



**Biliteracy** ... an essential component which empowers students not only to "Read the Word" but also to "Read the World"

(Freire & Macedo, 1987)



Spring 2020

BED 5336/RED 5331 \* LITERACY/BILITERACY

1/22-5/7 \* Final 5/13

### \*HYBRID COURSE

3 Graduate Credits

Online and Wednesdays \* EDUC 307 \* 5:30 - 8:20 p.m.

Faculty: Dr. Elena Izquierdo \* [ielena@utep.edu](mailto:ielena@utep.edu) \* (915) 747-7595

EDUC 611 \* Office & Online Hrs: W 1- 4:30 p.m. or by appointment

A monolingual perspective of language and literacy development is not enough for understanding, developing and assessing biliteracy.

(Crosjean, 2018)

### 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.

**COURSE OBJECTIVES:** Research, reflections, documentation and learning shape our pedagogy. This course challenges traditional perspectives in literacy education of emergent bilinguals. The focus is on biliteracy, including but not limited to, reading and writing in two languages. It emphasizes *translanguaging* as a pedagogical practice that utilizes bilingualism as a resource. Biliteracy is viewed as interdependent processes across both languages; consequently, knowledge and skills acquired in one language are accessible in the other language. Emphasis is on intentionally and purposefully, connecting Spanish and English literacy environments through holistic pedagogical practices: Side by Side Spanish Language Arts/English Language Arts and Reading Standards; Holistic Assessments; Bidirectional Transfer and Metalinguistic/Cross Language Practices. It is grounded in the understanding that the teaching and learning contexts influence the opportunities and developments of biliteracy.

- Research and examine critical perspectives of biliteracy;
- Research and analyze the concepts of *simultaneous* and *successive* biliteracy development;
- Examine cultural, social, political, and linguistic issues that impact biliteracy education;
- Research, examine and define *translanguaging* as a pedagogical practice in its role in biliteracy education;
- Research and analyze the implications for policy and practice in biliteracy education;
- Research and examine biliteracy education in practice.

### 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.

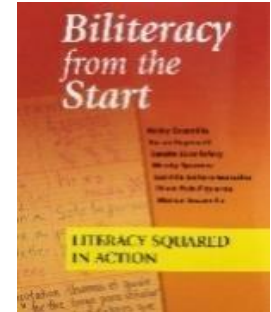
# LITERACY/BILITERACY

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## REQUIRED TEXTBOOK

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action*. Philadelphia, PA, Caslon.



## REQUIRED READINGS

Beeman, K., & Urow, C. (2013). How Spanish works. In K. Beeman & C. Urow, *Teaching for biliteracy: Strengthening bridges between languages* (pp.155-165). Philadelphia, PA: Caslon.

Collier, V.P., & Thomas, W.P. (2009). Chapter five: Program effectiveness. In V.P. Collier & W.P. Thomas (Eds.), *Educating English learners for a transformed world* (pp.46-69). Albuquerque, NM: Dual Language Education of New Mexico Fuente Press.

DeMatthews, D.E., & Izquierdo, E. (2019). Injustice and redemption: The education of Latinx emergent bilinguals. In D.E. DeMatthews & E. Izquierdo (Eds.), *Dual language education: Teaching and leading in two languages* (pp. 1-15). New York, NY: Springer.

García, O. (2012). Theorizing translanguaging for educators.

[https://www.google.com/search?q=ofeliagarciadotorg.files.wordpress.xn--com2011-tb7c%2F02%E2%80%BAofelia-intr&rlz=1C1GCEU\\_enUS840US840&oq=ofeliagarciadotorg.files.wordpress.xn--com2011-tb7c%2F02%E2%80%BAofelia-intr&aqs=chrome..69i57j69i58.9857j0j4&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=ofeliagarciadotorg.files.wordpress.xn--com2011-tb7c%2F02%E2%80%BAofelia-intr&rlz=1C1GCEU_enUS840US840&oq=ofeliagarciadotorg.files.wordpress.xn--com2011-tb7c%2F02%E2%80%BAofelia-intr&aqs=chrome..69i57j69i58.9857j0j4&sourceid=chrome&ie=UTF-8)

García, O., Kleifgen, J.A., & Falchi, L. (2008). From English language learners to emergent bilinguals. *Equity Matters: Research Review, 1*, 1-59.

Gorski, P. (2019, April). Avoiding racial equity detours. *Educational Leadership: Separate and Still Unequal: Race in America's Schools, 76(7)*, 56-61.

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

Menken, K. (2017). *Leadership in dual language bilingual education: A National Dual Language Forum White Paper*. Washington, D.C.: Center for Applied Linguistics.

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

Palmar, D.K., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. *Theory Into Practice, 58(121)*, 121-133.

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Reyes, I. (2012). Biliteracy among children and youths. *Reading Research Quarterly*, 47(3), 307-327.

Reyes, R. A. (2019, Dec. 20). Dropout? *More like 'pushout,' since we fail our kids*, Latino educator Victor Rios says. NBC Universal News. Retrieved from <https://www.nbcnews.com/news/latino/dropout-more-pushout-we-fail-our-kids-latino-educator-victor-n1103891>

Sánchez, M.T., García, O., & Solorza, C. (2017). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal*, 41(1), 37-51.

The University of Texas at Austin (2020). Kindergarten: Summary of ELAR and SLAR TEKS Expectations Differences. *The University of Texas at Austin, Institute for Public School Initiatives, College of Education*. Retrieved from <https://ipsi.utexas.edu/ELAR-SLAR-TEKS-Grade-kindergarten>

### TEACHING FOR BILITERACY RESOURCES

Ada, A. F., Beers, K., Campoy, I., & Izquierdo, E. (2019). *HMH Arriba la Lectura! Texas*. Boston, MA: Houghton Mifflin Harcourt. Retrieved from <https://us.hmhco.com/texas/reading-language-arts/>

ANOUK (2015, Jan. 14). *Literacy/Biliteracy Education Center* [Video file]. Retrieved from <https://www.youtube.com/watch?v=JM9mxF4uJOY>

CU Boulder School of Education. (2015, Feb. 4). *Literacy Squared: Valuing Bilingualism* [Video File]. Retrieved from [https://www.youtube.com/watch?v=c\\_511EXuv\\_s](https://www.youtube.com/watch?v=c_511EXuv_s)

Maestra Mendoza (2019, Apr. 24). *Lotta Lara with guided reading* [Video File]. <https://www.youtube.com/watch?v=TbhdtwgO15M>

MuDiLe 2017. (2017, Oct. 11). *Ofelia Garcia – Translanguaging* [Video File]. Retrieved from <https://www.youtube.com/watch?v=5l1CcrRck0>

NEPCVIDEOS (2012, Feb. 8). *Kathy Escamilla* [Video file]. Retrieved from <https://www.youtube.com/watch?v=a4YNCeCYSOI>

Okapi (2019). *Despegando hacia la lectura Grados K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://despegando-hacia-la-lectura.com/>

Okapi (2019). *Flying Start to Literacy Grades K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://flyingstarttoliteracy.com/>

Reading in Motion. (2015, Apr. 21). *Reading in Motion Speaker Series with Kathy Escamilla* [Video File]. Retrieved from <https://www.youtube.com/watch?v=wDZeU8jNkoQ>

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SEAL (2018, Sep. 18). *Así se dice- That's how you say it – Bilingual 2nd + 3rd grade classroom* [Video File]. Retrieved from <https://www.youtube.com/watch?v=xxhogDsZhIA>

Teaching for Bilitery. (2014, Dec. 11). *Biliteracy in Action Kindergarten Living and Non Living Things* [Video File]. Retrieved from <https://www.youtube.com/watch?v=Z2lYxZErB2g>

Teaching for Bilitery (2014, Dec. 8). *El dictado en primer grado-Karen Beeman, Teaching for Biliteracy* [Video File]. Retrieved from <https://www.youtube.com/watch?v=cZFGmxV1IAk>

Teaching for Bilitery (2015, Jul. 22). *Biliteracy unit in 2nd grade: The bridge* [Video File]. Retrieved from <https://www.youtube.com/watch?v=LG6hIK-WOTY>

Teaching for Bilitery. (2016, Jun. 8). *La planta y los textos informativos: español A*. Retrieved from <https://www.youtube.com/watch?v=-VnkTIEE1h8>

Teaching for Bilitery. (2016, Jul. 7). *The elements of the bridge*. Retrieved from <https://www.youtube.com/watch?v=zaZUlxrR6O4>

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 Emergent Bilinguals	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 Emergent Bilinguals 6. Identify best practices for literacy instruction for Emergent Bilinguals	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 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

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## CLASSROOM POLICIES

- All students are responsible and expected to be prepared and check BlackBoard on a daily basis for emails and to post assignments, discussions, etc.
- Participation in discussions, group activities, and evaluations is required on time.
- Pay close attention to DUE dates for assignments. Late work is not acceptable.
- All writing in blogs, discussions, reading responses, and other assignments must be well thought out and appropriate for each topic that is discussed.
- All writing needs to be organized, clear, grammatical, and must follow APA format. Use references/citations following APA guidelines.

Resource at: <http://owl.english.purdue.edu/owl/resource/560/01/>

**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 team. Team 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 course 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/>

**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 **E-Mail: [cass@utep.edu](mailto:cass@utep.edu)** .

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**GRADING SCALE:** Points will be based on self-narrated videos, discussions, blogs, scholarly paper, and final project. All work is required to be turned in on time. Please do not wait until the last minute to post 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. Post by the designated time.

The following are the assignments and point values, for a total of 100 points:

### Assignments/Points

#### ASSIGNMENTS/POINTS

1. Self-Narrated Video: What is biliteracy to you?	5 pts	A 90-100
2. APA Quiz	3 pts	B 80-89
3. 8 Blogs @ 4 pts each	32 pts	C 70-79
4. 3 Discussions @ 4 pts each	12 pts	D 60-69
5. 3 Group Presentations @ 6 pts	18 pts	F Below 60
6. Scholarly Paper	15 pts	
7. Final Project	15 pts	

**TOTAL: 100**

**Rubrics for all assignments are included at the end of the syllabus and are also posted on blackboard for each assignment.**

This is a HYBRID COURSE. Most of the course will be online on Black Board. Make sure that your technology is ready to use. Technology issues are your responsibility. Get familiarized with [Black Board Support for Students](https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html):

[https://www.utep.edu/technologysupport/ServiceCatalog/BB\\_Students.html](https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html)

**Classes will meet face to face on the following dates in EDUC 307 at 5:30 – 8:30 p.m.:**

January 29<sup>th</sup>

March 4<sup>th</sup>

April 8

April 29.

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**Jan. 20** *Setting the Stage*



### 1. B<sup>3</sup> - Bilingualism, Bilingual Education and Biliteracy

2.

- ✓ NEPCVIDEOS (2012, Feb. 8). *Kathy Escamilla* [Video file]. Retrieved from <https://www.youtube.com/watch?v=a4YNCeCYSOI>
- ✓ ANOUK (2015, Jan. 14). *Literacy/Biliteracy Education Center* [Video file]. Retrieved from <https://www.youtube.com/watch?v=JM9mxF4uJOY>

Please view the following videos and then proceed to the development of your assigned Self-Narrated Video.

### 2. Self-Narrated Video [Instructions posted on BlackBoard]

What is biliteracy *TO YOU*? Include what you learned from the two videos.

Opens 1/20 5 pts.

Post by 8pm 1/22

Respond to a minimum of 2 classmates

Respond by 11:30 pm 1/24

APA - Read/Review/Learn to use as a daily

APA QUIZ Opens 1/25-26 3 pts

resource: APA (American Psychological Association). Study on link below and prepare for the APA Quiz. Be sure to click all links.

<http://owl.english.purdue.edu/owl/resource/560/01/>

All work must reflect and follow APA guidelines.

### **\*Jan. 29** MODULE 1 Ideologies and Foundations of Biliteracy in School

**Ideology:** *An ideology is a set of normative beliefs and values that a person or other entity has for non-epistemic reasons. These rely on basic assumptions about reality that may or may not have any factual basis.*

#### **GROUP PRESENTATIONS: 6pts.**

#### **(1) Who are our Emergent Bilinguals? (2) Program Effectiveness**

##### **Readings:**

- ✓ Garcia, O., Kleifgen, J. A., & Falchi, L. (2008). From English language learners to emergent bilinguals. *Equity Matters: Research Review*, 1, 1-59.
- ✓ Collier, V.P., & Thomas, W.P. (2009). Chapter five: Program Effectiveness. In V.P. Collier & W.P. Thomas (Eds.), *Educating English learners for a transformed world* (pp.46-69). Albuquerque, NM: Dual Language Education of New Mexico Fuente Press.

*Learning to read and write in two languages differs from learning to read and write in one language. Development or progress should never be understood/explained as independent systems of Spanish and English.*

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### **Feb. 5** MODULE 2 Critical Perspectives: The Social-Cultural, Socio-Historical, and Socio Political Context of Biliteracy

*“English learner students who, despite many years in our schools and despite being close to the age at which they should be able to graduate, are still not English proficient and have incurred major academic deficits” — ‘Long-Term English Learners’ (Olsen, 2010).*

#### **Readings and video**

- ✓ Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California’s long term English learners*. Long Beach, CA: Californians Together.
- ✓ Reyes, R.A. (2019, Dec. 20). Dropout? More like ‘pushout,’ since we fail our kids, Latino educator Victor Rios says. NBC Universal News. Retrieved from <https://www.nbcnews.com/news/latino/dropout-more-pushout-we-fail-our-kids-latino-educator-victor-n1103891>
- ✓ Galloway, K. (Producer & Director), Valadez, D. (Producer & Director), & Brower, D. (Producer). (2018). *The Pushouts* [Documentary]. United States: IMDbPro.

Read the articles, watch the video and respond to Blog 1.

#### **BLOG 1** Discuss the connections between long term English learners (LTEL) and Pushouts.

Opens 2/2

**3 pts.**

Post by 2/5

Respond to a minimum of 2 classmates by 2/7.

#### **BLOG 2 Injustice and Redemption**

##### **Reading**

- ✓ DeMatthews, D.E., & Izquierdo, E. (2019). Injustice and redemption: The education of Latinx emergent bilinguals. In D.E. DeMatthews & E. Izquierdo (Eds.), *Dual language education: Teaching and leading in two languages* (pp. 1-15). New York, NY: Springer.

##### **React to this reading.**

Opens 2/2 **3 pts.**

Post by 8pm 2/12

Respond to a minimum of 2 classmates by 11:30 pm 2/14.

When writing a reaction response, you are expected to demonstrate a grasp of the topic, analytical skills, and the ability to communicate reactions to the reader. Understand the purpose of the reaction. Reaction responses require that you think carefully about what you feel or think about the text/video. Start your reaction response with your introduction that includes the topic you are reacting to, and write it concisely, *preferably* in one sentence. End with your conclusion. Conclude with a restatement of your reactions.



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### **Feb. 12** MODULE 2 Critical Perspectives: The Social-Cultural, Socio-Historical, and Socio-Political Context of Biliteracy

Equity Detours: *Students experiencing racism can't wait for schools to move at their own pace and comfort level, (Gorski, 2019).*

#### **Reading**

*Gorski, P. (2019, April). Avoiding racial equity detours. Educational Leadership: Separate and Still Unequal: Race in America's Schools, 76(7), 56-61.*

Read the article and participate in Discussion 1.

#### **DISCUSSION 1 Avoiding Racial Equity Detours**

Political Contexts of Biliteracy

Opens 2/9 **4 pts.**

Do you think your school/district engages in any equity detours?

Post by 2/12

How might you reexamine such initiatives in light of Gorski's equity literacy principles?

Respond to a minimum of 2 classmates by 11:30 pm 2/14

### **Feb. 19** MODULE 3 Research, Perspectives and Policy Implications on Biliteracy

#### **Reading**

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

Read the article and respond to Blog 3.

**BLOG 3** Discuss what the continua is, what the components are and how they influence biliteracy.

Opens 2/16 **4 pts.**

Post by 2/19

Respond to a minimum of 2 classmates by 2/21

### **Feb. 26** MODULE 3 Research, Perspectives and Policy Implications on Biliteracy

#### **Reading**

✓ Reyes, I. (2012). Biliteracy among children and youths. *Reading Research Quarterly*, 47(3), 307-327.

Read the article and respond to Blog 4.

#### **Blog 4**

Discuss the different researcher perspectives/definitions of biliteracy (the different researchers in the article).

Opens 2/23 **4 pts.**

Post by 8pm 2/26

Respond to a minimum of 2 classmates by 2/28

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### Reading

- ✓ Sánchez, M.T., García, O., & Solorza, C. (2017). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal*, 41(1), 37-51.

**Blog 5** Address what translanguaging documentation, rings and transformation mean.

Opens 2/23 4 pts.

Post by 8pm 2/28

Respond to a minimum of 2 classmates by 3/1

**\*March 4** MODULE 3 Research, Perspectives and Policy Implications on Biliteracy

*Translanguaging: What is it?*

Garcia, O. (2011). Theorizing translanguaging for educators. 1-6.

### Reading

- ✓ García, O. (2012). Theorizing translanguaging for educators. In C. Celic & K. Seltzer (Eds.), *Translanguaging: A CUNY-NYSIEB Guide for educators* (pp. 1-6). New York, NY: CUNY-NYSIEB. Retrieved from [https://www.google.com/search?q=ofeliagarcia.org.files.wordpress.com2011-tb7c%2F02%E2%80%BAofelia-intr&rlz=1C1GCEU\\_enUS840US840&oq=ofeliagarcia.org.files.wordpress.com2011-tb7c%2F02%E2%80%BAofelia-intr&ags=chrome..69i57j69i58.9857j0j4&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=ofeliagarcia.org.files.wordpress.com2011-tb7c%2F02%E2%80%BAofelia-intr&rlz=1C1GCEU_enUS840US840&oq=ofeliagarcia.org.files.wordpress.com2011-tb7c%2F02%E2%80%BAofelia-intr&ags=chrome..69i57j69i58.9857j0j4&sourceid=chrome&ie=UTF-8)
- ✓ MuDiLe 2017. (2017, Oct. 11). *Ofelia Garcia – Translanguaging*. Retrieved from <https://www.youtube.com/watch?v=5l1CcrRckO>

Read the article, watch the video and respond to the Group Discussion 2.

**DISCUSSION 2** *Translanguaging: What is it?*

What is translanguaging, what does it address and

Opens 3/4 4 pts.

how does it contribute to biliteracy?

Post by 8pm 3/6

Respond to a minimum of 2 classmates by 11:30 pm 3/8

**March 11** MODULE 3 Research, Perspectives and Policy Implications on Biliteracy

### Reading

- ✓ Palmar, D.K., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. *Theory Into Practice*, 58(121), 121-133.

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Read the article and respond to Blog 6.

### **Blog 6** *Critical Consciousness and Leadership*

What is critical consciousness in this article?

Opens 3/8 **4 pts.**

Post by 8pm 3/11

Respond to a minimum of 2 classmates by 11:30 pm 3/13

### **Reading**

- ✓ Menken, K. (2017). Leadership in dual language bilingual education: A National Dual Language Forum white paper. Washington, D.C.: Center for Applied Linguistics.

Read the article and respond to Blog 7.

### **Blog 7** Leadership in dual language bilingual education

Opens 3/8 **4 pts.**

What significant role does leadership play in dual language bilingual education?

Post by 8pm 3/25

Respond to a minimum of 2 classmates by 11:30 pm 3/27

## **March 25** MODULE 3 Research, Perspectives and Policy Implications on Biliteracy

**A Reaction Paper** - 10 Page APA Research Paper

Post 3/31 **15 pts.**

Respond/React to the readings of Module 3. Using all of the readings and information gathered from Module 3, develop your reaction paper that will focus on leadership in biliteracy and bilingual education. In your response, include how all of this connects to the understanding and development of biliteracy. Follow APA guidelines (i.e., title page; header; abstract; page numbers; references; APA citations, in text citations, and references).

## **April 1** MODULE 4 Biliteracy: Pedagogical pathways for Instruction and Assessment

Post topic from 1-3 below for approval of Final Biliteracy Project

Post proposal by 4/1

### FINAL BILITERACY PROJECT

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?

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### **April 1** MODULE 4 Biliteracy: Pedagogical pathways for Instruction and Assessment

#### **Textbook: Foreward and Chapters 1-5**

Escamilla, K., Hopewell, S., Butvilofsky, S., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action*. Philadelphia, PA, Caslon.

#### **Readings and videos**

- ✓ In textbook, Forward and Chapter 1: What is literacy squared?
- ✓ CU Boulder School of Education. (2015, Feb. 4). Literacy Squared: Valuing Bilingualism [Video File]. Retrieved from [https://www.youtube.com/watch?v=c\\_511EXuv\\_s](https://www.youtube.com/watch?v=c_511EXuv_s)
- ✓ Reading in Motion. (2015, Apr. 21). *Reading in Motion Speaker Series with Kathy Escamilla* [Video File]. Retrieved from <https://www.youtube.com/watch?v=wDZeU8jNkoQ>

Read the article, watch the videos and prepare to work with your group to develop your group presentation for next class meeting.

### **\*April 8** MODULE 4 Biliteracy: Pedagogical pathways for Instruction and Assessment

#### **GROUP PRESENTATIONS 6 pts.**

Discuss the term you are assigned: (1) Cross-language connections/Metalanguage; (2) Holistic Biliteracy Framework/Literacy Squared; (3) Paired Literacy Instruction; (4) Simultaneous Bilinguals; and (5) Trajectories toward biliteracy. Include in your discussion how it relates to effective practices in the bilingual/biliteracy education field.

### **April 15** MODULE 4 Biliteracy: Pedagogical pathways for Instruction and Assessment

**Readings** Read/review the article/documents and respond in Blog 8.

- ✓ Beeman, K., & Urow, C. (2013). How Spanish works. In K. Beeman & C. Urow, *Teaching for biliteracy: Strengthening bridges between languages* (pp.155-165). Philadelphia, PA: Caslow.
- ✓ The University of Texas at Austin (2020). Kindergarten: Summary of ELAR and SLAR TEKS Expectations Differences. *The University of Texas at Austin, Institute for Public School Initiatives, College of Education*. Retrieved from <https://ipsi.utexas.edu/ELAR-SLAR-TEKS-Grade-kindergarten>

#### **Blog 8** ELAR, SLAR, Spanish and English

Why is it important to understand and connect the differences and similarities between ELAR and SLAR?

Opens 4/12 **4 pts.**

Post by 8pm 4/15

Respond to a minimum of 2 classmates by 11:30 pm 4/17

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### April 22 MODULE 4 Biliteracy: Pedagogical pathways for Instruction and Assessment

#### Resources

- ✓ Ada, A. F., Beers, K., Campoy, I., & Izquierdo, E. (2019). *HMH Arriba la Lectura! Texas*. Boston, MA: Houghton Mifflin Harcourt. Retrieved from <https://us.hmhco.com/texas/reading-language-arts/>
- ✓ Okapi (2019). *Despegando hacia la lectura Grados K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://despegando-hacia-la-lectura.com/>
- ✓ Okapi (2019). *Flying Start to Literacy Grades K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://flyingstarttoliteracy.com/>

Explore the following resources and respond to Whole Group Discussion.

#### DISCUSSION 3

There has been a shift in the development of bilingual biliteracy

Opens 4/19 4 pts.

Resources. Review the following resources and connect the new

Post by 4/22

Practices with Chapter 1 in your textbook.

Respond to a minimum of 2 classmates by 11:30 pm 4/24

### \*April 29 MODULE 4 Biliteracy: Pedagogical pathways for Instruction and Assessment

#### TABLE TALKS 6 pts

In preparation, do all of the readings and watch all videos listed in this section for this week's class. You will be leading a presentation/discussion on any one of the topics.

- ❖ In textbook, Chapter 2: Oracy
  - ✓ Teaching for Biliteracy. (2016, Jun. 8). *La planta y los textos informativos: español A* [Video File]. Retrieved from <https://www.youtube.com/watch?v=-VnkTIEE1h8>
  - ✓ Teaching for Biliteracy. (2014, Dec. 11). *Biliteracy in Action Kindergarten Living and Non Living Things* [Video File]. Retrieved from <https://www.youtube.com/watch?v=Z2lYxZErB2g>
- ❖ In textbook, Chapter 3: Reading
  - ✓ Maestra Mendoza (2019, Apr. 24). *Lotta Lara with guided reading* [Video File]. Retrieved from <https://www.youtube.com/watch?v=TbhdtwgO15M>

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### ❖ In textbook, Chapter 4: Writing

- ✓ Teaching for Biliteracy (2014, Dec. 8). *El dictado en primer grado-Karen Beeman, Teaching for Biliteracy* [Video File]. Retrieved from <https://www.youtube.com/watch?v=cZFGmxV1IAk>

### ❖ In textbook, Chapter 5: Metalaanguage

- ✓ Teaching for Biliteracy (2015, Jul. 22). Biliteracy unit in 2nd grade: The bridge [Video File]. Retrieved from <https://www.youtube.com/watch?v=LG6hIK-WOTY>
- ✓ Teaching for Biliteracy. (2016, Jul. 7). The elements of the bridge [Video File]. Retrieved from <https://www.youtube.com/watch?v=zaZUIxrR6O4>
- ✓ SEAL (2018, Sep. 18). Así se dice- That's how you say it – Bilingual 2nd + 3rd grade classroom [Video File]. Retrieved from <https://www.youtube.com/watch?v=xxhogDsZhIA>

### ❖ In textbook, Chapter 6: Reading assessment

- ✓ Correa, C. (2016, Aug. 20). DRA (Developmental Reading Assessment) Video Review [Video file]. Retrieved from <https://www.youtube.com/watch?v=GZBxKnEW8z4>

**TABLE 1** Explain Oracy Development, its benefits, and how it differs from Oral Language Development.

**TABLE 2** 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?

**TABLE 3** According to the authors, discuss why increased emphasis needs to be placed on writing in teaching emerging bilingual learners and how this can be done.

**TABLE 4** Discuss what metalanguage is and why metalinguistic skills are important for emerging bilingual students.

**TABLE 5** Explain how holistic reading assessments inform instruction.

**May 6** MODULE 5 Final Projects **15 pts**

**Biliteracy Project: Narrated Video**

Post by 5/8

Respond to a minimum of 2 classmates by 11:30 pm 5/13

**(A)Part I 5 minutes:** You selected/were approved to one of the following. Present your gathered data; provide an analysis supported by research from any of your course readings; provide your findings/recommendations; include citations in your self-narrated video presentation.

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

**(B) Part II: Include in your Self Narrated Video 5 minutes**, aspects of what you learned through this course. ***What is biliteracy?*** Include in your presentation: (1) a review of perspectives/definitions of biliteracy from various researchers; (2) the various components of biliteracy; and (3) the influence in the pedagogy of biliteracy. Cite researchers and use APA where appropriate on your slides.

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<b>SELF-NARRATED VIDEO: <i>CREATING A COMMUNITY OF LEARNERS</i></b>			
	<b>5-4</b>	<b>3-2</b>	<b>1-0</b>
<b>Content</b>	Presents introduction of her/himself; provides what biliteracy is to her/himself; and the new learnings from the videos.	Presents some information about her/himself; some information on what biliteracy is to her/himself and Education; and the new learnings from the videos.	Presents no information about her/himself; does not provide what biliteracy is to her/himself or the new learnings from the videos.
<b>Communication</b>	Language appropriate for academic course.  Talks in presentation and does not read.  Strong presence on video presenting	Language somewhat appropriate for academic course.  Mostly reads presentation.  Appears on video presenting	Language not appropriate for academic course.  Only reads presentation.  Limited to no presence on video presenting
<b>Organization</b>	Organized	Somewhat organized	Not organized
<b>Creativity</b>	Assignment appealing and attractive. Effort and time reflected in work.	Assignment somewhat appealing. Some effort reflected in work.	Assignment not appealing. Effort not reflected in work.
<b>Response to Others</b>	Responds to 2 or more classmates	Responds to 1 classmate	Responds to no one



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## GROUP PRESENTATION RUBRIC

	<b>5-6</b>	<b>4-3</b>	<b>2-0</b>
Interpretation	Presentation reflects understanding, insight, and reflection about the <i>topic and the assigned perspective</i> . The message uses sources, required reading sources. In addition, it demonstrates that the group has gained new understanding of the <i>topic and the assigned perspective</i> .	Presentation provides some insight, understanding, insight, and reflective thought about the <i>topic and the assigned perspective</i> . 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, <i>was simply opinion</i> ).	Presentation shows no evidence of insight, understanding, insight, and reflective thought about the <i>topic and the assigned perspective</i> . Message generally shows little evidence of analysis, consisting instead of opinion and feelings and impressions.
Presentation	Creative. Clear and wording is unambiguous. Correct word choice and terms concepts defined with explanations.	Ordinary. Presentation has gaps, or does not connect all of the time; however, does not undermine communication or the persuasiveness of the argument.	Presentation is not fluid/connected. Terms not clearly defined or explained. The sense of the messages is lost or muddled.
Group Participation	Evident that all members participated and contributed.	Evident that some members participated and contributed.	Evident that no group work was done.
Time	Kept to the required time.	Went over the required time.	Did not adhere to the time.

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<b>BLOG RUBRIC</b>			
Write/submit in the BOX provided in BB. <b>DO NOT ATTACH AS A WORD FILE.</b>			
	4	3-2	1-0
<b>Word Count</b>	<b>Within the required 250-300-word limit.</b>	<b>Over/under 25 words of the 250-300-word limit.</b>	<b>Over/under 26 words of the 250-300-word limit.</b>
<b>Analysis / Interpretation</b>	<p>Postings reflect understanding, insight, and reflection about the topic.</p> <p>The message uses sources. Demonstrates new understanding of the topic</p>	<p>Postings provide some insight, understanding and reflective thought about the topic.</p> <p>Some messages do analysis or interpretation well. Some opinion used.</p>	<p>Postings lack evidence of insight, understanding or reflection.</p> <p>Messages generally show little analysis, consisting in opinion.</p>
<b>Writing Skill</b>	<p>Sentences are clear. Correct word choice, correct spelling, correct grammar.</p> <p>Writing still supports persuasiveness in points of view.</p>	<p>Writing is mostly clear. Some grammar errors.</p> <p>Most points supported for persuasiveness of the argument, rather than opinion.</p>	<p>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.</p> <p>Mostly opinion based.</p>
<b>APA Format</b>	APA format citations and references.	Some APA format citations references	No APA format.
<b>Participation</b>	Responds to 2 or more classmates with significant, meaningful feedback.	Responds to one classmate; and/or not relating to what the classmate stated.	Does not post responses to any classmates

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## DISCUSSION RUBRIC

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. Follow questions posted in your discussion board. You are required to respond to a minimum of two classmates. Write/submit in the BOX provided in BB. **DO NOT ATTACH AS A WORD FILE.**

	<b>4</b>	<b>3-2</b>	<b>1-0</b>
<b>Analysis / Interpretation</b>	Postings reflect understanding, insight, and reflection about topic. The message uses course sources.  Demonstrates new understanding of topic.	Postings provide some insight, understanding, and reflective thought about topic. Uses course sources to support.  Some messages do analysis or interpretation well.  Some opinion used.	Postings lack evidence of insight, understanding/reflection. Little to no use of course sources  Messages generally show little analysis, consisting instead of feelings and impressions.
<b>Writing Skill</b>	Sentences are clear. Correct word choice, correct spelling, correct grammar.  Writing supports persuasive points of view.	Writing is mostly clear. Some grammar errors.  Most points supported for persuasiveness of argument, rather than just opinion.	Grammar, spelling, and/or word choice errors frequent; sense of message is lost.  Mostly opinion based.
<b>APA Format</b>	APA format citations and references.	Some APA format citations and references followed.	No APA format
<b>Participation</b>	Responds to 2 or more classmates with significant, meaningful feedback.	Responds to one classmate; and/or not relating to what the classmate stated.	Does not post responses to any classmates

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## 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.

EXCELLENT 15-14	SATISFACTORY 13-10	UNSATISFACTORY 9-0
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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<b>FINAL PROJECT RUBRIC</b>			
<b>15-14</b>	<b>13-12</b>	<b>11-10</b>	<b>11-0</b>
<p>Comprehensive, original and informative which demonstrates a high level of understanding and analysis of biliteracy.</p> <p>Presents all questions and feedback from interview in a creative format</p> <p>Skillfully uses specific examples and quotations to make points;</p> <p>Shows findings/evidence of critical thinking by demonstrating insight, reflection, and ample connections made to courses readings/ sources</p> <p>Uses props to support throughout presentation.</p> <p>Skillfully uses ample/specific examples and quotations to make points;</p> <p>Talks, and shows evidence of critical thinking; Slides reflect points; Ample connections made to course/reading sources.</p> <p>APA format followed in citations and references.</p> <p>Presentation adheres to time allotment.</p> <p><b>Strong balanced presence on video presenting</b></p>	<p>Demonstrates significant understanding of DLE; Most course aspects of biliteracy included.</p> <p>Presents all questions and feedback from interview</p> <p>Used specific examples to support analysis of Interview</p> <p>Demonstrates some insight/reflection in findings; some reference to course readings/ sources</p> <p>Some props used to support some areas.</p> <p>Used some specific examples to support points.</p> <p>Talks, not reads, some connections made to sources. Some connections made to course/reading sources.</p> <p>Mostly follows APA format in citations and references.</p> <p>Presentation adheres to time allotment.</p> <p>Mostly appears on video presenting.</p>	<p>Response shows evidence of thought and effort.</p> <p>Presents some questions and/or feedback from interview</p> <p>Tendency to summarize rather than comment/analyze on data and their significance.</p> <p>Too much narrative on slides and not explained; limited findings and/or connections to course readings/sources</p> <p>Minimum use of props to support.</p> <p>Tendency to summarize rather than comment on/analyze points.</p> <p>Some reading, sometimes too much narrative on slides. Connections made to a limited number of course/reading sources. Follows some APA format</p> <p>Presentation is more than time allotted.</p> <p>Some presence on video</p>	<p>Limited and/or unorganized presentation of biliteracy;</p> <p>Limited presence of questions and/or feedback from interview</p> <p>Work characterized by difficulty communicating information; no supports; uses feelings and opinions</p> <p>No analysis; merely descriptive and/or too much narrative on slides; no findings and/or connections made to course readings/sources</p> <p>No use of props to support.</p> <p>Work is characterized by difficulty communicating information; uses feelings and opinions</p> <p>Presentation is read; too much narrative on slides Connections not made to course/reading sources.</p> <p>Follows no APA format</p> <p>Presentation less than time allotted.</p> <p><b>Limited to no presence on video.</b></p>

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