



UNIVERSITY OF TEXAS EL PASO

College of Education- Department of Teacher Education

Title of Course: TED 6301 MULTILINGUALISM AND ACADEMIC DEVELOPMENT Section: 1 CRN 29118	Instructor Information: Name: Dr. María Teresa (Mayte) de la Piedra Email: mdelapiedra@utep.edu Office hours: Tuesdays from 3:00-5:00 pm and 8:20-9:20 pm.
Semester: Spring 2022	
Day/Time: Hybrid course. <u>Face-to-face meetings</u> on selected odd Tuesdays (See the calendar at the end of the syllabus) from 5:30-8:20pm in room 305 (Education Building) . <u>The rest of class meetings will be online and asynchronous.</u> Asynchronous online classes are at your own time, but you must follow deadlines published in your schedule and Blackboard.	
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 multilingualism from an ecological perspective. Multilingualism and biliteracy develop in historically, socially, and ideologically specific contexts, 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 multilingualism and biliteracy from a sociocultural and sociolinguistic perspectives, we explore the interaction among literacy development, disciplinary boundaries, and learning. 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 multilingualism, biliteracy and academic development. We will also emphasize understanding the relationship between theory and practice.

The following are questions we will explore in this course.

1. What is literacy? What is language?
2. What is multilingualism/bilingualism? What is biliteracy? What are different ways of defining these concepts? How these different perspectives influence theory, research and practice?
3. What is the relationship between language, literacy/biliteracy, and learning?
4. What is the relationship between language, literacy/biliteracy, and learning academic content?
5. How is biliteracy in practice studied? How can biliteracy be theorized in practice?
6. How does knowing about language and biliteracy amplify my perspectives as a researcher in my academic field?

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. **This is a core course, so everyone in our PhD program takes it.** 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 of 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.

- 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.
- Brown, C. L. (2007). Strategies for making social studies texts more comprehensible for English language learners. *The Social Studies*, 98(5), 185–188.
- 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.
- Flores, N. & Rosa, J. (2015) Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education. *Harvard Educational Review*, 85 (2). 149-171.
- 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.
- Hopewell, S. & Escamilla, K. (2014). Biliteracy development in immersion contexts. *Journal of Immersion and Content-Based Language Education*, 2(2), 181–195.

- 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.
- 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

- 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.
- 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.
- Sparrow, W. Butvilofsky, S. Escamilla, K., Hopewell, S. & Tolento, T. (2014) Examining the Longitudinal Biliterate Trajectory of Emerging Bilingual Learners in a Paired Literacy Instructional Model, *Bilingual Research Journal*, 37:1, 24-42.
- Wilson, A.A. (2011). A social semiotics framework for conceptualizing content area literacies. *Journal of Adolescent & Adult Literacy* 54 6), 435-444.

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 show 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.

Language use: This is a multilingualism and biliteracy course, and following recent theoretical developments in this field, I encourage you to use your diverse languages and varieties in the course. Many faculty and students at UTEP are bilingual, and we translanguage. I encourage you to use your entire linguistic/semiotic repertoire for learning. Since I am bilingual in Spanish and

English, you may turn in your assignments in English or Spanish. If you would like to use another language to write your assignments, please, contact me and we will make it work.

“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 synchronous and/or asynchronous class meetings may result in a loss of 5 points of your final grade. However, if you have any connectivity issues during our asynchronous meetings, I will work with you to make up that work. Because classes are online, online activities of the week count as the classes. With 3 absences, in other words, with lack of participation in the online activities scheduled for 3 weeks, the professor reserves the right to drop a student from the class. Please, notify me if you have an emergency. Arrange your schedules so you are prepared to engage in class fully.

Preparation and Participation: Take advantage of this course to experience academic practices! Read, think, talk, 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 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 coming to (online or face-to-face) 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, even if the classes are online. 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 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 twice 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	Reading synthesis Online discussion board
2. Integrate the literature on literacy/biliteracy and academic development with other fields of interest.	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/PowerPoint/video presentation

EVALUATION & COURSEWORK REQUIREMENTS OF STUDENTS

Assignment	% of grade	Due date
Reading synthesis and critique during face-to-face sessions (5 x 4 points)	20	See Schedule
Online discussion board during asynchronous sessions (8 x 4 points)	32	See Schedule
Observation assignment (paper)	10	3/8
Final paper	30	5/10
Final poster presentation	8	4/26
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. Reading Syntheses and Critique (Face-to-face meetings)

To help you think about the readings and to facilitate our in-class discussions, you will write reading syntheses. For these assignments, you will write down the major arguments of the readings, as well as your critical analyses. You will also make connections across readings.

The day prior to class at midnight, you will submit a 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 reading syntheses, one for each week of face-to-face meetings, as indicated in the schedule. You will turn in your reading synthesis in “Assignments”.

Please, write the synthesis clearly, edit, and spell check your work before turning it in. See instructions below for the peer review part of this assignment.

Reading Syntheses (3 points):

- It synthesizes and condenses weekly readings into two pages of text (500 words).
- It is not a summary of the readings, but it may provide an accurate account of the main 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 concise and clear.
- Make sure that your presentation of the author’s ideas are correct. However, be critical of the readings. For example, be sure to point out any weaknesses or areas of disagreement.

Substantiate your claims by providing evidence from the readings in this course. Be explicit about what you are basing them on.

- No title is necessary. Include a header with your name and 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).

Reading Syntheses Critique:

Procedure for peer review of your syntheses ([activities during the face-to-face class](#))

1. During the face-to-face session, you will offer your peer a critique of their writing (orally). You will address the following questions: 1) Did they identify a single theme? 2) Are the discussion key ideas covered by all readings? 3) Is the representation of main ideas accurate? Do you agree or disagree with them? Provide a rationale. You will also discuss your advice to make the synthesis clearer for the reader.
2. Listen and consider all comments on your syntheses provided by your peer. 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 synthesis 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-depth connections among readings. Student critically analyzes one major idea from the reading, supports the critique well, and points out important questions. Work is edited and follows APA style.	The synthesis is clearly written and reflective. Student writes down the major arguments of the readings and makes connections among readings. Student critically analyzes one major idea from the reading. Work is edited and follows APA style.	The synthesis shows some level of reflection but is not clearly written. Student partially develops major arguments from the reading, makes connections among readings, but does not support the critique well. Partially analyzes one idea. Work is edited but uses APA style sporadically.	The synthesis 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 there is no critical analysis of one idea. It contains grammatical or sentence structure errors that are disruptive.

2. Online Discussion Board: Asynchronous sessions

Part of the course will occur online but at your own time (asynchronously). The written activities in the online discussion boards will follow a similar structure to the one of the reading syntheses. I will use the same rubric to evaluate your individual posts to the discussion boards. However, I may add specific questions to guide your synthesis. In addition, you will be required to interact in writing with at least two peers (100-150 words). Please carefully read each discussion forum's instructions. 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 is also required to earn full credit for the online activities.

Rubric for Feedback to Peers

Outstanding (1 points)	Meets the standard (0.5)	Does not meet the standard (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. 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 task to someone, and solving a homework problem.

In times of COVID 19, you may conduct these observations through virtual platforms or in your own home, if this opportunity is available to you. In addition, you may observe videos and write your fieldnotes based on observations of a video-recorded learning activity. Contact me if you have any difficulties arranging the observations.

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 30 minutes to do the problem, then your observation will last 30 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 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 quotations are important part of your "raw data", it is often helpful to include direct quotations 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 writing 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 note-taking.
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 person 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 (double-spaced). 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:

- Brief introduction (1 paragraph)
- Brief description of setting (1 page)
- Description of learning activity observed, with special attention to language use (5-6 pages).
- Conclusions (Here you should bring relevant concepts from the course) (1 paragraph-1 page)

Rubric for Observation Assignment

9.5-10 points Outstanding	8-9 Meets standard	7 Nearly meets standard	6 points or less Does not meet standard
<p>The observation assignment is thoughtful, engaging, well focused, and clearly written. It includes carefully written field notes and insightful analysis of data.</p> <p>The detailed and complete description of the activity uses descriptive language, direct quotations, and relevant data.</p> <p>The conclusion includes critical insights related to concepts of the course.</p> <p>Work is edited and follows APA style.</p>	<p>The observation assignment is clearly written and focused. It includes carefully written field notes and analysis of data.</p> <p>The description of the activity uses descriptive language and relevant data.</p> <p>The conclusion includes critical insights related to concepts of the course.</p> <p>Work is edited and follows APA style.</p>	<p>The observation assignment includes field notes and analysis of data, but these are not clearly focused.</p> <p>The description of the activity uses descriptive language, but some evaluative language is included.</p> <p>The conclusion includes some course material.</p> <p>Work is edited and partially follows APA style.</p>	<p>The observation assignment includes field notes, but these are not clearly focused. No analysis of the data is included.</p> <p>Incomplete description of the activity, uses evaluative language.</p> <p>Broad claims are not supported by data or course material.</p> <p>Work is not edited and does not follow APA style.</p>

4. Final Paper (18-20 pages)

Choose a topic that is related to bilingual education, biliteracy, and academic development. The topic should be related to your own research interests but also to this course topic. You may want to address issues of curriculum and language planning, instruction, assessment and accountability, teacher professional development, or social equity in bilingual contexts.

You will write **a literature review** that answers the questions below (minimum of 15 references). A rubric for the final paper is below.

- What is the relationship between language, learning and academic content and how has it been studied?
- Based on the literature, what are challenges and opportunities for emergent bilinguals in a particular academic content area (science, math, technology, engineering, social studies)? (Answer this question if it is relevant to your research topic).
- What are implications for teaching and learning from this literature review? (At least two pages)

Please, use this rubric to assess your final paper before submitting it.

CRITERIA	EXCELLENT	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
Completeness	15 or more appropriate sources reviewed. Sources clearly relevant to the paper theme. 2 points	15 appropriate sources reviewed. Sources clearly relevant to the paper theme. 1.5 points	10 to 14 appropriate sources. 1 point	Fewer than 10 sources appropriate sources. It is not clear the relevance of sources to the theme. 0 points
Analysis	Includes a variety of sources from high-quality journals and publications. 6 points	Includes primary research articles from well-respected journals in the field. 5 points	Over-reliance on low quality journals and/or a few sources are not reliable. 4 points	Most sources are unreliable. 0-3 points

CRITERIA	EXCELLENT	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
Evidence	<p>Organization pattern demonstrates understanding of the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading. Includes subtitles that facilitate reading.</p> <p>7 points</p>	<p>Well organized with organizational plan obvious throughout. Includes subtitles that facilitate reading.</p> <p>6 points</p>	<p>Organizational plan is inconsistent. Subtitles do not help with coherence.</p> <p>5 points</p>	<p>No clear organization. No subtitles used to organize the information.</p> <p>0-4 points</p>
Writing	<p>All sources selected are clearly relevant to the purpose. Relevance is clearly articulated.</p> <p>2 points</p>	<p>Apparent match between all sources and purpose, although perhaps not clearly articulated.</p> <p>1.5 points</p>	<p>Apparent match between some sources and purpose, although perhaps not clearly articulated.</p> <p>1 point</p>	<p>Mismatch between the sources and purpose.</p> <p>0 points</p>
Synthesis	<p>Summarizes and insightfully synthesizes the literature information, including analysis of gaps in and/or limitations of the research.</p> <p>10 points</p>	<p>Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.</p> <p>9 points</p>	<p>Summarizes the overall picture obtained from the literature review but lacks synthesis.</p> <p>8 points</p>	<p>Lacks summary or synthesis of the information, leaving each article as a standalone piece and/or misinterprets the information and/or makes statements unsupported by the literature.</p> <p>7 points</p>

CRITERIA	EXCELLENT	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS	NEEDS IMPROVEMENT
Style	Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows style manual, uses quotations and citations to enhance written narrative, smooth transitions. Adheres to required length. 3 points	Contains few spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. Adheres to required length. 2 point	Contains noticeable but not distracting spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. 1 point	Contains numerous distracting spelling or grammatical errors, and/or does not follow style manual, and/or lacks or uses quotations and/or citations ineffectively or inappropriately, and/or lack of transitions. 0 points
Total	30 points	25	20	19 or less

5. PowerPoint multimodal presentation of the final paper

You will present a preliminary version of your final paper through a PowerPoint multimodal presentation. This PowerPoint should include text, images and voice or videos. You will find guidelines to create this presentation in your blackboard course. You will present this assignment during the penultimate class, so that your classmates and I will give you feedback you can use to improve the final paper.

Rubric for presentation

8 points Outstanding	6-7 points Meets standard	5-4 points Nearly meets standard	3 points or less Does not meet standard
Student is well prepared and has a solid understanding of the findings. Presentation clearly includes main findings and rich detailed examples that support these claims.	Student is prepared and the research findings presented are well organized. Presentation includes good examples that support major claims, but not all are relevant. Findings presented demonstrate that the student	Student is prepared but the findings are not organized. Most claims are not well supported by evidence. Findings partially demonstrate that the	Student is not prepared, has not organized research findings and does not present relevant examples. Student does not demonstrate understanding of the research topic.

Findings demonstrate that the student has gained new understanding of the topic through their own research.	has gained some understanding of the topic through their own research.	student has gained some understanding of the topic through their own research.	
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Disclaimer: The instructor reserves the right to **adjust schedules and change topics** in support of student and instructor needs.

CLASS SCHEDULE--SPRING 2022

Week	Date	Topic	Reading
Part I: Literacy and language in social context			
1	1/18 Face-to-face	<p>Introduction to course, assignments, policies and participants</p> <p>Come prepared for this first day of class to discuss:</p> <p>In light of Gee’s reading, why is this course relevant to my program? What is your prior knowledge on the relationship between language and learning?</p>	<p>Gee (2015) Please, read the assigned reading.</p> <p>Reading Synthesis Week 1 DUE (in Assignments)</p>
2	1/25 Asynchronous online class	<p>Definitions of bilingualism and theoretical perspectives ELLs, emergent bilinguals Language abilities, competence Holistic views Language fluency vs. language use</p>	<p>García, Kleifgen & Falchi (2008); Edwards (2006); Baker (2006); Grosjean (2012)</p> <p>Week 2 Discussion Board (individual post and peer feedback) DUE</p>
3	2/1 Face-to-face *** 2/1 Census Day	<p>Language use in social context Language variation, standard and non-standard varieties Linguistic profiling Raciolinguistics Language and Identity</p>	<p>Lippi-Green (1997); Monzó & Rueda (2009). Flores & Rosa (2015);</p> <p>Reading Synthesis Week 3 DUE (in Assignments)</p>
Part II: Bilingual Practices and Bilingual Literacy			
4	2/8 Asynchronous online class	<p>Theories of Literacy/Bilingual Literacy</p> <p>Activity: Possible paper ideas</p>	<p>Gee (1987/2008); Perry (2012); Hornberger (2004); Hopewell & Escamilla (2014)</p> <p>Week 4 Discussion Board (individual post and peer feedback) DUE</p>

5	2/15 Face-to-face	Bilingual Practices Code-switching, interliteracy, hybridity, cross-linguistic transfer Translanguaging (introduction) Activity: Observations and field notes	Anzaldúa (1987); Gutiérrez, Baquedano-López, Tejada (1999); Gort (2006) Reading Synthesis Week 5 DUE (in Assignments)
6	2/22 Asynchronous online class	Translanguaging and Multimodality Holistic bilingualism, dynamic bilingualism, translanguaging, multimodality. Activity: Data analysis Email Dr. de la Piedra to schedule your individual conference for next week	García (2009); Garcia & Wei Li (2013); Creese & Blackledge (2010); Kalantzis & Cope (2012) Week 6 Discussion Board (individual post and peer feedback) DUE
Part III: Biliteracy, Teaching, and Learning			
7	3/1 Face-to-Face, Zoom or Phone, you choose	Individual conferences (Face-to-face, Zoom or phone) about observation assignment	No reading required for this week, but do bring your observation assignment draft .
8	3/8 Asynchronous online class	Deficit and asset-based language pedagogies	*Escamilla, (2006); McSwann & Rolstad (2003); Dworin (2006) Week 8 Discussion Board (individual post and peer feedback) DUE Observation assignment DUE (in Assignments).
	3/14-3/18	SPRING BREAK	ENJOY!
9	3/22 Asynchronous online class	Language and cognition Tools, activity, multimodality	Lemke (2000); Rogoff (1994) Week 9 Discussion Board (individual post and peer feedback) DUE

10	3/29 Face-to-Face class	Mediation and re-mediation Vygotskian/ neo-Vygotskian theories of language and thinking	Gutiérrez, Morales, Martínez (2009); Olmedo (2003); Razfar, Licón Khisty & Chval (2011) Reading Synthesis Week 10 DUE (in Assignments)
11	4/5 Asynchronous online class	Biliteracy and learning Biliteracy learning at home and school Biliteracy trajectories	Liu & Vadeboncoeur (2010); Moll (2014); Sparrow, Butvilofsky, Escamilla, Hopewell & Tolento (2014); Week 11 Discussion Board (individual post and peer feedback) DUE
12	4/12 Face-to-Face	Biliteracy in content areas (part1) Activity: Final paper draft review (peer review activity)	Moje (2004) and Moll (1992) AND Select one content area: Martinez (ELAR); Gutiérrez (Math); Reyes (Science); RodriguezVals_etal (2017) (History/ SocStud) Reading Synthesis Week 12 DUE (in Assignments)
13	4/19 Asynchronous online class	Biliteracy in content areas (part2) Preparation for final project presentation (peer review activity)	Hornberger & Link (2012); Wilson (2011) AND Select one content area: Medina (ELAR); Moschkovich (Math); Esquinca, Araujo & de la Piedra (Science); Brown & Olmedo (History/ SocStud) Week 13 Discussion Board (individual post and peer feedback) DUE

14	4/26 Face-to-face class	PowerPoint Presentations of your Final Paper and Peer Feedback	PowerPoint Presentations and Peer Feedback DUE
15	5/3 Asynchronous online class	Final Paper Peer Feedback and Conclusions	Final Paper Peer Feedback DUE Week 15 Discussion Board (individual post and peer feedback) DUE
16	5/10 Face-to-Face	Final Paper and Conclusions	Final Paper DUE (in Assignments)