BED5336/RED5351 *LITERACY/BILITERACY *
26924/26925
Spring 2017 * January 18 – May 4 * HYBRID

Faculty
Dr. Elena Izquierdo
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(915) 747-7595
Office: EDUC 611
Online Office Hrs: W 8:00 – 9:00 p.m.
or W by appointment

COURSE INFORMATION
BED 5336 Literacy/Biliteracy
3 Graduate Credit Hours - HYBRID
W 5:30 – 8:20 and Online
Schedule on page 6.

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 biliteracy.

Emphasis will be given to critical perspectives and social cultural, cognitive,
and linguistic factors that influence in the biliteracy process. In addition
traditional assumptions about bilingual students and biliteracy
education will be challenged. Biliteracy instruction, matters of transfer,
and holistic biliteracy assessment will also be explored.

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. Biliteracy educational research
and the essential knowledge of its sound professional practice will be a
focus.
OBJECTIVES

1. Research and examine critical perspectives and definitions of biliteracy;
2. Define and discuss biliteracy development in the various programmatic contexts in the various models in schools;
3. Examine cultural, social, political, and linguistic issues that impact on biliteracy education;
4. Research and analyze the concepts of simultaneous and successive biliteracy development;
5. Research and analyze matters of transfer;
6. Research and analyze the implications for policy and practice in biliteracy education.

REQUIRED TEXT


READINGS:


Participation
All students are expected to be prepared and to be active participants and check their 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. **No excuses for incomplete or late assignments will be accepted.** All students are required to be prepared for each class session and 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, and 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. For further information, please refer to [http://sa.utep.edu/osccr/academic-integrity/](http://sa.utep.edu/osccr/academic-integrity/)

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 Center for Accommodations and Support Services (CASS).** Students who have been designated as needing this service 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 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. The Center for Accommodations and Support Services can be reached at Web: http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice or FAX: (915) 747-8712 E-Mail: cass@utep.edu

**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. Please do not wait until the last minute to submit work in the event there are technology issues. In addition, your classmates cannot respond thoughtfully to your blogs/discussions if you post at the last minute.

**Point Assignments Follow:**

**ASSIGNMENTS/POINTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Voiceover Introductions:</td>
<td>5 pts</td>
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<tr>
<td>2. APA Quiz</td>
<td>5 pts</td>
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<tr>
<td>3. 8 Blog - 3 pts each</td>
<td>24 pts</td>
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<tr>
<td>4. 4 Reading Responses – 3 pts each</td>
<td>12 pts</td>
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<tr>
<td>5. 1 Group Presentation</td>
<td>6 pts</td>
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<tr>
<td>6. 2 Group Discussions – 5 pts each</td>
<td>10 pts</td>
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<tr>
<td>7. Biliteracy Definitions</td>
<td>3 pts</td>
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<tr>
<td>8. 1 APA Research Paper, 10 page</td>
<td>15 pts</td>
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<tr>
<td>9. 1 Biliteracy Final Project</td>
<td>15 pts</td>
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<tr>
<td>10. Peer Evaluations</td>
<td>5 pts</td>
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</tbody>
</table>

**TOTAL: 100**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>
This is a HYBRID course which has at least 50% of coursework online. The following are the dates for Face to Face (F2F) meetings.

**F2F meetings at UTEP in EDU 312:**

- FEB  8
- FEB 22
- *MARCH  8
- MARCH 22
- APRIL  5
- APRIL 19
- MAY 3
- MAY 10

In between and during those dates, we are online on Black Board (BB).

**Jan 18 ONLINE**  Voice over Introductions  

What is biliteracy **TO YOU?**
Respond to a minimum of 2 classmates

Review learn to use as a daily resource:
**APA (American Psychological Association) Format**
Study on link below. Be sure to click all links.
http://owl.english.purdue.edu/owl/resource/560/01/
All written work must follow APA guidelines.

**MODULE 1** Foundations of Biliteracy in School

Who are our English language learners? Dual language learners? Emergent Bilinguals? Culturally and linguistically diverse student?

**BLOG 1** Dual Language Learners in the Early Years

**Jan 25 Online**  Reading & Assignment Below
Feb. 8  F2F Presentations

Critical Perspectives: Readings & Presentations – Group Work

1. Analysis of Policy, Politics & Advocacy in the Education of ELLs
2. Comparison of Various terms/titles and Implications Assigned to ELLs
3. Causal Effect in Understanding Long Term English Learners

3 Readings Below: All groups must integrate all 3 readings to develop their presentation from the perspective (1-3) above assigned. Limit to 6 slides including title, references group names.

**Chapters 1, 2 & 3:** Collier, V.P., & Thomas, W.P. (2009). Educating English learners for a transformed world. Albuquerque, NM: Dual Language Education of New Mexico.


Feb 15 Online

**Group Discussion 1**  Biliteracy, Empowerment and Transformative Pedagogy  

Retrieved from:

https://www.researchgate.net/publication/241492125_Biliteracy_Empowerment_and_Transformative_Pedagogy

**MODULE 2**  Critical Perspectives: The Social-Cultural, Socio-Historical, and Socio-Political Context of Biliteracy

**BLOG 2 The Best for Our Children**  
Forward, Preface and Introduction:
New York: Teachers College Press.


**Reading Responses 1-4**
Feb. 22 F2F Presentations by Groups on each one of the following


Base your paper on 1 of the readings above. Be sure to follow APA guidelines. You need to include a title page; header; abstract; page numbers; references; and APA guidelines for citations, in text citations, and references.

MODULE 3 Research Perspectives on Biliteracy
Research the Term Biliteracy defined by a scholar Opens 3/8 – 3/22 pts.
1.) Post on the blog – Make sure the one you post has NOT been used. It will not count, if repeated. First come, first served.
2.) Cite the source using APA format
Do not use any of the sources used in your syllabus

Group Discussion 2 The Continua of Biliteracy & Biliteracy
Final Biliteracy Project Proposal for Approval

Post proposal by 3/29

Select one of the following and describe what you propose to use. Gather data; analyze; provide your findings/recommendations; support with research.

1. Analyze the language policy in your (a) school. Show how it fosters or deters the development of metalanguage and biliteracy development.

2. Gather assessment instruments used in two languages in literacy development. How might you use reading assessments in two languages as tools to look at the biliterate reading development of students?

3. Gather writing samples/data in Spanish and English for the same student. How can you discuss literacy/biliteracy development? How can you use this data to strengthen biliteracy instruction?

MODULE 4  Biliteracy: Pedagogical Implications for Instruction and Assessment


BLOG 3  Forward and Chapter 1
How does a focus on qualities of instruction shift the debate about effective practice in the bilingual education field? Select a new term learned in this reading and discuss.

BLOG 4  Teaching through a Holistic Biliteracy Framework
Explain the difference between oral language development and oracy. What is the difference between oracy development in Spanish and English?

BLOG 5  Reading – through a Holistic Biliteracy Lens
Discuss how paired literacy instruction is different from more traditional models of bilingual and dual language education. How might this better meet the needs of simultaneous dual language learners?

BLOG 6  Writing – through a Holistic Biliteracy Lens
Discuss why increased emphasis needs to be placed on
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writing in teaching emerging bilingual learners.

BLOG 7  Metalanguage
Discuss what metalanguage is, and why metalinguistic skills are important for emerging bilingual students.

BLOG 8  Reading Assessment - through a Holistic Biliteracy Lens
Explain how holistic reading assessments inform instruction.

April 5  F2F  Biliteracy from the Start

April 12 Online Work - Final Biliteracy Project

April 19 Presentation of Biliteracy Projects

May 3 Evaluation of Projects

May 10 Final

***************

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, 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 3 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:

<table>
<thead>
<tr>
<th>Office Version</th>
<th>Microsoft Link</th>
<th>Video Tutorial</th>
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</table>
**Voice Over Introduction Rubric**

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4-3</th>
<th>2-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The assignment presents a good introduction of yourself; it provides what biliteracy is to you, and an experience you have had with literacy/biliteracy.</td>
<td>The assignment presents some information about yourself; about what biliteracy is to you, and an experience you have had with literacy/biliteracy.</td>
<td>The assignment presents no or limited information about yourself; it does not provide what biliteracy is to you, and an experience you have had with literacy/biliteracy.</td>
</tr>
<tr>
<td>Communication</td>
<td>Language is appropriate for an academic course. The student talks in the presentation and does not read the PowerPoint.</td>
<td>Language is somewhat appropriate for an academic course. The student mostly reads the PowerPoint in the presentation.</td>
<td>Language is not appropriate for an academic course. The student only reads the PowerPoint in the presentation.</td>
</tr>
<tr>
<td>Organization</td>
<td>Clear and organized and has required length.</td>
<td>Not well organized and is somewhat appealing. Some effort is reflected in the work.</td>
<td>Not organized and is not appealing. Effort is not reflected in the work.</td>
</tr>
<tr>
<td>Creativity</td>
<td>The assignment is appealing and attractive. Effort and time is reflected in the work.</td>
<td>The assignment is somewhat appealing. Some effort is reflected in the work.</td>
<td>The assignment is not appealing. Effort is not reflected in the work.</td>
</tr>
<tr>
<td>Participation</td>
<td>Responds to 3 classmates.</td>
<td>Responds to 2 classmates.</td>
<td>Responds to 1 classmate or does not respond at all.</td>
</tr>
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</table>

**8 BLOGS - BLOGS RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis/</td>
<td>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.</td>
<td>Postings reflect some understanding, insight and reflection about the topic. The message uses some sources, including outside as well as required reading.</td>
<td>Postings show no evidence of insight, understanding and reflective thought about the topic. Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.</td>
</tr>
<tr>
<td>Interpretation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skill</td>
<td>Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, and correct grammar. Writing style can still be conversational rather than formal.</td>
<td>Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.</td>
<td>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddied.</td>
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</tbody>
</table>
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.**

<table>
<thead>
<tr>
<th>Discussions Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis / Interpretation</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

| **Writing Skill** | **5** | **4-3** | **2-0** |
| 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 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** | **5** | **4-3** | **2-0** |
| Messages contribute to conversations, ongoing 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 that 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. |
10 Page Reaction Paper

This reaction paper should be a 10 page narrative paper, 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 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 area in Black Board.

10 Page Reaction Paper Rubric

<table>
<thead>
<tr>
<th>EXCELLENT 15-13</th>
<th>SATISFACTORY 12-8</th>
<th>UNSATISFACTORY 0-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses main points in reading</td>
<td>Addresses some main points in reading</td>
<td>No reference to any main point</td>
</tr>
<tr>
<td>Evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.</td>
<td>Some evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.</td>
<td>No evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.</td>
</tr>
<tr>
<td>Evidence of reflection and insight</td>
<td>Evidence of some reflection and/or insight</td>
<td>No evidence of reflection and/or insight</td>
</tr>
<tr>
<td>Depth and complexity of ideas supported by pertinent details</td>
<td>Included some supportive details</td>
<td>No supportive detail included</td>
</tr>
<tr>
<td>Ideas are well-organized</td>
<td>Ideas are organized</td>
<td>Ideas are not thought out</td>
</tr>
<tr>
<td>Address written mechanics such as grammar and spelling</td>
<td>Addresses some written mechanics such as grammar and spelling</td>
<td>Written mechanics not addressed such as grammar and spelling</td>
</tr>
<tr>
<td>Follows APA format</td>
<td>Follows some APA format</td>
<td>No APA format</td>
</tr>
</tbody>
</table>
## Biliteracy Projects

<table>
<thead>
<tr>
<th></th>
<th>Exceptional 11-15</th>
<th>Good 6-10</th>
<th>Acceptable 2-5</th>
<th>Unacceptable 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Clearly related to the reading; points are clearly made and supported; varied use of materials</td>
<td>Some information that relates to topic; many good points made but there is an uneven balance and little</td>
<td>There is a great deal of information that is not clearly connected to the topic</td>
<td>Not clear; information does not support component</td>
</tr>
<tr>
<td><strong>Coherence and Organization</strong></td>
<td>Clearly stated and developed; specific examples and clearly developed; flows together well; good transitions; succinct; well organized</td>
<td>Most information presented in logical sequence; generally very well organized but better transitions from idea to idea needed</td>
<td>Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy</td>
<td>Presentation is choppy and disjointed; does not flow; vague; no apparent logical order of presentation</td>
</tr>
<tr>
<td><strong>Material</strong></td>
<td>Balanced use of materials properly used to develop component; varied and appropriate.</td>
<td>Use of materials not as varied and not as well connected to the component.</td>
<td>Choppy use of materials; lacks smooth transition from one point to another; materials are not clearly connected to the component.</td>
<td>Little or no materials used; imbalance in use of materials—too much of one, not enough of another.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Very original presentation of material; uses the unexpected to full advantage; captures audience's attention.</td>
<td>Some originality apparent; good variety and blending of materials/media.</td>
<td>Little variation; material presented with little originality or interpretation; some media.</td>
<td>Repetitive with little or no variety; insufficient use of multimedia</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong> (Not Reading Skills!)</td>
<td>Clear articulation; proper volume; steady rate; enthusiasm; confidence Grammatical</td>
<td>Clear articulation but not as polished; little if any grammatical errors</td>
<td>Some mumbling; uneven rate; little or no expression communicated; some grammatical error; <strong>READS</strong></td>
<td>Inaudible or too loud; rate too slow/fast; monotone; many grammatical errors; <strong>READS ALL</strong></td>
</tr>
</tbody>
</table>
COURSE STANDARDS AND LEARNING OUTCOMES

Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of languages, to facilitate and promote literacy/biliteracy; plans instruction and assessment that is responsive to cultural diversity and the strengths and interests of individual students.

1. Examine how literacy development in the first language affects development in English.
   a. Early literacy readings; b. Course graded assignments, discussions, blogs

2. Examine, analyze and explain critical aspects of literacy/biliteracy for ELLs
   a. Class readings, presentations and discussions of critical literacy/biliteracy

3. Examine and explain the role of parents in the education of their children
   a. Class readings, presentations and discussions of critical literacy/biliteracy

4. Identify, contrast, and explain issues and concepts related to the transfer of literacy and simultaneous biliteracy development
   a. Course graded readings and assignments; and b. Class discussions on transfer and biliteracy

5. Identify strategies for increasing the literacy of English Language Learners (ELL).
6. Identify best practices for literacy instruction for ELLs
   a. Course graded readings and assignments; b. Class discussion of on critical literacy/biliteracy to include the domains/modalities of language and their direct application in biliteracy development

7. Examine and explain biliteracy and holistic assessment
   a. Course graded readings and assignments; b. Class discussion of critical literacy/biliteracy

8. Identify issues and procedures in assessing ELLs - Emergent Bilingual, Dual Language Learners – and move towards a holistic biliteracy lens to teach to the potential
   a. Course graded readings and assignments; b. Class discussion on critical literacy/biliteracy