills in Spanish/English literacy development and utilizing its academic language *Desarrollar habilidades comunicativas en español/inglés leyendo y escribiendo textos académicos.*

REQUIRED TEXTS:

◆Freeman, Y., & Freeman, D. (2009). *La Enseñanza de la Lectura y la Escritura en Español en el Aula Bilingüe y de Doble Inmersión (*2nd ed.)*. Porthmouth, NH: Heinemann.*

◆Herrera, S. G., Pérez, D. R., & Escamilla, K. (2010). *Differentiated Literacies: Teaching Reading to English Language Learners*. Boston: Allyn & Bacon.

ADDITIONAL REQUIRED READINGS/RESOURCES

➢ **Spanish Language Arts TEKS**
   http://ritter.tea.state.tx.us/rules/tac/chapter128/index.html
➢ **TEJAS LEE**http://www.tejaslee.org/
➢ **State law and Chapter 89:** Commissioner's Rule (TAC Chapter 89)
   http://ritter.tea.state.tx.us/curriculum/biling/index.html
➢ **Second Language Acquisition:**
   http://www.everythingesl.net/inservices/_long_does_take_learn_english_55843.php
➢ **Program Models**
   ✓ http://www.cal.org/resources/Digest/rennie01.html
   ✓ http://www.ecs.org/html/issue.asp?issueID=16
   ✓ http://www.jstor.org/stable/ **AND** http://www.ncela.gwu.edu/

COURSE STANDARDS AND STUDENT LEARNING OUTCOMES

BED Standard I The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

By the end of course, the student will be able to:	To evaluate these outcomes, the faculty member will use the following assessment procedures:
1. **Apply** appropriate terminology for reading development in Spanish/English when discussing and writing about literacy**.**	a. Course graded chapter and lecture assignments; b. Class discussion of reading terminology; and c. Reading quizzes.

BED Standard IV*.* **The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.**

By the end of course, the student will be able to:	To evaluate these outcomes, the faculty member will use the following assessment procedures:
2. Understand the statewide language arts curriculum for Spanish in grades EC–6 as specified in the Texas Essential Knowledge and Skills (TEKS) and apply this knowledge to promote bilingual students' L1 literacy development in grades EC–6. 3. Explain literacy development in L1 and the 3 philosophies of reading development and apply appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development; *4.* Demonstrate knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and apply this knowledge to address students' language development needs in L1 and L2.	a. Course graded chapter and lecture assignments; b. Class discussion on the SLA/ELA TEKS; three philosophies of reading development; and discussion of phonetics, phonology, morphology, syntactic features; semantics; pragmatics; and c. Reading quizzes.

BED Standard V*.* **The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.**

By the end of course, the student will be able to:	To evaluate these outcomes, the faculty member will use the following assessment procedures:
5. Explain the knowledge of transfer in L1 literacy to L2 literacy and promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2); 6. Apply this knowledge to plan appropriate literacy instruction in L1 and L2 in their tutoring activities with students in literacy camp; and include authentic children's literature in L1 and L2.	a. Course graded chapter and lecture assignments; b. Class discussion of transfer; c. Reading quizzes.

Standards: BED IV/LA I: Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills

By the end of course, the student will be able to:	*To evaluate these outcomes, the faculty member will use the following assessment procedures:*
7. Explain about the importance of oral language in the development of reading; and 8. Apply at least two strategies that develop oral language.	a. Course graded chapter and lecture assignments; b. Class discussion on the **oral language** component in TPRI/Tejas Lee; c. Group Presentations; and d. Reading quizzes.

Standards: BED IV/LA II Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

By the end of course, the student will be able to:	*To evaluate these outcomes, the faculty member will use the following assessment procedures:*
9. Explain about the importance of phonological/phonemic awareness and the phonological continuum scale; 10. Develop at least 5 strategies that develop phonological/phonemic awareness; 11. Explain about the Alphabetic Principle and its role in reading development.	a. Course graded chapter and lecture assignments; b. Class discussion on the **phonological/phonemic** components in TPRI/Tejas Lee; c. Group Presentations; and d. Reading quizzes.

Standards: BED IV/LA VI: Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.

By the end of course, the student will be able to:	*To evaluate these outcomes, the faculty member will use the following assessment procedures:*
12. Explain about the role of fluency in the reading process; 13. Develop 2 strategies that develop fluency.	a. Course graded chapter and lecture assignments; b. Class discussion on the f**luency** component in TPRI/Tejas Lee; c. Group Presentations; and d. Reading quizzes.

Standards: BED IV/LA VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

By the end of course, the student will be able to:	*To evaluate these outcomes, the faculty member will use the following assessment procedures:*
14. Explain the role of Comprehension in the reading process. 15. Develop 2 comprehension strategies.	a. Course graded chapter and lecture assignments; b. Class discussion on **Comprehension** component in TPRI/Tejas Lee; c. Group Presentations; and d. Reading quizzes.

Standards: BED IV/LA VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

By the end of course, the student will be able to:	*To evaluate these outcomes, the faculty member will use the following assessment procedures:*
16. Explain the development process in children's writing 17. Develop a writing activity using the writing process.	a. Course graded chapter and lecture assignments; b. Class discussion on the **writing process;** and c. Reading quizzes.

Standards: BED IV/LA: Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.

By the end of course, the student will be able to:	*To evaluate these outcomes, the faculty member will use the following assessment procedures:*
18. Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);	a. Course graded chapter and lecture assignments; b. Class discussion of the English Language Proficiency Standards (ELPS); and c. Reading quizzes.
19. Interpret results of tests commonly used in ESL programs in Texas;	a. Course graded chapter and lecture assignments; b. Class discussion of TELPAS and ELPS; and c. Reading quizzes.
20. Summarize LPAC recommendations for LEP identification, placement, and exit.	a. Course graded chapter and lecture assignments; b. Class discussion of LPAC Procedures; and c. Reading quizzes.
21. Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.	a. Course graded chapter and lecture assignments; b. Class discussion of ongoing assessments; informal & formal assessments; Progress Monitoring and d. Reading quizzes.

Attendance

Due to the nature of the course, the amount of material to be covered, and the service learning component of the literacy camp, attendance (and on time) in this class is mandatory as is participation, and will greatly influence your overall grade performance in the course. Please, inform the instructor of any *emergency*. Class attendance plays an important role in expressing your commitment and professionalism, and it is a critical factor in your successful completion of the course. If you must miss more than two class meetings, I advise that you take the course at some other time as you will be dropped from the course.

All students are expected to be prepared and to be active participants and check their course online, emails, assignments, etc. on a regular basis. Reading the assignments is essential to meaningful participation. Students are responsible for working with their groups. Group work is mandatory, and provides a forum for discussion that cannot be duplicated outside of class. No excuses for incomplete or late assignment will be accepted. All students are required to maintain a high level of professionalism and respect for one another as we engage in discussions and group work*. Please PUT AWAY CELL PHONES *NO TEXTING * Use of laptops during class time is not allowed.*

POLITICAS DEL CURSO:
Se requiere asistencia y participación completas. Con 3 ausencias, reservo el derecho de retirar al alumno de la clase. Por favor notifíqueme si tiene alguna *emergencia.*

Las asignaturas deben ser entregadas a tiempo. No aceptaré trabajos presentados después del plazo fijado, con excepción de que haya sido por una ausencia justificada. Usted es responsable de hacer cualquier trabajo que no entregó durante su ausencia.
Espero una participación activa en las discusiones y actividades de la clase. Es obligatorio leer todas las lecturas asignadas. Por favor apague su teléfono celular. No se permite el uso de computadoras en la clase.

Academic Dishonesty:
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

Students with Disabilities:
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at Web: http://www.utep.edu/dsso/ Phone: (915) 747-5148 voice or TTY FAX: (915) 747-8712 E-Mail: dss@utep.edu

FINAL EXAM will be comprehensive: multiple choice; true/false; and short answer.
La prueba final: Tiene el objetivo de evaluar los aprendizajes de los estudiantes durante todo el curso.

BILITERACY DEVELOPMENT * BED 4345 [24361]
TEACHER EDUCATION DEPARTMENT * UNIVERSITY OF TEXAS AT EL PASO

SCHEDULE OF ACTIVITIES BY WEEK/ PROGRAMACIÓN DE TEMAS Y ACTIVIDADES
All assignments are due by 11:30 p.m. MST on BlackBoard.

01/23/14   **Introduction to Course / Introducción al curso**
VOICE OVER INTRODUCTIONS: Creating a Community of Learners
PRESENTACIONES CON VOZ GRABADA: Creando una comunidad de aprendices
Review of Syllabus / Revisión del plan de estudios
La vaca que decía OINK!
ALIGNMENT: TEKS * STATE STANDARDS * SLO's
Foldables
LEER MAS Group Presentations / Presentaciones en grupo LEER MAS
Pretest

> **VOICE OVER INTRODUCTIONS 4pts (Due 01/25) Post in Blackboard: Tareas/Asignaturas**

01/30/14   **SLARS/TEKS**
◻ **Freeman y Freeman, Capítulo 1, El Contexto para Desarrollar la Lectoescritura de los Estudiantes Bilingües;**
◻ **Freeman y Freeman, Capítulo 2, La Concepción de la Lectura como el Reconocimiento de Palabras;**
◻ **Freeman y Freeman, Capítulo 3, La Concepción Psicolingüística de la Lectura;**

◻ **Herrera, Perez, and Escamilla, Chapter 1, Literacy and the Culturally and Linguistically Diverse Student**

Texas Reading Initiative / LEER MAS
Group Presentation / Presentación grupal:
• Oral Language / Lenguaje oral;

Spanish/English Language Arts and Reading TEKS
*VIDEO: LEER MAS; Texas Reads!

> **QUIZ 1 5pts (Available 01/27-01/29)**

02/06/14   ◻ **Freeman y Freeman, Capitulo 4, La Historia de la Enseñanza de la Lectoescritura en Español y en Inglés;**
◻ **Freeman y Freeman, Capitulo 5, Los Métodos para Enseñar la Lectura en Español**

◻ **Herrera, Perez, and Escamilla, Chapter 2, Contextualizing Literacy Development for the CLD Student in the Grade-Level Classroom**
◻ **Herrera, Perez, and Escamilla, Chapter 3, Rethinking Phonemic Awareness: A Cross-Linguistic Transfer Perspective**
◻ **Herrera, Perez, and Escamilla, Chapter 4, Phonics: More Than the A, B, C's of Reading**

Texas Reading Initiative / LEER MAS
Group Presentation / Presentación grupal:
• Phonological Awareness / Conocimiento fonológico
• Print and Book Knowledge / Conocimiento de la letra impresa
• Alphabetic Principle / Principio alfabético

> **QUIZ 2 5pts (Available 02/03-02/05)**

02/13/14
◘ **Herrera, Perez, and Escamilla, Chapter 5, Vocabulary Development: A Framework for Differentiated and Explicit Instruction**
◘ **Herrera, Perez, and Escamilla, Chapter 6, Strategies-Based Comprehension Instruction: Linking the Known to the Unknown**
◘ **Herrera, Perez, and Escamilla, Chapter 7, Fluency in Practice: More than Reading the Text**

> **QUIZ 3 5pts**
> **(Available 02/10-02/12)**

02/20/14
Texas Reading Initiative / LEER MAS
Group Presentation / Presentación grupal:
- Fluency / Fluidez
- Comprehension / Comprensión

*FLUENCY: Download the video and listen to them.
Answer these questions:
(1)How does Theo the Lion define "Reading Fluency" in the video?
(2) Why does Theo say "fluency" is so important?
READ ARTICLE: Fluency: An Introduction
Video: Velocidad lectora y Fluidez lectora ¿Cuál es la diferencia?

Texas Reading Initiative/ LEER MAS
Group Presentation:
Written Expression / Expresion escrita

◘ **Freeman y Freeman, Capitulo 7, La Enseñanza Efectiva de la Escritura**

> **QUIZ 4 5pts**
> **(Available 02/17- 02/19)**

Texas Primary Reading Inventory/Tejas LEE
Selecting, adapting, and developing appropriate assessments for reading; using assessments to plan and adjust instruction that addresses individual student needs Textbooks and Teacher Edition
*Textbooks and Teacher Edition

02/27/14

Lesson Plans / Plan de estudios
Assessments / Evaluaciones
Camp preparations / Preparaciones para el campamento

03/06/14
◘ **Herrera, Perez, and Escamilla, Chapter 8, Implications of Culture and Language in Writing**
◘ **Freeman y Freeman, Capitulo 8, Las Etapas y los Niveles del Desarrollo de la Escritura ;**
◘ **Freeman y Freeman, Capitulo 9, La Enseñanza Temática para Desarrollar la Lectoescritura en Dos Idiomas**

> **QUIZ 5 5pts**
> **(Available 03/03-03/05)**

◘ **Literacy Camp / Campamento de lectura**
◘ **Literacy Camp Reflections and Study Plans #1 / Reflexión y plan de estudios #1**
(Blackboard: Reflexiones del Campamento/Diario)
Writing Process /El proceso de la escritura

Reflexión #1
[2 pts]
Due 03/16

03/13/14 **Spring Break/Vacaciones de primavera**

03/20/14 **◘ Freeman y Freeman, Capitulo 6, El Enfoque Basado en los Principios de la Lectura**

QUIZ 6 5pts (Available 03/17- 03/19)

◘ Literacy Camp/Campamento de lectura
◘ Literacy Camp Reflections and Study Plans #2 / Reflexión y plan de estudios #2 (Blackboard: Reflexiones del Campamento/Diario)

Reflexión #2 [2 pts] Due 03/23

03/27/14 **◘ Herrera, Perez, and Escamilla, Chapter 9, Assessment beyond the Politics of High-Stakes Tests**

QUIZ 7 5pts (Available 03/24-03/26)

STAAR

◘ Literacy Camp/Campamento de lectura
◘ Literacy Camp Reflections and Study Plans #3 / Reflexión y plan de estudios #3 (Blackboard: Reflexiones del Campamento/Diario) Proceso de escritura y etapa; colectar

Reflexión #3 [2 pts] Due 03/30

04/03/14 **Spanish/English Language Arts and Reading TEKS K-1 From TAKS to STAAR**

QUIZ 8 5pts (Available 03/31-04/02)

◘ Herrera, Perez, and Escamilla, Chapter 10, Inclusive Literacy Instruction for CLD Students

◘ Literacy Camp / Campamento de lectura
◘ Literacy Camp Reflections and Study Plans #4 / Reflexión y plan de estudios #4 (Blackboard: Reflexiones del Campamento/Diario) Proceso de escritura y etapa; colectar

Reflexión #4 [2 pts] Due 04/06

SLAR/TEKS ASSESSMENT 6 pts (Available 04/10)

04/10/14 **◘ Literacy Camp / Campamento de lectura**

◘ Literacy Camp Reflections and Study Plans #5 / Reflexión y plan de estudios #5 (Blackboard: Reflexiones del Campamento/Diario) Proceso de escritura y etapa; colectar

Reflexión #5 [2 pts] Due 04/13

04/17/14 **Spanish/English Language Arts and Reading TEKS K-1 From TAKS to STAAR**

◘ Literacy Camp / Campamento de lectura
◘ Literacy Camp Reflections and Study Plans #6 / Reflexión y plan de estudios #6 (Blackboard: Reflexiones del Campamento/Diario) Escritura final y libro; foto digital completa

Reflexión #6 [2 pts] Due 04/20

04/24/14   **Spanish/English Language Arts and Reading TEKS   K-1**
From TAKS to STAAR

◘ **Literacy Camp/Campamento de lectura**   **Reflexión Total**
◘ **Reflexión total**   **[2 pts]**
(Blackboard: Reflexiones del Campamento/Diario)   **Due 04/27**

05/01/14   **Spanish/English Language Arts and Reading TEKS   K-1**
From TAKS to STAAR

05/08/14   **Spanish/English Language Arts and Reading TEKS   K-1**
From TAKS to STAAR

FOLDABLES   **[15 pts]**

05/15/14   **Final**   **[16 pts]**

GRADING SCALE: EVALUACIÓN:

Points will be assigned based assignments / projects turned in on time and on the quality of each assignment. Points for each assignment are as follows:
La evaluación de los trabajos / projectos se basará en la entrega puntual y calidad del trabajo. Los puntajes son:

Grading Scale/Evaluación	POINTS
1. Creating a Community of Learners /Creando una comunidad de aprendices	4
2. LEER MAS Presentations / Presentaciones LEER MAS	5
3. 8 Quizzes / 8 Exámenes (5 pts each)	40
4. SLAR/TEKS Assessment / Exámen de SLAR/TEKS	6
5. 7 Literacy Camp Reflections and Study Plans / 7 Reflexiones del campamento y planes de estudio (2 pts each)	14
6. Foldables	15
7. Final exam / Exámen final	16
TOTAL POINTS / Puntaje total	**100**

A   **90-100**
B   **80-89**
C   **70-79**
D   **60-69**
F   **Below 60**

YOU ARE RESPONSIBLE FOR CHECKING YOUR BLACKBOARD EMAILS, ASSIGNMENTS, DISCUSSION BOARDS, ANNOUNCEMENTS AND CALDENDAR EVERYDAY. EVERYTHING WILL BE POSTED ON BLACKBOARD.

USTEDES SON LOS RESPONSABLES DE CHECAR EN BLACKBOARD SU CORREO ELECTRONICO, TRABAJOS, DISCUSSIONES Y CALENDARIO TODOS LOS DÍAS. TODO SE PONDRÁ EN BLACKBOARD.

ASSIGNMENT RUBRICS

❖ **VOICE OVER INTRODUCTIONS: Creating a Community of Learners**

Introductions are an effective way to meet your classmates and professor – a first impression! However, if the introduction is not created with care and some planning, it can easily turn into a first impression you want to take back. In 1-3 powerpoint presentation slides that must **include one picture of yourself and a voice over of 2-3 minutes only**, introduce yourself to the class. In your presentation, talk about yourself, <mark>what you know about biliteracy</mark> and <mark>what you want to learn about biliteracy development.</mark> Submit your assignment by **creating a blog entry** and attaching your presentation file in the designated area in Blackboard, **Tareas/Asignaturas**.

Included below are web links that guide you in the development of Voice Over. This can be done for any power point. For more information about how to include narrative in presentations, use the following resources.

❖ **PRESENTACIONES CON VOZ GRABADA: Creando una comunidad de aprendices**

Las presentaciones son una manera efectiva de conocer a los compañeros y al profesor – es una primera impresión. Sin embargo, si la presentación no está planeada y hecha con cuidado, puedes proyectar una imagen incorrecta de ti. En 1-3 diapositivas de powerpoint deberás **incluir tu fotografía y voz grabada de 2-3 minutos solamente** para presentarte a tu clase. En tu presentación, incluye ¿<mark>qué conoces de la biliteracidad y qué te gustaría conocer de su desarrollo?</mark> Esta tarea debe de ser adjuntada como archivo en el **Blog** designado en blackboard, **Tareas/Asignaturas**.

Abajo están incluidas ligas que te guiarán para incluir tu voz grabada en las presentaciones. Esto solamente se hace en powerpoint. Para mayor información, revisa las siguientes direcciones.

Office Version	Microsoft Link	Video Tutorial
2003	http://office.microsoft.com/en-us/powerpoint-help/about-recording-a-voice-narration-for-a-presentation-HP005195030.aspx?CTT=1	http://youtu.be/VV7ci_9AWbA
2007	http://office.microsoft.com/en-us/powerpoint-help/add-narration-to-a-presentation-HA001230306.aspx	http://youtu.be/rv9vinEMbIE
2010	http://office.microsoft.com/en-us/powerpoint-help/record-and-add-narration-and-timings-to-a-slide-show-HA010338313.aspx	http://youtu.be/3uk4CU7uobM

❖ Voice Over Introductions Rubric

	4	3-2	1-0
Content	The assignment presents a good introduction of yourself; it provides what you know about biliteracy and what you want to learn about biliteracy development.	The assignment presents some information about yourself, what you know about biliteracy and what you want to learn about biliteracy development.	The assignment presents none or limited information about yourself; it does not provide what you know about biliteracy and what you want to learn about biliteracy development.
Communication	Language is appropriate for an academic course. The student talks in the presentation and does not read the power point.	Language is somewhat appropriate for an academic course. The student mostly reads the power point in the presentation.	Language is not appropriate for an academic course. The student only reads the power point in the presentation.
Organization	Clear and organized and has required length.	Not well organized and is somewhat the required length.	Not organized and is not clear. Does not meet the required length.
Creativity	The assignment is appealing and attractive. Effort and time is reflected in the work.	The assignment is somewhat appealing. Some effort is reflected in the work.	The assignment is not appealing. Effort is not reflected in the work.

Rubric for Presentations [5 pts]

	Exceptional 5 pts	Good 4 pts	Acceptable 3-2 pts	Unacceptable 1- 0 pts
Content	An **abundance** of material clearly related to the component; points are clearly made and supports the reading development process; varied use of materials	**Sufficient** information that relates to topic; many good points made but there is an uneven balance and little variation	There is a great deal of information that is not clearly connected to the topic	Not clear; information does not support component.
Coherence and Organization	Clearly stated and developed; specific examples are appropriate and clearly developed; flows together well; good transitions; succinct but not choppy; well organized	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea needed	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Presentation is choppy and disjointed; does not flow; vague; no apparent logical order of presentation
Creativity	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention	Some originality apparent; good variety and blending of materials/media	Little variation; material presented with little originality or interpretation; some media.	Repetitive with little or no variety; insufficient use of multimedia
Material	Balanced use of materials properly used to develop component; varied and appropriate	Use of materials not as varied and not as well connected to component	Choppy use of materials; lacks smooth transition from one point to another; materials not clearly connected to thesis	Little or no materials used; imbalance in use of materials—too much of one, not enough of another
Speaking Skills	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence	Clear articulation but not as polished	Some mumbling; little eye contact; uneven rate; little or no expression; **READS**	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone; **READS ALL**
Audience Response	Involved the audience in the presentation; points made in creative way; held the audience's attention throughout	Presented facts with some interesting "twists"; held the audience's attention most of the time	Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination	Incoherent; audience lost interest and could not determine the point of the activity/presentation.
Length of Presentation	Within minutes of allotted time	Within minutes of allotted time	Somewhat within minutes of allotted time	Too long or too short; ten or more minutes above or below the allotted time

Rúbrica para evaluar las reflexiones de tutoría en el campamento de lecto-escritura - Individual [2 puntos]

2 puntos	1 punto	0 puntos
(1) Describe en detalle por lo menos **tres estrategias** de enseñanza que apoyen mínimo 3 de las siguientes; la comprensión lectora, el desarrollo de vocabulario, la fluidez y la escritura, de una manera integrada y relevante para su alumno.	(1) Describe de manera general y sin mucho detalle por lo menos **dos estrategias** de enseñanza que apoyen mínimo 2 de las siguientes: la comprensión lectora, el desarrollo de vocabulario, la fluidez y la escritura, de una manera integrada y relevante para su alumno.	(1) No describe **estrategias** de enseñanza que apoyan por lo menos dos de las siguientes: la comprensión lectora, el desarrollo de vocabulario, la fluidez y la escritura.
(2) Escribe una reflexión sobre la experiencia de tutorías.	(2) Escribe una reflexión superficial sobre la experiencia de tutorías.	(2) No escribe una reflexión sobre la experiencia de tutorías.
(3) Adjunta evidencia de su trabajo (diario y trabajos del alumno/a)	(3) Lo adjunto no es evidencia clara del trabajo descrito.	(3) No adjunta evidencia.
(4) Edita el trabajo, respetando la ortografía y gramática del español.	(4) Edita parcialmente el trabajo.	(4) No edita el trabajo.

Rubric for Foldables CATEGORY	4 - Exemplary	3 - Proficient	2 - Borderline	1 - Needs Development
Course Elements	Foldable includes all course elements as well as additional information.	All course elements are included.	Most course elements are included.	Multiple course elements are missing.
Arrangement of Concepts	Main concept is identified easily on front of foldable and subconcepts or relationships are clear within the foldable or under foldable tabs.	Main concept is identified on front of foldable; most subconcepts/relationships are apparent within the foldable or under foldable tabs.	Main concept is there, but does not stand out. Some subconcepts/relation-ships are included, but link to main concept is not 100% clear.	Main concept is lacking **or** not identified easily. Subconcepts/relation-ships of concepts are generally missing **or** unclear.
Content Reflects Understanding	Foldable content shows full and complete understanding of the concept, question, problem or process.	Foldable content reflects good understanding of the content, question, problem or process.	Foldable content shows basic understanding of the concept, question, problem or process, but may lack 1-2 elements.	Content shows little understanding of the concept, question, problem or process. Foldable has multiple errors or irrelevant inclusions.
Labels, Terminology & Text	The Foldable contains scientific words and terms appropriate and important to the topic with clear and accurate labeling plus definitions where required. Text is easy to read with no grammatical/mechanical mistakes.	Almost all items of importance are clearly and accurately labeled. Some key scientific words are used and definitions provided where needed. 1-2 grammatical/mechanical mistakes appear in text that is easy-to-read overall.	A few labels are lacking or inaccurate **or** there are a couple text omissions that would add clarity. Key scientific terms and definitions are missing. 3-4 grammatical/mechanical mistakes are contained in text that is either lacking **or** too much for intended purpose and audience.	Labels are not all accurate **and/or** are too small to view **or** no important items/ concepts were labeled. No scientific terminology is appropriately used. Contains more than 4 grammatical/mechanical mistakes Text does not generally contribute to concept communication.
Graphics - Relevance	All graphics used on the foldable are topic related and make it easier to understand. All borrowed graphics have a source citation. Graphics are clear, crisp and well lay out.	Graphics are used appropriately most of the time and generally enhance the topic. They are placed logically and are of good quality generally. Most borrowed graphics have source citation.	More than one graphic on the foldable lacks relatedness to the topic; Graphics do not add much clarity or focus to topic. **Or** quality and source citations are inconsistent.	Graphics overall are either used inappropriately or over-used. Select-ions do not enhance topic **and/or** are not of good print quality. Some are ill-placed. Several borrowed graphics lack source citations.
Design	Foldable is exceptionally attractive and well-thought out in terms of inclusions, design, layout & neatness. Has clean, high visual appeal with design elements that aid comprehension and/or expository presentation.	Generally attractive in terms of placement and inclusions, layout and neatness. Design is fairly clean with a few exceptions.	Acceptable. Some design inclusions are questionable. A bit messy or cluttered. Design choices add little in terms of visual appeal or clarity.	Foldable design does not appear to be well-thought out or executed in terms of contributing to viewer understanding. Low in visual appeal.