

LITERACY/BILITERACY
BED 5336 [34280] /RED 5351 [34281] * SUMMER II 2014



BED 5336/RED 5351
Literacy/Biliteracy Development
Summer II Semester July 7 – Aug 5
Online/BlackBoard

Faculty: Dr. Elena Izquierdo
ielena@utep.edu
(915) 747-7595

COURSE INFORMATION

BED5336/RED5351 * Literacy/Biliteracy Development
3 Graduate Credit Hours
Office hours: W 6p.m.-8p.m. MST

COURSE DESCRIPTION

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

Particular emphasis is given to matters of transfer; the critical role of the child's first language (L1) in literacy development and its effect on literacy in (L2) English; and simultaneous and successive biliteracy development in dual language models. The course will introduce social cultural, cognitive, and linguistic factors that influence in the literacy/biliteracy process.

COLLEGE'S CONCEPTUAL THEME

This course aligns with the University and College of Education's mission and vision in addressing the preparation of professionals and the investigation of issues and challenges in schooling with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings. Literacy/biliteracy educational research and the essential knowledge of its sound professional practice will be the focus.

COURSE OBJECTIVES

1. Research and analyze various perspectives and definitions of biliteracy;
2. Define and discuss biliteracy development in the various programmatic contexts in schools;
3. Study and discuss biliteracy in dual language models that develops literacy in L1 and L2 simultaneously and those that develop literacy successively;
4. Define and discuss the notion of transfer and matters of transfer;
5. Examine cultural, social, political, and linguistic issues that impact on biliteracy development; and
6. Discuss the implications for policy and practice in educational settings to achieve biliteracy.

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REQUIRED TEXTBOOK

Reyes, M., & Halcón, J. (2001). *The best for our children: Critical perspectives on literacy for Latino students*. New York, NY: Teachers College Press.

<http://www.amazon.com/Best-Our-Children-Critical-Perspectives/dp/0807740063>

<http://www.hepg.org/her/booknote/73>

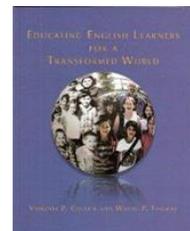


OTHER REQUIRED READINGS ON BLACKBOARD

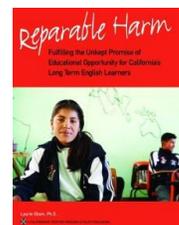
Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *Bilingual Education and Bilingualism*, 7(2 & 3), 155-171.

Ballantyne, K.G., Sanderman, A.R., & McLaughlin, N. (2008). *Dual language learners in the early years: Getting ready to succeed in school*. Washington, DC: National Clearinghouse for English Language Acquisition. Retrieved from http://www.ncela.gwu.edu/files/rcd/BE024206/Dual_Language_Learners.pdf

Collier, V.P., & Thomas, W.P. (2009). *Educating English learners for a transformed world*. Albuquerque, NM: Dual Language Education of New Mexico
*Note Reading is Chapter 3: How long to full gap closure? pp. 19-30



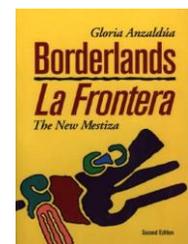
Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Long Beach, CA: Californians Together.



Alvarado, G.C. (2007). *Dyslexia and the Spanish speaking and bilingual (English/Spanish speaking) student*. Bilingual Special Education Evaluation Network of Texas.

RECOMMENDED READINGS

Anzaldúa, G. (1999). *Borderlands/La frontera: The new mestiza* (2nd ed.). San Francisco: Aunt Lute Books. Retrieved from <http://wolfweb.unr.edu/homepage/calabj/282/how%20to%20tame%20wild%200tongue.pdf>



Collier, V.P., & Thomas, W.P. (2009). Reflections from the field: Elena Izquierdo. In V. Collier & W. Thomas (Eds.), *Educating English language learners for a transformed World*, (p. 90). Albuquerque, NM: Dual Language Education of New Mexico. (Excerpted)

Cummins, J. (2003). *Biliteracy, Empowerment, and Transformative Pedagogy*. Retrieved from <http://iteachilearn.org/cummins/biliteratempowerment.html>

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COURSE STANDARDS AND LEARNING OUTCOMES

Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy; plans instruction that is responsive to cultural diversity and the strengths and interests of individual students.	
1. Understand how reading development in the first language affects development in English.	1. Class discussion on early literacy readings; and 2. Course graded readings and lecture assignments.
2. Identify and explain issues and concepts related to the transfer of literacy competency from one language to another.	a. Course graded readings and lecture assignments; and b. Class discussion on transfer and biliteracy.
3. Identify strategies for increasing the literacy of English Language Learners. 4. Identify best practices for literacy instruction for English Language Learners.	a. Course graded readings and lecture assignments; and b. Class discussion of the domains/modalities of language and their direct application in literacy development.
5. Know expected stages and patterns of language development as related to primary and second language acquisition.	a. Course graded readings and lecture assignments; and b. Class discussion of second language acquisition.
6. Identify issues and procedures in assessing English Language Learners' reading strengths and needs.	a. Course graded readings and lecture assignments; and b. Class discussion on critical literacy.
7. Know how to distinguish between language differences and disabilities and when additional assessment or intervention is needed.	a. Course graded readings and lecture assignments on the role of L1 in assessment and instruction.
8. Know how differences in dialect or vocabulary development may affect a student's acquisition of reading skills.	a. Course graded readings and lecture assignments on language difference and language learning disability in assessment and instruction.

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Attendance

All students are expected to be prepared and to be active participants and check their course online, emails, assignments, discussions and blogs on a regular basis. Reading the assignments is essential for 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.

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://sa.utep.edu/osccr/academic-integrity/> 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 Center for Accommodations and Support Services can be reached at Web: <http://sa.utep.edu/cass/> Phone: (915) 747-5148 voice or TTY FAX: (915) 747-8712 E-Mail: cass@utep.edu**

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GRADING SCALE:

Points will be based on discussions, blogs, assignments, quizzes, and the final project. All work is required to be turned in on time. **LATE WORK WILL NOT BE ACCEPTED**

Point assignments are as follows:

ASSIGNMENTS	POINTS
1. Voice Over Introductions – What is biliteracy to you?	5
2. APA Quiz	5
3. Blog 1- The Continua of Biliteracy	4
4. Research Perspectives on Biliteracy Definitions	6
5. Blog 2- Dual Language Learners	4
6. Reparable Harm – Group Discussion	6
7. 1 Reaction Paper – APA	15
8. The Best for our Children - Class Discussion	6
9. The Diversity of Schooling - Group Discussion	6
10. 5 Reading Responses RR (6 points each)	30
11. Final Biliteracy Project	10
12. E-peer Evaluations	3
TOTAL POINTS	100

A	90-100
B	80-89
C	60-69
F	Below 60

❖ **Voice Over Introductions: Creating a Community of Learners**

Introductions are an effective way to meet your classmates and professor online – 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, what biliteracy is to you, and share an experience in anything related to literacy/biliteracy. **You will be graded according to the following rubrics.** Submit your assignment by creating a blog entry and attaching your presentation file in the designated area in Blackboard. Be sure to respond to your classmates as part of creating a community of learners.

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:

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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 Introduction Rubric

	5	4-3	2-0
Content	The assignment presents a good introduction of yourself; it provides what biliteracy is to you, and an experience you have had with literacy/biiteracy.	The assignment presents some information about yourself; about what biliteracy is to you and an experience you have had with literacy/biiteracy.	The assignment presents no or limited information about yourself; it does not provide what biliteracy is to you or an experience you have had with literacy/biiteracy.
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.

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RUBRICS

❖ Blogs (1) The Continua of Biliteracy and (2) Dual Language Learners

	4	3	2-0
Analysis / Interpretation	Postings reflect understanding, insight, and reflection about the topic. The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Postings provide some insight, understanding and reflective thought about the topic. Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).	Postings show no evidence of insight, understanding or reflective thought about the topic. Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. Writing style can still be conversational rather than formal.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.

❖ Research Perspectives on Biliteracy Definitions

	6-5	4-3	2-0
Resources	Two academic sources are included.	One academic source is included.	No academic source is included or source is not academic or reliable knowledge.
Analysis / Interpretation	Assignment reflects understanding, insight, and reflection about the topic. In addition, it demonstrates that the student has gained new understanding of the topic.	Assignment provides some insight, understanding and reflective thought about the topic. The messages somewhat reflect that the student has gained new understanding of the topic.	Assignments show no evidence of insight, understanding or reflective thought about the topic. Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. Writing style can still be conversational rather than formal.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.
APA Format	Follows APA format	Follows some APA format	No APA format

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❖ 1 Class Discussion and 2 Group Discussions

Online discussions help students engage in informative and reflective discussions, clarify understandings, and learn from each other. Before engaging in discussion, make sure to read carefully the readings and make highlights and notes on questions, ideas, concerns, and critiques. Then answer the questions or follow the directions posted in your discussion board. **You are required to respond to a minimum of 2 classmates' responses for each assigned discussion.**

DISCUSSION RUBRIC

	6-5	4-3	2 -0
Analysis / Interpretation	Postings reflect understanding, insight, and reflection about the topic. The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Postings provide some insight, understanding and reflective thought about the topic. Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).	Postings show no evidence of insight, understanding or reflective thought about the topic. Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. Writing style can still be conversational rather than formal.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.
Participation	Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Student does not start a topic or pose a question and then abandon it. Student replies to a minimum of 2 classmates.	Some messages contribute to ongoing conversations, but others are disconnected. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively. Student replies to 1 classmate.	Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses. Student does not reply to anyone.

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❖ 1 Reaction Paper

You will be responsible for 1 reaction paper. This reaction paper should be a 1000 words (4 pages narrative) plus title page, abstract, body, conclusion, references ... APA format. Use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/> .

Include questions, concerns, and/or critiques of the ideas and concepts within the book and your readings. You should interact in writing with the ideas presented in the readings. *What ideas/concepts were new to you? What questions or concerns does the chapter raise for you as a professional? Do you agree/disagree with the author? Why or why not?* This is a reaction paper. **You do not summarize the chapter, but react to it. You will attach your paper as a word document to the designated ASSIGNMENT BOX ON BLACKBOARD.**

REACTION PAPER RUBRIC

EXCELLENT 15-12	SATISFACTORY 11-5	UNSATISFACTORY 0-4
Addresses main points in reading	Addresses some main points in reading	No reference to any main point
Evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.	Some evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.	No evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.
Evidence of reflection and insight	Evidence of some reflection and/or insight	No evidence of reflection and/or insight
Depth and complexity of ideas supported by pertinent details	Included some supportive details	No supportive detail included
Ideas are well-organized	Ideas are organized	Ideas are not thought out
Address written mechanics such as grammar and spelling	Addresses some written mechanics such as grammar and spelling	Written mechanics not addressed such as grammar and spelling
Follows APA format	Follows some APA format	No APA format

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❖ 5 Written Responses to Readings and Videos

These responses are intentionally assigned at various word counts to provide you the opportunities and practice to write succinctly. The writing, however, is always academic writing, and follows APA format for citations and references (e.g., in in-text citations and references). You will submit these in the BOX provided in ASSIGNMENTS on BB. **DO NOT ATTACH AS A WORD FILE.**

READING RESPONSES RUBRIC

	6-5	4-3	2-0
Content	Addresses main points in assignment and ideas and concepts presented in the readings and/or videos.	Addresses some main points in assignment and ideas and concepts presented in the readings and/or videos.	No reference to any assignment and ideas and concepts presented in the readings and/or videos.
Organization	Ideas are well-organized	Ideas are organized	Ideas are not thought out
Analysis / Interpretation	The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).	Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, and correct grammar.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.
APA Format	Follows APA format in in-text citations and references	Follows some APA format in in-text citations and references	No APA format in in-text citations and references

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❖ INDIVIDUAL FINAL PROJECT ON CHAPTERS

Select a reading from the following chapters of your text. Post your selection in Module 3.

Selection of Readings for Final Project

- CHAPT 2. *Teacher as Sociocultural, Sociohistorical Mediator: Teaching to the potential.* E. Diaz & B. Flores
- CHAPT. 6 *Unleashing Possibilities: Biliteracy in the Primary Grades.* M. Reyes
- CHAPT 11 *Reading Adolescents/ Adolescents Reading: Toward Critically Literate Latino Youth.* R. Maldonado
- CHAPT 13 *It's About YOUth!: Chicano High School Students Revisioning their Academic Identity.* M. E. Fránquiz
- CHAPT 14 *Parent Narratives: The Cultural Bridge Between Latino Parents and their Children.* A. Ada & R. Zubizarreta

Read it and do a critical response, depth and analysis. Include questions, concerns, and/or critiques of the ideas and concepts discussed. *What ideas/concepts were new to you? What questions or concerns does the chapter raise for you as a professional?*

Be creative. Highlight critical points; react and support with examples from connections to sociocultural; linguistic; cognitive; and/or academic contexts. Scan documents (i.e. examples of text; material) or anything that supports your reflection, critique, or response to the reading.

Develop a Voice Over Power Point. You have 5-8 minutes for this presentation. The number of slides will be restricted to these minutes .After all we have studied and read about this semester, you need to demonstrate your knowledge. Use the points from any of the chapters you have read. Review terminology from all of your chapters to refer to and use in your presentation. **Make your presentation creative and attractive. Use voice over in your presentation to help the audience listen and understand your points.**

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RUBRIC FOR VOICE OVER PRESENTATIONS

	Exceptional 10-9	Good 8-6	Acceptable 5-3	Unacceptable 2-0
Content	Clearly related to the reading; points are clearly made and supported; varied use of materials	Some 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 and clearly developed; flows together well; good transitions; succinct; 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
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 the component.	Choppy use of materials; lacks smooth transition from one point to another; materials are not clearly connected to the component.	Little or no materials used; imbalance in use of materials—too much of one, not enough of another.
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
Speaking Skills (Not Reading Skills!)	Clear articulation; proper volume; steady rate; enthusiasm; confidence	Clear articulation but not as polished	Some mumbling; uneven rate; little or no expression communicated; READS	Inaudible or too loud; rate too slow/fast; monotone; READS ALL
Length of Presentation	Within required time of 5 – 8 minutes	Outside required time	Outside required time	Outside required time

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All assignments are due by 11:30 p.m. MST on BlackBoard.

Week	Text/Topic Description Chapters/Articles	Assignment/Assessment
MODULE 1 Week1 July 7	Foundations to Biliteracy: What is it and how is it developed in L1 and L2? Voice Over Introductions – What is biliteracy to you?	Voice Over Introductions - What is biliteracy to you? Opens 7/7 – 7/9 POINTS: 5
	Review & Quiz of APA Format http://owl.english.purdue.edu/owl/resource/560/01/	APA Quiz Opens 7/7- 7/9 POINTS: 5
	Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. <i>Bilingual Education and Bilingualism</i> , 7(2 & 3), 155-171.	Blog 1 - The Continua of Biliteracy Opens 7/10- 7/13 POINTS: 4
	Research Perspectives on Biliteracy Definitions 1) Research biliteracy; 2) Provide the definitions; 3) Provide the articles used for the definitions; 4) Cite APA format with the definition you selected; 5) Attach copies of the articles where you identified the definition	Research Perspectives on Biliteracy Definitions Opens 7/10- 7/13 POINTS: 6
	Ballantyne, K.G., Sanderman, A.R. & McLaughlin, N. (2008). <i>Dual language learners in the early years: Getting ready to succeed in school</i> . Washington, DC: National Clearinghouse for English Language Acquisition.	BLOG 2- Dual Language Learners Opens 7/10–7/13 POINTS:4
	Early Childhood Videos. (2013, January 30). 5 Predictors of Early Literacy. Retrieved from http://youtu.be/HqImgAd3vyg	
MODULE 2 Week 2 July 14	The Social-Cultural, Socio-Historical, and Socio-Political Context of Literacy Olsen, L. (2010). <i>Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners</i> . Long Beach, CA: Californians Together. Collier, V.P., & Thomas, W.P. (2009). <i>Educating English learners for a transformed world</i> . Albuquerque, NM: Dual Language Education of New Mexico. *Read Chapter 3: How long to full gap closure? pp. 19-30, available in Blackboard.	Reparable Harm – Group Discussion Opens 7/14- 7/15 POINTS: 6
	Reaction Paper - Reparable Harm	REACTION PAPER Due 7/19 POINTS: 15

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	<p>Reyes, M. & Halcon, J. (2001). <i>The Best for our Children: Critical perspectives on literacy for Latino students</i>. New York: Teachers College Press. *Read Forward, Preface and Introduction</p>	<p>The Best for Our Children- Class Discussion Opens 7/19-7/20 POINTS: 6</p>
<p>Week 3 July 21</p>	<p>CHAPT. 1 <i>The Diversity of Schooling: A Cultural -Historical Approach</i>. Luis C. Moll</p> <p>CGUNews. (2013, March 7). Luis Moll: Fulfilling the Promises of Mendez & Brown. Retrieved from http://youtu.be/fkLvTFUsMmk</p>	<p>The Diversity of Schooling - Group Discussion Opens 7/21-7/23 POINTS: 6</p>
	<p>CHAPT. 3 <i>The Need for Educators with Political and Ideological Clarity: Providing Our Children with "The Best" L. Bartolomé & M. Balderrama</i></p> <p>CHAPT. 4 <i>Mainstream Ideology and Literacy Instruction for Spanish Speaking Children</i>. J. Halcon.</p>	<p>RR 1 on Chapt 3 Opens 7/7-7/27 POINTS: 6</p> <p>RR 2 on Chapt 4 Opens 7/7-7/27 POINTS: 6</p>
	<p>CHAPT. 9 <i>Strategic Readings for Language Related Disabilities: The Case of a Bilingual Latina Student</i>. R.T. Jimenez</p> <p>Harvard Education. (2012, December 10). Jeanne Chall Lecture 2012: Robert T. Jimenez. Retrieved from http://youtu.be/H7gOTc1nxro</p>	<p>RR3 on Chapt 9 and Video Opens 7/7-7/27 POINTS: 6</p>
	<p><i>Dyslexia and the Spanish Speaking and Bilingual (English Speaking) Student</i>. C. Alvarado</p>	<p>RR4 on Article Opens 7/7-7/27 POINTS: 6</p>
	<p>CHAPT 12 <i>Literacy Development of Latino Students: Using Our Present Realities to Shape Our Futures</i>. B. Ciriza Houtchens</p> <p>Colorincolorado. (2011, August 31). Bobbi Houtchens. Retrieved from http://youtu.be/F9NbMfcSMaQ</p> <p>Ignite Phoenix (2011, May 3). Becca Simpson / Harry Potter Alliance: The Possibilities of Literacy and Learning. Retrieved from http://www.youtube.com/watch?v=Kowgk4MAFyg</p>	<p>RR5 on Chapt 12 and Videos Opens 7/7-7/27 POINTS: 6</p>
<p>MODULE 3 Week 4 July 28</p>	<p>Critical Reflection on Literacy/Biliteracy</p> <p>Post YOUR Chapter Selection for Final Project Approval</p> <p>Rewrites of Reaction Papers for additional points</p> <p>Work on Final Project</p>	<p>Due 7/29</p> <p>Due 7/31</p>
<p>Week 5 Aug 4</p>	<p>Final Project Due</p>	<p>POINTS: 10</p>

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Aug 5

E-Peer for Final Project

POINTS: 3

SYLLABUS SUBJECT TO CHANGE AT ANY TIME
READ YOUR BB EMAIL EVERYDAY.