



UNIVERSITY OF TEXAS EL PASO

College of Education- Department of Teacher Education

Title of Course: TED 6301 BILITERACY AND ACADEMIC DEVELOPMENT	Instructor Information: Name: Dr. María Teresa (Mayte) de la Piedra Email: mdelapiedra@utep.edu Office hours: Thursdays from 3-5:00 pm and 8:20-9:20 pm in Room 805. Please, <u>email for appointment at other times</u> .
Section: 1 CRN 18618	
Semester: Fall 2019	
Day/Time Hybrid course. Face-to-face meetings on Thursdays 5:30-8:20 in EDUC 100. See schedule for online class dates.	
Credits: 3	
Class hours: 3	

COURSE DESCRIPTION

Analysis of scholarly issues with a focus on the role of language acquisition in the academic development of the bilingual/bicultural student. Examines language beyond the practice of signification and looks at the subjectivities of language with implications for curriculum and instruction. Centers on the role of language as a mediator for learning and a powerful force in the construction of meaning across curricular areas. *Copied from UTEP Catalogue*

From an additive perspective on learning, biliteracy potentially promotes academic development in as far as it multiplies the meaning potential and meaning-making tools. In this course we explore biliteracy/bilingualism from an ecological perspective. Biliteracy develops in a historically, socially, ideologically specific context, as well as in the minds of biliterate people. Literate practices are situated so that participants’ beliefs, language use, forms of literacy, power relations, use of mediational tools and resources all have an impact on biliterate development.

Drawing mainly on research in bilingualism and biliteracy from a sociocultural and sociolinguistic perspectives, we explore the interaction among literacy development, disciplinary boundaries, and learning/ development. No prior background knowledge in either applied linguistics or bilingual education is assumed, but students are expected to inquire about any background issues which are unfamiliar.

The course is organized to promote development of scholarly inquiry and writing. Through dialogue and interaction with their peers and with the professor, we will engage with the literature in literacy/biliteracy and academic development.

The following are questions we will explore in this course.

1. What is literacy? What is language?
2. What is bilingualism? What is biliteracy?
3. What is the relationship between language and learning?
4. What is the relationship between language and learning and academic content, i.e., what are challenges and opportunities for ELLs in STEM? In Social Studies?
5. How is biliteracy in practice studied? How can biliteracy be theorized in practice?

COURSE IN RELATION TO PH. D. PROGRAM AND COLLEGE'S CONCEPTUAL THEME

This course shares the vision and mission of the College of Education because it promotes a culture of inquiry. It will provide opportunities for PhD students to grow as researchers. Regardless of their specialization area, students will expand on the existing knowledge base of their fields of study in relation to **learners and educators from linguistically and culturally diverse backgrounds**.

GOALS OF THE TEACHING, LEARNING, AND CULTURE DOCTORAL PROGRAM

- Conduct research using appropriate methodologies to study curriculum and instruction, broadly conceived;
- Design research to explore the cognitive and social development of learners, educators, and families, as well as to understand the ideological workings schools and communities;
- Expand on the existing pedagogical knowledge base about learners and educators from linguistically and culturally diverse backgrounds.
- Utilize effective and innovative educational research and evaluation designs and processes;
- Create significant contributions to the educational research literature.

REQUIRED READINGS

Required readings are electronically available on the course Blackboard site. Optional readings will occasionally be posted for those interested in reading more about a given topic.

COURSE POLICIES

Inclusiveness and equity: Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course and for the sake of your future students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments.

We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair and/or you can report a complaint of discrimination to the University’s Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

“Netiquette” is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

Attendance and punctuality:

Absences exceeding 2 class meetings may result in a loss of 5 points of your final grade. With 3 absences, the professor reserves the right to drop a student from the class. Please, notify me if you have an emergency. Students who are late to class or leave early will be counted as absent for the first half of the class. Arrange your schedules, transportation, and meetings so you are prepared to arrive on time and engage in class fully.

Preparation and Participation:

Take advantage of this course to experience academic practices! Read, think and write as a scholar! Students are expected to complete all the readings, interpret them, discuss them with your peers, and use them to develop their scholarship. You are expected to attend class and actively participate in discussions and activities. The class is a 3 credit course. I recommend that students plan to spend between 12-15 hours, in addition to the three weekly contact hours. However, this may vary from week to week. I would like you to take ownership of your own learning. That means that you are responsible for attending class prepared to explore points and questions with colleagues. Students will benefit from revisiting texts after group discussions. This class will be conducted in primarily a seminar style. The expression of diverse viewpoints

as well as requests for clarification and elaboration among classmates should be cordial and respectful.

Assignments:

Late assignments **will NOT be accepted** in this course. The assignments in this class require a lot of planning. Plan now the time you need to collect required data and to complete the assignments to meet established deadlines. Turn in all assignments through Blackboard. Use APA style in your written assignments.

Incomplete:

A grade of incomplete will not be given for this course unless there are extenuating circumstances. Please talk to the professor ASAP if such a situation arises. In any case, incompletes will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis which genuinely precludes successful completion of the course.

Email and Blackboard:

Please check your email and Blackboard at least once a week. These are my primary means for providing updates to the class. E-mail is one of the most reliable ways to contact me.

Cell phones:

Please turn off all cell phones during class.

TECHNICAL ASSISTANCE

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

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

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

UTEP POLICIES

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to

failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with the instructor

STUDENT LEARNING OUTCOMES

COURSE SPECIFIC LEARNING OUTCOMES Students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column):
1. Synthesize significant research literature in literacy/biliteracy and academic development	Weekly reading synthesis Online discussion board
2. Integrate the literature on literacy/biliteracy and academic development with other fields of interest.	Weekly reading synthesis Online discussion board
3. Gather and analyze data about a topic on an aspect of biliteracy research that is of current relevance to the academic development of bilingual/biliterate learners and that is connected to the student's own scholarly interests.	Observation assignment
4. Apply significant research literature and/or observational data in the development of an argument related to an educational issue about literacy/biliteracy and academic development	Final paper Final poster presentation

EVALUATION & COURSEWORK REQUIREMENTS OF STUDENTS

Assignment	% of grade	Due date
Weekly reading synthesis during F2F sessions (6 x 3 points)	18	Weekly
Leading class discussion	10	Varies
Online discussion board (6 x 4 points)	24	See Calendar
Observation assignment (paper)	15	10/24
Final paper	30	12/12
Final poster presentation	3	12/5
Total	100	

GRADING SCALE

- A (Exceeds Expectations): 90-100
- B (Meets Expectations): 80-89
- C (Does not meet expectations): 70-79
- F (Fail): 69 or less

An “A” means work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.

A “B” means work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of “A” work, particularly written work that demonstrates less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.

A “C” for written work signifies that one or more aspects of the assignment were omitted, that assignment specifics were not attended to, and/or poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.

Below a C is failing a graduate course or a graduate assignment.

DESCRIPTION OF ASSIGNMENTS

1. Weekly Reading Syntheses

To help you think about the readings and to facilitate our in-class discussions, you will write a total of **ten reflective reading synthesis**. This is an assignment where you write down the major

arguments of the readings, as well as your critical analyses. You will also make connections across readings. On Monday at midnight, before each class, you will submit a reflective reading synthesis (500 words) about the readings assigned for that week in Blackboard. You may **not** turn in syntheses late for credit. You will submit a total of 10 reading syntheses, one for each week where readings are assigned. Please, write them clearly, edit, and spell check your work before turning it in.

Features of the Weekly Reading Syntheses

- It synthesizes and condenses weekly readings into two pages of text.
- It is NOT a summary the readings, but it may provide an accurate account of the ideas of each article.
- Make connections across texts. **Identify ONE theme** per synthesis which cuts across readings, and show how multiple texts illustrate or speak to that theme.
- Include an introductory statement in which you identify the theme for the reader. Show how the theme is present across the readings. Develop the theme by providing specific examples from the readings (short quotes and paraphrases of key ideas).
- Be selective in the details you include. You have very limited space, so your language choices must be succinct, concise, and clear.
- Make sure that your presentation of the author’s ideas are correct. However, be critical of all readings. For example, be sure to point out any weaknesses or areas of disagreement. Substantiate your claims, and be explicit about what you are basing them on (other readings, your personal experience, observation, media).
- No title is necessary. Include a header with your name, the week of the readings. Don’t include the assigned references. Only include a reference list if you cite additional references.
- Each synthesis should be two double-spaced pages (approximately 500 words), with a one line header (name, week, no title necessary).

Procedure for reading syntheses (in class)

1. Bring your synthesis to class on the day they are scheduled to be discussed.
2. Offer your peer a critique of their writing. Did they identify a single theme? Is the representation of ideas accurate? Do you agree or disagree with them?
3. Read and consider all comments on your syntheses. Keep track of your progress throughout the semester so that your syntheses improve across time.

Rubric for Reading Syntheses

3 points Outstanding	2.5 Meets standard	2 Nearly meets standard	0-1 Does not meet standards
The syntheses is thoughtful, engaging, and clearly written. The piece shows careful consideration of the topic. Student writes down the major arguments of the readings and	The syntheses is clearly written and reflective. Student writes down the major arguments of the readings and makes	The syntheses shows some level of reflection but is not clearly written. Student partially develops major	The syntheses does not adequately address the major arguments of the readings and shows limited reflection. Student develops some ideas from the reading. The

develops in-depths connections among readings. Student critically analyzes one major idea from the reading, the critique is well supported, and points out important questions. Work is edited and follows APA style.	connections among readings. Student critically analyzes one major idea from the reading. Work is edited and follows APA style.	arguments from the reading, makes connections among readings, but critique is not well-supported. Partially analyzes one idea. Work is edited but uses APA style sporadically.	organization is not clear and there is no critical analysis of one idea. It contains grammatical or sentence structure errors that are disruptive.
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2. Online Discussion Board

Because this is a hybrid course, a very important part of this course will occur online. You should participate in these activities in order to successfully complete this course. The online discussions will follow a similar structure to the one of the weekly reading syntheses and I will use the same rubric to evaluate your online redoing synthesis. However, in addition, you will be required to interact with at least three peers, following instructions on Blackboard (See rubric below). You will find the instructions in the Discussion Board for the week. I may organize additional online activities to help you develop your individual papers. Participation in these activities are also required in order to earn full credit for the online activities.

Rubric for Online Feedback to Peers

EXCELLENT (1 points)	GOOD (0.5)	POOR (0)
Points in the feedback post are well developed and grounded in the readings & other materials assigned for the week. Demonstrates knowledge of the material covered. Thoughtful, relevant suggestions/questions.	Feedback post makes connections to the readings & other materials assigned for the week. Relevant suggestions and/or questions.	Points in the feedback post are not well, supported or grounded in the readings & other materials assigned for the week.
Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing is clear, concise and coherent. No spelling/grammar errors.	Writing is clear and understandable. No more than one spelling/grammar error.	Post is difficult to read. Two or more spelling/grammar errors.

3. Leading a Class Discussion

Each week a group of students will prepare to lead the class in discussion of the week's readings. Note that by leading a discussion I do not mean that you will provide a lecture or summarizing the readings. Instead, create opportunities for the whole class to join in the discussion and lead them in learning through the discussion. If you only provide a summary of the readings, you will not do well in this assignment. Assume that everyone will have read the same article or chapter. Your task as discussion leader is to raise questions based on the reading and to promote discussion about them, rather than to summarize or outline the research. You may provide comments and examples to explain difficult points, expand main points connecting to related literature, or bring a small activity designed to better understand the readings. You should provide handouts and/or multimedia and multi-modal presentations as long as to promote

thoughtful discussion by the whole class. You will be in charge of one **90-minutes F2F discussion**. The students in charge are the organizers, but all students in class need to participate.

Rubric for Class discussion

91-100% Outstanding	81-90% Meets standard	71-80% Nearly meets standard	70% or less Does not meet standards
<p>Student is well prepared and creates a classroom environment that actively encourages discussion.</p> <p>Student has a solid understanding of and critical engagement with the material.</p> <p>Activities encourage higher-level thinking skills (application, analysis, synthesis).</p>	<p>Student is prepared and creates a classroom environment that encourages discussion.</p> <p>Student demonstrates understanding of the material.</p> <p>Activities encourage higher-level thinking skills (application, analysis, synthesis).</p>	<p>Student is prepared and creates a classroom environment that encourages discussion.</p> <p>Student does not demonstrate a complete understanding of the material.</p> <p>Activities do not encourage higher-level thinking skills.</p>	<p>Student is not prepared; there is no evidence that student understood the material.</p> <p>Student does not carry out activities that encourage higher-level thinking skills.</p>

4. Observation Assignment

The purpose of this assignment is for students to gain hands-on experiences observing and describing language and literacy practices in the midst of a learning situation. You are not expected to have specialized preparation to do this assignment. Through this hands-on experience you will learn about the methodological challenges and opportunities in carrying out this type of research. Because you will not have an approved IRB, this is an educational exercise. You are not to do research, present nor publish any information related to this assignment. This assignment does not constitute research.

You will carry out a naturalistic observation of a learning activity, preferably that requires use of a range of language and literacy. Informal learning activities may be preferable, which have in the past included learning to complete a process using written directions (such as preparing a dish using a recipe), learning a second language using subtitled video and learning to play a game. Other options include participating orally in a classroom activity, doing a homework task, explaining an academic to someone, solving a homework problem.

The nature of the learning activity would be the unit of analysis for your observation. If the activity you observe is doing a homework problem, and it takes 20 minutes to do the problem, then your observation will last 20 minutes. If the task is longer, then your observation is longer. You may work with either bilingual or monolingual learners, but bilingual ones are especially encouraged. If you work with bilingual students, you need to be bilingual and biliterate yourself. Students in the Literacy/ Biliteracy strand of the program must work with bi-/multilingual learners. Family members and friends are the ideal people to observe for this assignment.

On observing and documenting for the observation assignment:

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

1. If possible, tape or video record the observation. This is not a research project, but only a learning experience to learn about methodology. Audio/ video recording is a basic research tool in language and literacy studies.
2. Transcribe the recording verbatim. Transcription is a type of analysis (Ochs, 1979) and familiarizes you with the data in a way that nothing else does. Schedule time for the transcription. Experienced transcribers take about one hour to transcribe fifteen minutes of audio.
3. During the observation, record basic details such as date, time, place, general setting, and people involved. A sketch of the setting or seating might be useful here. It is important to capture as much of the context as possible, since it helps in the interpretation of observations and conclusions about what they mean.
4. Be descriptive rather than evaluative. Your notes and observations are the "raw data", and you should avoid terms that have multiple meanings or that are ambiguous in nature, such as "hostile", "disrespectful", etc. An example: "Most of the people at the meeting were nervous". How many is "most"? How did you know they were "nervous"? What specific behaviors did they engage in that made you reach your conclusions?
5. Take complete notes. Incomplete notes do not allow for correction or reanalysis, nor do they supply enough of the context to know how judgments or conclusions were reached, or what caused people in the situation to act how they did.
6. Record direct quotations if you can, and indicate if you are paraphrasing, since this may change the meaning intended. Also, since this is an important part of your "raw data", it is often helpful to include it in your final write up to document what you are saying.
7. Take notes immediately after leaving the setting. This improves the reliability of what you are seeing. It is often desirable to include pieces of your observations in your write to illustrate key points.
8. Make your notes focused. Information that is considered noteworthy will depend on the general problem you are looking at, the specific questions you want answered, and your own conceptual framework. Try not to be fragmented and random in your notes.
9. While this is not a research project. You must always maintain the confidentiality and trust of those whom you are observing. Make sure you have their permission before you make any observations, recordings, etc., and never divulge names or other identifying information in any written materials you hand in or in class discussions about your project.

Points to consider in making inferences about the observation

- a How are languages used?
- b What tools are used to accomplish learning activities?
- c What artifacts are used to support the activity?
- d How does the nature of the learning situation impact (or not) the person's language use?

- e What interactional or sociolinguistic factors seem to be at play when the bilingual switches into bilingual or monolingual mode? This can include audience, topic, or place.
- f Are any products of the activity evident (for instance writing completed)?

Content of the written paper “Observation assignment”:

This written paper should not exceed 8 pages. In some cases you might want to append something to the end of the report, for example a copy of a worksheet or lesson you might have observed or other materials that you think are relevant. However, you should keep the body of the report within the page limit. While use of references may be useful at the end of the report, use of extensive references is not necessary. In terms of structure of your report, the following outline might be helpful:

- Introduction
- Description of setting
- Description of learning activities
- Conclusions

Rubric for Observation Assignment

91-100% Outstanding	81-90% Meets standard	71-80% Nearly meets standard	70% or less Does not meet standard
The observation assignment thoughtful, engaging, well focused, and clearly written. It includes carefully written field notes and insightful analysis of data.	The observation assignment is clearly written and focused. It includes carefully written field notes and analysis of data.	The observation assignment includes field notes and analysis of data, but these are not clearly focused.	The observation assignment includes field notes, but these are not clearly focused. No analysis of the data is included.
The detailed and complete description of the activity uses descriptive language, direct quotations, and relevant data.	The description of the activity uses descriptive language and relevant data.	The description of the activity uses descriptive language, but some evaluative language is included.	Incomplete description of the activity uses evaluative language.
The conclusion includes critical insights related to concepts of the course.	The conclusion includes critical insights related to concepts of the course.	The conclusion includes some course material.	Broad claims are not supported by data or course material.
Work is edited and follows APA.	Work is edited and follows APA.	Work is edited and partially follows APA.	Work is not edited and does not follow APA.

5. Final Paper (18-20 pages)

You will write a literature review that answers the questions below (minimum of 15 references).

- What is the relationship between language and learning and academic content and how has it been studied?
- How are emergent bilinguals positioned in the literature, i.e., deficit or asset-based perspectives?

- Based on the literature — What are challenges and opportunities for emergent bilinguals in a particular academic content area (science, math, technology, engineering, social studies)?
- What are implications for teaching and learning from this literature review? (At least two pages)

Rubrics for the final paper will be available in class.

6. Poster presentation

You will present a preliminary version of your final paper at a poster session during the penultimate class, and we will give you feedback you can use to improve the final paper. You will be given guidelines for the poster during class.

Rubric for presentation

91-100% (3 points) Outstanding	81-90% (2 points) Meets standard	71-80% (1 point) Nearly meets standard	70% or less (0 points) Does not meet standard
<p>Student is well prepared and has a solid understanding of the findings.</p> <p>Presentation clearly includes main findings and rich detailed examples that support these claims.</p> <p>Findings demonstrate that the student has gained new understanding of the topic through her/his own research.</p>	<p>Student is prepared and the research findings presented are well organized.</p> <p>Presentation includes good examples that support major claims, but not all are relevant.</p> <p>Findings presented demonstrate that the student has gained some understanding of the topic through her/his own research.</p>	<p>Student is prepared but the findings are not organized.</p> <p>Most claims are not well supported by evidence.</p> <p>Findings partially demonstrate that the student has gained some understanding of the topic through her/his own research.</p>	<p>Student is not prepared, has not organized research findings and does not present relevant examples. Student does not demonstrate understanding of the research topic.</p>

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

CLASS SCHEDULE--FALL 2019

Week	Date	Topic	Reading	Discussion
Part I: Literacy and language in social context				
1	8/29 Online class	Introduction to course, assignments, policies and participants Why is this course relevant to my program? Prior knowledge on the relationship between language and learning	Gee (2015)	de la Piedra
2	9/5 F2F	Language and language variation	Kalantzis & Cope (2012); Gee (1987/2008); Perry (2012)	de la Piedra
3	9/12	Language use in social context	Mendoza-Denton (1999); Lippi-Green (1997); Alim (2016); Rosa (2016); Bucholtz (2016)	Leaders
Part II: Bilingualism and Biliteracy				
4	9/19 Online class	Definitions of bilingualism Activity: Possible paper ideas	Edwards (2006); Grosjean (2012); Baker (2006); García, Kleifgen & Falchi (2008)	de la Piedra
5	9/26 Online class	Language use and practices: Hybridity Activity: Observations and field notes	Anzaldúa (1987); Gutiérrez, Baquedano-López, Tejeda (1999); Gort (2006)	de la Piedra
6	10/3 Online class	Current views of bilingualism/ biliteracy	*García (2009); Garcia & Wei Li (2013); Creese & Blackledge (2010)	de la Piedra

Week	Date	Topic	Reading	Discussion
7	10/10 F2F	Deficit and asset-based ideologies Activity: Data analysis	*Escamilla, (2006); McSwann & Rolstad (2003)	Leaders:
8	10/17 Online/ Phone	Individual conferences (zoom, skype or phone) about observation assignment	No reading required for this week	de la Piedra
Part III: Learning, ideologies and identities				
9	10/24 Online class	Tools, activity, multimodality Peer-review activity of Observation Assignment (share your draft)	Lemke (2000); Rogoff (1994)	de la Piedra
10	10/31	Mediation and re-mediation	Gutiérrez, Morales, Martínez (2009); Olmedo (2003); Razfar, Licón Khisty & Chval (2011)	Leader:
11	11/7	Biliteracy and learning Activity: Final paper draft review (bring your draft to class)	Liu & Vadeboncoeur (2010); Moll (2014)	Leader:
Part IV: Biliteracy in content areas				
12	11/14	Biliteracy in content areas (part1)	Moje (2004) and Moll (1992) AND Select one content area: Martinez (ELAR); Gutiérrez (Math); Reyes (Science); Olmedo (History/ SocStud) ***Students in Li/Biliteracy also read Hornberger (2004)	Leader:
13	11/21 Online class	Biliteracy in content areas (part2) and preparation for	Wilson (2011) AND Select one content area: Medina	de la Piedra

		final project presentation (peer review activity)	(ELAR); Moschkovich (Math); Esquinca, Araujo & de la Piedra (Science); Brown (History/ SocStud) ***Students in Li/Biliteracy also read Hornberger & Link (2012)	
14	12/5	Poster Presentations and Conclusions		de la Piedra
15	5/12	Final project DUE (online)		

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