

# TED 6301 BILITERACY AND ACADEMIC DEVELOPMENT

## TED 6301— (CRN: 22663)

Teaching, Learning and Culture Ph.D. Program  
The University of Texas at El Paso  
Spring 2017

Dra. María Teresa de la Piedra (Mayte), Associate Professor  
Teacher Education, College of Education

**Email:** [mdelapiedra@utep.edu](mailto:mdelapiedra@utep.edu)  
**Telephone:** 747-5527  
**Office Number:** EDU 415  
**Office hours:** Tuesdays from 3-5:30 pm and 8:20-9pm  
**Course information:** 3 credits, Web-enhanced doctoral course  
**Class meets:** Tue 5:30-8:20 in EDUC 100

### 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.

### **LEARNING OUTCOMES**

Upon the successful completion of this course, the student will:

- 1) Synthesize significant research literature in literacy/biliteracy and academic development.
- 2) Integrate the literature on literacy/biliteracy and academic development with other fields of interest.
- 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.
- 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.

## 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.

## SUMMARY OF ASSIGNMENTS

Assignment	% of grade	Due date
10 weekly reading synthesis	20	weekly
Leading class discussion	10	varies
Observation assignment (paper)	20	3/28
Final paper	40	5/09
Final poster presentation	10	5/02
<b>Total</b>	<b>100</b>	

## 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.

I will use the following rubric to evaluate these assignments:

<b>91-100% Outstanding</b>	<b>81-90% Meets standard</b>	<b>71-80% Nearly meets standard</b>	<b>70% or less Does not meet standards</b>
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 develops in-depths connections among readings.	The syntheses is clearly written and reflective.  Student writes down the major arguments of the readings and makes connections among readings.	The syntheses shows some level of reflection but is not clearly written.  Student partially develops major arguments from the reading, makes	The syntheses does not adequately address the major arguments of the readings and shows limited reflection. Student develops some ideas from the reading. The organization is not clear and

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.	Student critically analyzes one major idea from the reading.  Work is edited and follows APA style.	connections among readings, but critique is not well-supported. Partially analyzes one idea.  Work is edited but uses APA style sporadically.	there is no critical analysis of one idea. It contains grammatical or sentence structure errors that are disruptive.
---	---	---	---

## 2. Leading class discussion

Each week a different student 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. Handouts and/or Multimedia and multi-modal presentations are strongly encouraged— to the extent that they promote thoughtful discussion by the whole class. You will be in charge of a 90-minutes discussion. The student in charge is the organizer, but all students in class need to participate. I will use this rubric to evaluate this assignment:

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

## 3. 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

- How are languages used?
- What tools are used to accomplish learning activities?
- What artifacts are used to support the activity?
- How does the nature of the learning situation impact (or not) the person's language use?
- 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.
- Are any products of the activity evident (for instance writing completed)?

#### Content of the written paper "Observation assignment":

This written paper should not exceed 6 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

<b>91-100% Outstanding</b>	<b>81-90% Meets standard</b>	<b>71-80% Nearly meets standard</b>	<b>70% or less Does not meet standard</b>
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	The description of the activity uses descriptive language and relevant data.	The description of the activity uses descriptive language, but some	



descriptive language, direct quotations, and relevant data.  The conclusion includes critical insights related to concepts of the course.  Work is edited and follows APA.	The conclusion includes critical insights related to concepts of the course.  Work is edited and follows APA.	evaluative language is included.  The conclusion includes some course material.  Work is edited and partially follows APA.	Incomplete description of the activity uses evaluative language.  Broad claims are not supported by data or course material.  Work is not edited and does not follow APA.
--	---	--	---

#### 4. Final Paper Options

A. **An extensive final paper (18-20 pages):** 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)

B. **A paper building on two observations (18-20 pages):** A final project in which you build on the insights of the observation assignment and attempt to account for the observations using a theory or sound construct from the biliteracy field. Your observation is not a research project, but a chance to learn about the theory and methodology involved in doing research among (emergent) bilingual learners. The insights you gain from the observation could lead to a future research project. The project will draw on at least two observations and a relevant literature review (minimum of 10 references). Suggested topics include: the comparison/ contrast of learners in different learning situations, learning vs. non-learning situations, formal vs. informal situations, learners in diverse topics or audiences, monolingual vs. bilingual mode (Grosjean).

You must also use a theoretically sound construct to account for the observed differences and similarities in the two observations. You are welcome to use sociocultural theory, but you should also go beyond the references used in the course, i.e., find more diverse sources to complete your account. In preparation for your observations, read the following reference:

Grosjean, F. (2004). Studying bilinguals: Methodological and conceptual issues. In T. Bahtia & W. Ritchie (Eds.), *The handbook of bilingualism*. Malden, MA: Blackwell.

Option B should follow this structure:



- Introduction
- Brief literature review
- Account of two observations
- Description of the theoretical construct in relation to the observations
- Reflection on what was learned through this work

Rubrics for the final paper will be available in class.

### 5. 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.

91-100% Outstanding	81-90% Meets standard	71-80% Nearly meets standard	70% or less 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>

### COURSE POLICIES

**Academic honesty:** 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, 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.

**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.

**Attendance and punctuality:** Absences exceeding 2 class meetings may result in a loss of 5 points. 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.

**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 and other electronic devices:** Please turn off all cell phones and electronic devices during class.

**Changes to the schedule:** It may become necessary to make changes to the schedule to suit student interests and/or to accommodate for any unexpected issues. Any changes to the schedule of readings and assignments will be posted on the course Blackboard site and discussed in class.

**Accommodations:** If you have or believe you have a disability, you may wish to self identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a 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 Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

**TED 6301 BILITERACY AND ACADEMIC DEVELOPMENT**  
**TED 6301— (CRN: 22663)**  
**Spring 2017**  
**SCHEDULE**

Week	Date	Topic	Reading	Discussion
<b>Part I: Literacy and language in social context</b>				
1	1/17	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	1/24	Language and language variation	Kalantzis & Cope (2012); Gee (1987/2008); Perry (2012)	de la Piedra
3	1/31	Language use in social context	Romaine (2001); Mendoza-Denton (1999); Lippi-Green (1997)	
<b>Part II: Bilingualism and Biliteracy</b>				
4	2/07	Definitions of bilingualism  Activity: Possible paper ideas	Edwards (2006); Grosjean (2012); Baker (2006); García, Kleifgen & Falchi (2008)	
5	2/14	Language use and practices: Hybridity  Activity: Observations and field notes	Anzaldúa (1987); Gutiérrez, Baquedano-López, Tejeda (1999); Gort (2006)	
6	2/21	Current views of bilingualism/ biliteracy  Activity: Observations and field notes	*García (2009); Garcia & Wei Li (2013); Creese & Blackledge (2010)	

7	2/28	Deficit and asset-based ideologies  Activity: Data analysis	*Escamilla, (2006); McSwann & Rolstad (2003)	
8	3/7	Individual conferences about observation assignment	No reading required for this week	
<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Discussion</b>
<b>SPRING BREAK (3/13-3/17)</b>				
<b>Part III: Learning, ideologies and identities</b>				
9	3/21	Tools, activity, multimodality  Peer-review activity of Observation Assignment (bring your draft)	Lemke (2000); Rogoff (1994)	
10	3/28	Mediation and re-mediation	Gutiérrez, Morales, Martínez (2009); Olmedo (2003); Razfar,	
11	4/04	Biliteracy and learning  Activity: Final paper draft review (bring your draft to class)	Liu & Vadeboncoeur (2010); Moll (2014)	
<b>Part IV: Biliteracy in content areas</b>				
12	4/11	Biliteracy in content areas (part1)	Moje (2004) and Moll (1992) <b>AND Select one content area:</b> Martinez (ELAR); Gutiérrez (Math); Reyes (Science); Olmedo (History/ SocStud)  ***Students in Li/Biliteracy also read Hornberger (2004)	de la Piedra and all students
13	4/18	Biliteracy in content areas (part2)	Wilson (2011) <b>AND Select one content area:</b> Medina (ELAR); Moschkovich (Math); Esquinca,	de la Piedra and all students

			Araujo & de la Piedra (Science); Brown (History/SocStud)  ***Students in Li/Biliteracy also read Hornberger & Link (2012)	
14	4/25	Online class: Preparation for final project presentation and peer-review	Peer-review activity	
15	5/02	Poster Session		
16	5/09	Final project DUE		

## REFERENCES

- Anzaldúa, G. (1987/2007). How to tame a wild tongue (pp. 75-86). *Borderlands/ La frontera: The new mestiza* (Third edition). San Francisco: Aunt Lute Press.
- Baker, C. (2006). Bilingualism: Definitions and distinctions. (pp. 2-19). *Foundations of bilingual education and bilingualism*, 4th edition. Clevedon: Multilingual Matters.
- Bartlett, L. (2007). Bilingual literacies, social identification, and educational trajectories. *Linguistics and Education*, 18, 215–231.
- Brown, C. L. (2007). Strategies for making social studies texts more comprehensible for Englishlanguage learners. *The Social Studies*, 98(5), 185–188.
- Chaika, E. (2008). What is language? (pp. 1-25) *Language: The social mirror*. (4<sup>th</sup> ed.). Boston: Heinle & Heinle.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal*, 94(1), 103-115.
- Dworin, J. E. (2006). The Family Stories Project: Using funds of knowledge for writing. *Reading Teacher*, 59(6), 510-520.
- Escamilla, K. (2006). Semilingualism applied to the literacy behaviors of Spanish-speaking emerging bilinguals: Bi-illiteracy or emerging biliteracy. *Teachers College Record*, 108(11), 2329-2353.
- Esquinca, A., Araujo, B., & de la Piedra, M. (2014). Meaning making and translanguaging in a two-way dual-language program on the U.S.-Mexico border. *Bilingual Research Journal*, 37, 164–181. doi: DOI: 10.1080/15235882.2014.934970
- Edwards, J. (2006). The foundations of bilingualism. *The handbook of bilingualism*. Bahtia, T.K., & Ritchie, W.C. (Eds.) New York: Wiley-Blackwell.
- García, O. (2009). Bilingualism and translanguaging (pp. 42-72). *Bilingual education in the 21st century: A global perspective*. Malden, MA: Wiley-Blackwell.
- García, O., Kleifgen, J. A., & Falchi, L. (2008). From English language learners to emergent bilinguals. Equity Matters. Research Review No. 1. *Campaign for Educational Equity, Teachers College, Columbia University*.
- Gee, J. P. (2015). Literacy (pp. 21-63). *Literacy and education*. New York: Routledge.
- Gee, J.P. (1987/2008). What is literacy? In *Negotiating academic literacies: Teaching and learning across languages and cultures* (V. Zamel and R. Space, Eds)
- Gort, M. (2006). Strategic codeswitching, interliteracy, and other phenomena of emergent bilingual writing: Lessons for first grade dual language classrooms. *Journal of Early Childhood Literacy*, 6, 323-354. doi: 10.1177/1468798406069796
- Gutiérrez, K., Baquedano-López, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, Culture and Activity*, 6(4), 286-303.
- Gutiérrez, K.D., Morales, P.Z, Martínez, D. C. (2009). Re-mediating literacy: Culture, difference, and learning for students from non-dominant communities. *Review of Research in Education*, 33, 212-245.
- Gutiérrez, K., Sengupta-Irving, T., & Dieckmann, J. (2010). Developing a mathematical vision: Mathematics as a discursive and embodied practice. In J. Moschkovich (Ed.), *Language and mathematics education: Multiple perspectives and directions for research* (pp. 29-71). Charlotte, NC: Information Age Publishing.
- Grosjean, F. (2012). Describing bilinguals (pp. 18-27). *Bilingual: Life and reality*. Cambridge: Harvard University Press.

- Hornberger, N. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 2 & 3(7), 155-171.
- Hornberger, N., & Link, H. (2012). Translanguaging in today's classrooms: A biliteracy lens. *Theory into Practice*, 51(4), 239-247. doi:10.1080/00405841.2012.726051
- Kalantzis, M. & Cope, B. (2012). Literacies as multimodal designs for meaning. (pp. 21-40). *Literacies*. Cambridge: Cambridge University Press.
- Kress, G. (2009). Where meaning is the issue (pp. 1-17). *Multimodality: A social semiotic approach to contemporary communication*. New York: Routledge.
- Lemke, J. L. (1997). Cognition, context, and learning: A social semiotic perspective (pp. 37-55). In D. Kirshner & J. A. Whitson (Eds.), *Situated cognition theory: Social, neurological, and semiotic perspectives*. New York: Routledge.
- Lippi-Green, R. (1997). The linguistic facts of life (pp. 7-40). *English with an accent: Language, Ideology and discrimination in the United States*. New York: Routledge.
- Liu, Y., & Vadeboncoeur, J. A. (2010). Bilingual intertextuality: The joint construction of biliteracy practices between parent and child. *Mind, Culture, and Activity*, 17(4), 367-381.
- MacSwan, J., & Rolstad, K. (2003). Linguistic diversity, schooling, and social class: Rethinking our conception of language proficiency in language minority education. In C. B. Paulston & R. Tucker (Eds.), *Sociolinguistics: The Essential Readings*, pp. 329-340. Oxford: Blackwell.
- Martínez, R.A. (2010). Spanglish as literacy tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy. *Research in the Teaching of English*, 45(2), 124-149.
- McGraw, R., & Rubinstein-Ávila, E. (2007/2008). Middle school immigrant students developing mathematical reasoning in English and Spanish. *Bilingual Research Journal*, 31(2&3), 147-173.
- Medina, C. (2010). "Reading across communities" in biliteracy practices: Examining translocal discourses and cultural flows in literature discussions. *Reading Research Quarterly*, 45(1), 40-60.
- Moje, E.M., Ciechanowski, K.M., Kramer, K., Ellis, L., Carrillo, R. & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, 39(1), 38-70.
- Moll, L. (1992). Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher*, 21(2), 20-24.
- Moll, L. (2013). Bilingual subjectivity in the mediation of thinking (pp. 82-115) *L.S. Vygotsky and education*. New York: Routledge.
- Monzó, L., & Rueda, R. (2009). Passing for English fluent: Latino immigrant children masking language proficiency. *Anthropology and Education Quarterly*, 40(1), 20-40.
- Moschkovich, J. (2002). A situated and sociocultural perspective on bilingual mathematics learners. *Mathematics Thinking and Learning*, 4(2/3), 189-212.
- Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9-31.
- Olmedo, I. (1993). Junior historians: Doing oral history with ESL students. *TESOL Journal*, 1-10.



- Perry, K. H. (2012). What is literacy? -- A critical overview of sociocultural perspectives. *Journal of Language and Literacy Education*, 8(1), 50-71. Retrieved from [http://jolle.coe.uga.edu/wp-content/uploads/2012/06/What-is-Literacy\\_KPerry.pdf](http://jolle.coe.uga.edu/wp-content/uploads/2012/06/What-is-Literacy_KPerry.pdf)
- Razfar, A. Licón Khisty, L. & Chval, K. (2011). Re-Mediating Second Language Acquisition: A sociocultural perspective for language development. *Mind, Culture and Activity*, 18(3), 195-215. doi.org/10.1080/10749030903494427
- Reyes, I. (2007/2008). English language learners' discourse strategies in science instruction. *Bilingual Research Journal*, 31(1&2), 95-114.
- Richardson Bruna, K., Vann, R., & Perales, M. (2007). What's language got to do with it?: A case study of academic language instruction in a high school "English Learner Science" class. *Journal of English for Academic Purposes*, 6, 36-54.
- Ritchie, W.C., & Bahtia, T.K., (2006). Social and psychological factors of language mixing (pp. ). *The handbook of bilingualism*. Bahtia, T.K.. & Ritchie, W.C. (Eds.) New York: Wiley-Blackwell.
- Rogoff, B. (1994). Developing understanding of the idea of communities of learners. *Mind, Culture, and Activity*, 1(4), 209-229.
- Romaine, S. (2001). Sociolinguistic patterns (pp. 64-100). *Language in society: An introduction to sociolinguistics*. Oxford: Oxford University Press.
- Wilson, A.A. (2011). A social semiotics framework for conceptualizing content area literacies. *Journal of Adolescent & Adult Literacy* 54 6), 435-444.