



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

(Freire & Macedo, 1987)



## BILITERACY

**BED 5336 CRN 16675**

**Fall 2023**

**8/28-12/10 \* Final 12/11**

### ONLINE COURSE

3 Graduate Credits

**Instructor:** Dr. Vanessa Espitia

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**Text:** Remind (class code @5336bed)

### COURSE DESCRIPTION

Identification of principal problems and issues of primary and second language acquisition, specifically the relationship between the development of these languages to facilitate and promote biliteracy. Emphasis will be given to critical perspectives and social cultural, cognitive, and linguistic factors that influence in the biliteracy process. In addition, traditional assumptions about bilingual students and biliteracy education will be challenged. Biliteracy instruction, matters of transfer, and holistic biliteracy assessment will also, be explored.

**COURSE OBJECTIVES:** Research, reflections, documentation and learning shape our pedagogy. This course challenges traditional perspectives in literacy education of emergent bilinguals. The focus is on biliteracy, including but not limited to, reading and writing in two languages. Biliteracy is viewed as interdependent processes across both languages; consequently, knowledge and skills acquired in one language are accessible in the other language. Emphasis is on intentionally and purposefully, connecting Spanish and English literacy environments through holistic pedagogical practices: Side by Side SLAR/ELAR Standards; Cross Linguistic Connections; Cognate practices; Bridging; Connecting Environments; Translanguaging; Holistic Assessments; and Metalinguistic Development. It is grounded in the understanding that the teaching and learning contexts influence the opportunities and developments of biliteracy.

- Research and examine critical perspectives of biliteracy;
- Research and analyze the concepts of *simultaneous* and *successive* biliteracy development;
- Examine cultural, social, political, and linguistic issues that impact biliteracy education;
- Examine and apply teaching for biliteracy (Side by Side SLAR/ELAR Standards; Cross Linguistic Connections; Cognate practices; Bridging; Connecting Environments; Translanguaging; Holistic Assessments; and Metalinguistic Development).

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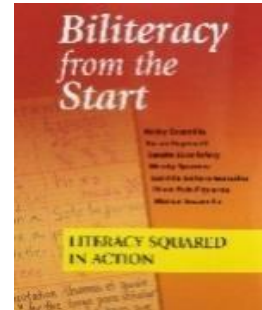
- Research and examine biliteracy resources;
- Research and examine biliteracy education in practice.

## COLLEGE'S CONCEPTUAL THEME

This course aligns with the University and College of Education's mission and vision in addressing the preparation of professionals and the investigation of issues and challenges in schooling with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings.

## REQUIRED TEXTBOOK

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



## REQUIRED READINGS

- Beeman, K., & Urow, C. (2013). How Spanish works. In K. Beeman & C. Urow, *Teaching for biliteracy: Strengthening bridges between languages* (pp.155-165). Caslow.
- Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages* Caslow.
- Collier, V.P., & Thomas, W.P. (2009). Chapter five: Program effectiveness. In V.P. Collier & W.P. Thomas (Eds.), *Educating English Learners for a transformed world* (pp.46-69). Dual Language Education of New Mexico Fuente Press.
- DeMatthews, D.E., & Izquierdo, E. (2019). Injustice and redemption: The education of Latinx Emergent Bilinguals. In D.E. DeMatthews & E. Izquierdo (Eds.), *Dual language education: Teaching and leading in two languages* (pp. 1-15). Springer.
- García, O. (2012). Theorizing translanguaging for educators. In C. Celic & K. Seltzer (Eds.), *Translanguaging: A CUNY-NYSIEB Guide for educators* (pp. 1-6). CUNY-NYSIEB. <https://ofeliagarciadotorg.files.wordpress.com/2011/02/ofelia-intro>
- García, O., Kleifgen, J.A., & Falchi, L. (2008, January). *From English Language Learners to Emergent Bilinguals*. Campaign for educational equity, Teachers College, Columbia University.
- Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 7(2&3), 155-171.
- Improving Literacy & Communication Language Magazine (201, June 17). Words Matter – The Case for Shifting for “Emergent Bilingual.” <https://www.languagemagazine.com/2021/06/17/words-matter-the-case-for-shifting-to-emergent-bilingual/>
- Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's Long Term English Learners*. Californians Together.

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- Palmer, D.K., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. *Theory Into Practice*, 58(121), 121-133.
- Reyes, I. (2012). Biliteracy among children and youths. *Reading Research Quarterly*, 47(3), 307-327.
- The University of Texas at Austin (2020). Kindergarten: Summary of ELAR and SLAR TEKS expectations differences. *The University of Texas at Austin, Institute for Public School Initiatives, College of Education*.

## TEACHING FOR BILITERACY RESOURCES

- Ada, A. F., Beers, K., Campoy, I., & Izquierdo, E. (2019). HMH Arriba la Lectura! Texas. Houghton Mifflin Harcourt. <https://us.hmhco.com/texas/reading-language-arts/>
- Caslon In. (2022). Developing (Bi)Literacy for Emerging Bilingual Learners: Research Based Approaches [Video]. YouTube. <https://www.youtube.com/watch?v=tiwn2KcVEqc&t=1130s>
- Correa, C. (2016, August 20). *DRA (Developmental Reading Assessment) video review* [Video]. YouTube. <https://www.youtube.com/watch?v=GZBxKnEW8z4>
- CU Boulder School of Education. (2015, February 4). *Literacy Squared: Valuing bilingualism* [Video]. YouTube. [https://www.youtube.com/watch?v=c\\_511EXuv\\_s](https://www.youtube.com/watch?v=c_511EXuv_s)
- Huynh, T. (2022). Kathy Escamilla: Biliteracy from the Start [Video]. YouTube. <https://www.youtube.com/watch?v=ZMxUf0yq8k4&t=1455s>
- Maestra Mendoza (2019, April 24). *Lotta Lara with guided reading* [Video]. YouTube. <https://www.youtube.com/watch?v=TbhdtwgO15M>
- MuDiLe 2017. (2017, October 11). *Ofelia García – Translanguaging* [Video]. YouTube. <https://www.youtube.com/watch?v=5l1CcrRck0>
- NEPCVIDEOS (2012, February 8). *Kathy Escamilla* [Video]. YouTube. <https://www.youtube.com/watch?v=a4YNCeCYSOI>
- Okapi (2019). Despegando hacia la lectura Grados K-5. Okapi Educational Publishing. <https://despegando-hacia-la-lectura.com/>
- Okapi (2019). Flying Start to Literacy Grades K-5. Okapi Educational Publishing. <https://flyingstarttoliteracy.com/>
- SEAL (2018, September 18). *Así se dice- That's how you say it – Bilingual 2nd + 3rd grade classroom* [Video]. YouTube. <https://www.youtube.com/watch?v=xxhogDsZhIA>
- Teaching for Biliteracy. (2014, December 11). *Biliteracy in action kindergarten living and non living things* [Video]. YouTube. <https://www.youtube.com/watch?v=Z2lYxZErB2g>
- Teaching for Biliteracy (2014, December 8). *El dictado en primer grado-Karen Beeman: Teaching for Biliteracy* [Video]. YouTube. <https://www.youtube.com/watch?v=cZFGmxV11Ak>
- Teaching for Biliteracy (2015, July 22). *Biliteracy unit in 2nd grade: The Bridge* [Video]. YouTube. <https://www.youtube.com/watch?v=LG6hIK-W0TY>
- Teaching for Biliteracy. (2016, June 8). *La planta y los textos informativos: Español A* [Video]. YouTube. <https://www.youtube.com/watch?v=-VnkTIEE1h8>

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Teaching for Biliteracy. (2016, July 7). *The elements of the Bridge* [Video]. YouTube.

<https://www.youtube.com/watch?v=zaZUlxrR6O4>

TED Talks Live (2015, November). *Victor Rios: Help for kids the education system ignores* [Video]. TED Talks.

[https://www.ted.com/talks/victor\\_rios\\_help\\_for\\_kids\\_the\\_education\\_system\\_ignores/transcript?language=en](https://www.ted.com/talks/victor_rios_help_for_kids_the_education_system_ignores/transcript?language=en)

Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of languages, to facilitate and promote literacy/biliteracy; plans instruction and assessment that is responsive to cultural diversity and the strengths and interests of individual students.	
1. Examine how literacy development in the first language affects development in English.	a. Early literacy readings; b. Course graded assignments, discussions, blogs
2. Examine, analyze and explain critical aspects of literacy/biliteracy for Emergent Bilinguals	a. Class readings, presentations and discussions of critical literacy/biliteracy
3. Examine and explain the role of parents in the education of their children	a. Class readings, presentations and discussions of critical literacy/biliteracy
4. Identify, contrast, and explain issues and concepts related to the transfer of literacy and simultaneous biliteracy development	a. Course graded readings and assignments; and b. Class discussions on transfer and biliteracy
5. Identify strategies for increasing the literacy of Emergent Bilinguals 6. Identify best practices for literacy instruction for Emergent Bilinguals	a. Course graded readings and assignments; b. Class discussion of on critical literacy/biliteracy to include the domains/modalities of language and their direct application in biliteracy development
7. Examine and explain biliteracy and holistic assessment	a. Course graded readings and assignments; b. Class discussion of critical literacy/biliteracy
8. Identify issues and procedures in assessing Emergent Bilingual, Dual Language Learners – and move towards a holistic biliteracy lens to teach to the potential	a. Course graded readings and assignments; b. Class discussion on critical literacy/biliteracy

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## CLASSROOM POLICIES

- All students are responsible and expected to be prepared and check Blackboard on a daily basis for emails and to post assignments, discussions, etc.
- Participation in discussions, blogs, flips, reading response, group activities, presentations, and evaluations is required on time.
- Pay close attention to DUE dates for assignments. Work is expected to be submitted on time.
- All writing in blogs, discussions, reading responses, and other assignments must be well thought out and appropriate for each topic that is discussed.
- All writing needs to be organized, clear, grammatical, and must follow APA format. Use references/citations following APA guidelines. Resource at: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

**Late Work and Deadlines:** Pay close attentions to due dates. Please keep in mind that due dates use Mountain Daylight Time. If you are outside of the MDT area, please adjust your deadlines in your own time zone so that your work arrives by 11:30 pm MDT.

All work is expected to be submitted on time. Late work will be accepted only in the case of a documented emergency or the situation has been communicated and agreed with the instructor. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for late work, no further extensions or exceptions will be granted.

**Technology Requirements:** Becoming very familiar with Blackboard is essential for doing well in this class since all content is delivered via Internet in Blackboard. You will need to make time to go to the labs at UTEP or if you are going to use your laptop or home technology, you need to check that you can successfully use Blackboard. It is highly recommended you use Mozilla Firefox or Google Chrome when accessing Blackboard. For more help, please contact the Help Desk at [helpdesk@utep.edu](mailto:helpdesk@utep.edu) or at (915)747-4357.

**Participation:** All students are expected to be prepared and to be active participants and check their emails, assignments, discussions and blogs on a regular basis. Reading the assignments is essential for meaningful participation. Students are responsible for working with their team. Team work is mandatory, and provides a forum for discussion that cannot be duplicated. All students are required to be prepared for each course session and maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

**Academic Dishonesty:** The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of

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academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. For further information, please refer to <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

**Students with Disabilities:** If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to The Center for Accommodations and Support Services (CASS). Students who have been designated as needing this service must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director. The Center for Accommodations and Support Services can be reached at Web: <http://sa.utep.edu/cass/> Phone: (915) 747-5148 voice **E-Mail: [cass@utep.edu](mailto:cass@utep.edu)**.

**GRADING SCALE:** Points will be based on discussions, blogs, flips, reading response, group presentations, and culminating project. All work is required to be turned in on time. Please do not wait until the last minute to submit work in the event there are technology issues. In addition, your classmates cannot respond thoughtfully to your blogs/discussions if you post at the last minute. Post by the designated time.

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

Assignments	Points
1. Flip Introduction	5 pts
2. 7 Blogs (4 pts each)	28 pts
3. 4 Group Discussions (4 pts each)	16 pts
4. 4 Flips (4 pts each)	16 pts
5. One Reading Response	4 pts
6. One Group Presentation	12 pts
7. Final Biliteracy Project	15 pts
8. Peer Review Feedback	4 pts
Total	100 pts

TOTAL: 100

A 90-100

B 80-89

C 70-79

D 60-69

F Below 60

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

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## Course Schedule, Activities & Deadlines

Week 1 Aug. 28	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>Setting the Stage</b> <b>B<sup>3</sup> - Bilingualism, Biliteracy, and Bilingual Education</b></p> <p><b>Flip Introduction</b> <b>Video</b> ✓ NEPCVIDEOS (2012, February 8). <i>Kathy Escamilla</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=a4YNCeCYSOI">https://www.youtube.com/watch?v=a4YNCeCYSOI</a> View the following video and then proceed to the development of your assigned <b>Flip Introduction</b>.</p> <p><b>Flip Introduction</b> [More information posted on Blackboard] What is biliteracy <i>TO YOU</i>? Include what you learned from the video. Respond to a minimum of 2 classmates Flip Link: <a href="https://flip.com/3aeb1bc9">https://flip.com/3aeb1bc9</a></p> <p><b>MODULE 1 Ideologies and Bilingual Education Program Effectiveness</b> Ideology: <i>An ideology is a set of normative beliefs and values that a person or other entity has for non-epistemic reasons. These rely on basic assumptions about reality that may or may not have any factual basis.</i></p> <p><b>BLOG 1 Emergent Bilinguals and English Language Learners</b> <b>Reading</b> ✓ Garcia, O., Kleifgen, J. A., &amp; Falchi, L. (2008). From English Language Learners to Emergent Bilingual students. <i>Equity Matters: Research Review</i>, 1, 1-59. Read pp. 8-17 of the article. ✓ Improving Literacy &amp; Communication Language Magazine (2021, June 17). Words Matter – The Case for Shifting for “Emergent Bilingual.” <a href="https://www.languagemagazine.com/2021/06/17/words-matter-the-case-for-shifting-to-emergent-bilingual/">https://www.languagemagazine.com/2021/06/17/words-matter-the-case-for-shifting-to-emergent-bilingual/</a> Read the article, watch the video, and respond to <b>BLOG 1</b>.</p> <p><b>BLOG 1 Emergent Bilingual and English Language Learners</b> <i>Discuss the changes in terminology when referring to English Learners.</i> <i>Explain the rationale behind each term.</i> Respond to a minimum of 2 classmates.</p>	<p>Post by 8/29 by 11: 30 pm Respond to 2 classmates by 8/30 by 11: 30 pm 5 pts. 5 minutes maximum</p> <p>Post by 9/2 by 11: 30 pm Respond to 2 classmates by 9/3 by 11: 30 pm 4 pts.</p>



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Week 2 Sep. 4	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>MODULE 1 Ideologies and Bilingual Education Program Effectiveness</b> <b>GROUP DISCUSSION 1 Bilingual Education: Program Effectiveness</b></p> <p><b>Reading</b></p> <p>✓ Collier, V.P., &amp; Thomas, W.P. (2009). Chapter five: Program effectiveness. In V.P. Collier &amp; W.P. Thomas (Eds.), <i>Educating English Learners for a transformed world</i> (pp.46-69). Dual Language Education of New Mexico Fuente Press.</p> <p>Read the chapter and respond in <b>GROUP DISCUSSION 1</b>.</p> <p><b>GROUP DISCUSSION 1 Bilingual Education: Program Effectiveness</b> Discuss the graph presented on page 55. What are the implications on program effectiveness? Respond to a minimum of 2 classmates.</p> <p><b>MODULE 2 Critical Perspectives: The Social-Cultural, Socio-Historical, and Socio-Political Context</b></p> <p>Long Term English Learners are students “who despite many years in our schools and despite being close to the age at which they should be able to graduate, are still not English proficient and have incurred major academic deficits” (Olsen, 2010, p. 1).</p> <p><b>BLOG 2 Long Term English learners (LTEL) and Pushouts</b> <b>Reading and video</b></p> <p>✓ Olsen, L. (2010). <i>Reparable harm: Fulfilling the unkept promise of educational opportunity for California’s Long Term English Learners</i>. Californians Together.</p> <p>✓ Ted Talks Live (2015, November). Victor Rios: Help for kids the education system ignores [Video]. YouTube. <a href="https://www.ted.com/talks/victor_rios_help_for_kids_the_education_system_ignores?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare">https://www.ted.com/talks/victor_rios_help_for_kids_the_education_system_ignores?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare</a></p> <p>Read the article, watch the video, and respond in <b>BLOG 2</b>.</p> <p><b>BLOG 2 Long Term English learners (LTEL) and Pushouts</b> Discuss the connections between Long Term English learners (LTEL) and Pushouts. Respond to a minimum of 2 classmates.</p>	<p>Post by 9/9 by 11: 30 pm Respond to 2 classmates by 9/10 by 11: 30 pm 4 pts.</p> <p>Post by 9/9 by 11: 30 pm Respond to 2 classmates by 9/10 by 11: 30 pm 4 pts.</p>

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Week 3 Sep. 11	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>MODULE 2 Critical Perspectives: The Social-Cultural, Socio-Historical, and Socio-Political Context</b></p> <p><b>Flip 1 Injustice and Redemption</b></p> <p><b>Reading</b></p> <p>✓ DeMatthews, D.E., &amp; Izquierdo, E. (2019). Injustice and redemption: The education of Latinx Emergent Bilinguals. In D.E. DeMatthews &amp; E. Izquierdo (Eds.), <i>Dual language education: Teaching and leading in two languages</i> (pp. 1-15). Springer.</p> <p>Read the article and respond in <b>Flip 1</b>.</p> <p><b>Flip 1 Injustice and Redemption</b></p> <p>React to this reading.</p> <p>Respond to a minimum of 2 classmates.</p> <p>Flip Link: <a href="https://flip.com/32447b5f">https://flip.com/32447b5f</a></p> <p>When creating a <b>reaction</b> response, you are expected to demonstrate a grasp of the topic, analytical skills, and the ability to communicate reactions to the reader. Reaction responses require that you think carefully about what you feel or think about the text/video. Start your reaction response with a statement that communicates your initial thinking or reaction. Conclude with a restatement of your reactions.</p> <p><b>BLOG 3 Critical Consciousness</b></p> <p><b>Reading</b></p> <p>✓ Palmer, D.K., Cervantes-Soon, C., Dorner, L., &amp; Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. <i>Theory Into Practice</i>, 58(121), 121-133.</p> <p>Read the article and respond in <b>Blog 3</b>.</p> <p><b>BLOG 3 Critical Consciousness</b></p> <p>Discuss what is meant by critical consciousness and how the researchers present the concept and how to work with it.</p> <p>Respond to a minimum of 2 classmates.</p>	<p>Post by 9/16 by 11: 30 pm</p> <p>Respond to 2 classmates by 9/17 by 11: 30 pm</p> <p>4 pts. 5 minutes minimum</p> <p>Post by 9/16 by 11: 30 pm</p> <p>Respond to 2 classmates by 9/17 by 11: 30 pm</p> <p>4 pts.</p>

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Week 4 Sep. 18	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>MODULE 3 Research, Perspectives and Policy Implications on Biliteracy</b>  <b>BLOG 4 Continua of Biliteracy</b>  <b>Reading</b></p> <p>✓ Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. <i>International Journal of Bilingual Education and Bilingualism</i>, 7(2&amp;3), 155-171.</p> <p>Read the article and respond in <b>BLOG 4</b>.</p> <p><b>BLOG 4 Continua of Biliteracy</b>            Discuss what the continua is, what the components are, and how they influence biliteracy.            Respond to a minimum of 2 classmates.</p>	<p>Post by 9/23 by 11: 30 pm            Respond to 2 classmates by 9/24 by 11: 30 pm            4 pts.</p>
Week 5 Sep. 25	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>MODULE 3 Research, Perspectives and Policy Implications on Biliteracy</b>  <b>READING RESPONSE 1 Research Perspectives/Definitions of Biliteracy</b>  <b>Reading</b></p> <p>✓ Reyes, I. (2012). Biliteracy among children and youths. <i>Reading Research Quarterly</i>, 47(3), 307-327.</p> <p>Read the article and respond in <b>READING RESPONSE 1</b>.</p> <p><b>READING RESPONSE 1 Research Perspectives/Definitions of Biliteracy</b>            Discuss the various perspectives/ definitions of biliteracy.</p> <p><b>Flip 2 Translanguaging: What is it?</b>  <b>Reading and video</b></p> <p>✓ García, O. (2012). Theorizing translanguaging for educators. In C. Celic &amp; K. Seltzer (Eds.), <i>Translanguaging: A CUNY-NYSIEB Guide for educators</i> (pp. 1-6). CUNY-NYSIEB.</p> <p>✓ MuDiLe 2017. (2017, October 11). <i>Ofelia Garcia – Translanguaging</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=5l1CcrRrck0">https://www.youtube.com/watch?v=5l1CcrRrck0</a></p> <p>Read the article, watch the video, and respond in <b>Flip 2</b>.</p> <p><b>Flip 2 Translanguaging: What is it?</b>            What is translanguaging, what does it address and how does it contribute to biliteracy?            Respond to a minimum of 2 classmates.            Flip Link: <a href="https://flip.com/752e4ccd">https://flip.com/752e4ccd</a></p>	<p>Post by 9/30 by 11: 30 pm            4 pts.</p> <p>Post by 9/30 by 11: 30 pm            Respond to 2 classmates by 10/01 by 11: 30 pm            4 pts. 5 minutes maximum</p>

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<p><b>Proposal for Approval of Final Biliteracy Project</b>          Select one of the following and describe in a few sentences what you propose to use. Post topic from 1-4 below. Once approved, you can begin your individual biliteracy project which is due on Dec. 9.</p> <ol style="list-style-type: none"> <li>1. Analyze the language policy in your (a) school. Show how it fosters or deters the development of meta-linguistics in biliteracy.</li> <li>2. Gather reading assessment instruments used in Spanish and English? How might you use these assessments in two languages as tools to look at the biliteracy development of students?</li> <li>3. Gather writing samples/data in Spanish and English for the same student. How can you discuss any of the practices in developing meta-linguistics in biliteracy (Side by Side SLAR/ELAR Standards; Cross Linguistic Connections; Cognate practices; Bridging; Connecting Environments; Translanguaging; Holistic Assessments; and Metalinguistic Development)? How can you use this data to strengthen biliteracy instruction?</li> <li>4. Identify a current resource for teaching for biliteracy and develop a lesson plan demonstrating any of the practices in developing meta-linguistics in biliteracy (Side by Side SLAR/ELAR Standards; Cross Linguistic Connections; Cognate practices; Bridging; Connecting Environments; Translanguaging; Holistic Assessments; and Metalinguistic Development).</li> </ol> <p><b>Preparation for Final Biliteracy Project (Final Project Due Dec. 9)</b>          Your Final Biliteracy Project for the course requires that you gather and analyze data; support with research, interview at least two educators. You will provide your findings and recommendations to complete your project.</p>	<p>Post proposal by 10/01 by 11: 30 pm</p>
<p><b>Week 6 Oct. 2</b></p>	
<p><b>Readings, Articles, Videos, and Assignments</b></p>	<p><b>Due Dates/Times</b></p>
<p><b>MODULE 4 Teaching for Biliteracy</b>  <b>GROUP PRESENTATION Teaching for Biliteracy</b>  <b>Textbook</b>          Escamilla, K., Hopewell, S., Butvilofsky, S., Soltero-González, L., Ruiz-Figueroa, O., &amp; Escamilla, M. (2014). <i>Biliteracy from the start: Literacy Squared in action</i>. Caslon.</p> <p><b>Readings and videos</b></p> <ul style="list-style-type: none"> <li>✓ In textbook, read Forward and Chapter 1: What is Literacy Squared?</li> <li>✓ Beeman &amp; C. Urow, <i>Teaching for biliteracy: Strengthening bridges between languages</i>. Caslow.            Read Forward, Chapter 1, and Chapter 10</li> <li>✓ Huynh, T. (2022). <i>Kathy Escamilla: Biliteracy from the Start</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=ZMxUf0yq8k4&amp;t=1455s">https://www.youtube.com/watch?v=ZMxUf0yq8k4&amp;t=1455s</a></li> </ul>	

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<p>✓ Caslon In. (2022). Developing (Bi)Literacy for Emerging Bilingual Learners: Research Based Approaches [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=tiwn2KcVEqc&amp;t=1130s">https://www.youtube.com/watch?v=tiwn2KcVEqc&amp;t=1130s</a>            Read the chapters, watch the videos, and develop your <b>GROUP PRESENTATION on Teaching for Biliteracy</b></p> <p><b>GROUP PRESENTATION Teaching for Biliteracy</b>            Discuss the term/concept that you are assigned (cross-language connections/metalanguage, holistic biliteracy framework/Literacy Squared, paired literacy instruction, and trajectories toward biliteracy) and how it supports biliteracy development.</p>	<p>Post by 10/10 by 11: 30 pm            Respond to all group presentations by 10/12 by 11: 30 pm            12 pts.</p>
<p><b>Week 7 Oct. 9</b></p>	
<p><b>Readings, Articles, Videos, and Assignments</b></p>	<p><b>Due Dates/Times</b></p>
<p><b>MODULE 4 Teaching for Biliteracy</b>  <b>BLOG 5 ELAR and SLAR</b>  <b>Readings</b></p> <p>✓ Beeman, K., &amp; Urow, C. (2013). How Spanish works. In K. Beeman &amp; C. Urow, <i>Teaching for biliteracy: Strengthening bridges between languages</i> (pp.155-165). Caslow.</p> <p>✓ The University of Texas at Austin (2020). Kindergarten: Summary of ELAR and SLAR TEKS expectations differences. The University of Texas at Austin, Institute for Public School Initiatives, College of Education.            Read the chapter, the notes, and respond in <b>BLOG 5</b>.</p> <p><b>BLOG 5 ELAR and SLAR</b>            Why is it important to understand and connect the differences and similarities between ELAR and SLAR? Respond to a minimum of 2 classmates.</p>	<p>Post by 10/14 by 11: 30 pm            Respond to 2 classmates by 10/15 by 11: 30 pm            4 pts.</p>
<p><b>Week 8 Oct. 16</b></p>	
<p><b>Readings, Articles, Videos, and Assignments</b></p>	<p><b>Due Dates/Times</b></p>
<p><b>MODULE 4 Teaching for Biliteracy</b>  <b>GROUP DISCUSSION 2 Bilingual Biliteracy Resources</b>  <b>Resources</b></p> <p>✓ Ada, A. F., Beers, K., Campoy, I., &amp; Izquierdo, E. (2019). <i>HMH Arriba la Lectura! Texas</i>. Houghton Mifflin Harcourt.  <a href="https://us.hmhco.com/texas/reading-language-arts/">https://us.hmhco.com/texas/reading-language-arts/</a></p> <p>✓ Okapi (2019). <i>Despegando hacia la lectura Grados K-5</i>. Okapi Educational Publishing. <a href="https://despegando-hacia-la-lectura.com/">https://despegando-hacia-la-lectura.com/</a></p> <p>✓ Okapi (2019). <i>Flying Start to Literacy Grades K-5</i>. Okapi Educational Publishing. <a href="https://flyingstarttoliteracy.com/">https://flyingstarttoliteracy.com/</a></p> <p>Explore the resources and respond in <b>GROUP DISCUSSION 2</b>.</p>	

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<p><b>GROUP DISCUSSION 2 Bilingual Biliteracy Resources</b></p> <p>There has been a shift in the development of bilingual biliteracy resources. Review the following resources and connect the new practices with Chapter 1 in your textbook.</p> <p>Respond to a minimum of 2 classmates.</p>	<p>Post by 10/21 by 11: 30 pm Respond to 2 classmates by 10/22 by 11: 30 pm 4 pts.</p>
<p><b>Week 9 Oct. 23</b></p>	
<p><b>Readings, Articles, Videos, and Assignments</b></p>	<p><b>Due Dates/Times</b></p>
<p><b>MODULE 4 Teaching for Biliteracy</b></p> <p><b>FG 3 Oracy</b></p> <p><b>Reading and videos</b></p> <ul style="list-style-type: none"> <li>✓ In textbook, Chapter 2: Oracy</li> <li>✓ Teaching for Biliteracy. (2016, June 8). <i>La planta y los textos informativos: Español A</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=-VnkTIEE1h8">https://www.youtube.com/watch?v=-VnkTIEE1h8</a></li> <li>✓ Teaching for Biliteracy. (2014, December 11). <i>Biliteracy in action kindergarten living and non living things</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=Z2IYxZErB2g">https://www.youtube.com/watch?v=Z2IYxZErB2g</a></li> </ul> <p>Read the chapter, watch the videos, and respond in <b>FG 3</b>.</p> <p><b>FG 3 Oracy</b></p> <p>Explain Oracy Development, its benefits, and how it differs from Oral Language Development. Identify any of the materials/strategies you reviewed that could be used. Briefly explain why/how.</p> <p>Respond to a minimum of 2 classmates.</p> <p>Flip Link: <a href="https://flip.com/b99203b6">https://flip.com/b99203b6</a></p>	<p>Post by 10/28 by 11: 30 pm Respond to 2 classmates by 10/29 by 11: 30 pm 4 pts. 5 minutes maximum</p>
<p><b>Week 10 Oct. 30</b></p>	
<p><b>Readings, Articles, Videos, and Assignments</b></p>	<p><b>Due Dates/Times</b></p>
<p><b>MODULE 4 Teaching for Biliteracy</b></p> <p><b>Group Discussion 3 Reading</b></p> <p><b>Readings and videos</b></p> <ul style="list-style-type: none"> <li>✓ In textbook, Chapter 3: Reading</li> <li>✓ Maestra Mendoza (2019, April 24). <i>Lotta Lara with guided reading</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=TbhdtwgO15M">https://www.youtube.com/watch?v=TbhdtwgO15M</a></li> </ul> <p>Read the chapter, watch the video, and respond in <b>Group Discussion 3</b>.</p> <p><b>Group Discussion 3 Reading</b></p> <p>Discuss how paired literacy instruction is different from more traditional models of bilingual and dual language education. How might this better meet the needs of simultaneous Dual Language Learners? Identify any of the materials/strategies you reviewed that could be used. Briefly explain why/how.</p> <p>Respond to a minimum of 2 classmates.</p>	<p>Post by 11/4 by 11: 30 pm Respond to 2 classmates by 11/5 by 11: 30 pm 4 pts.</p>

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Week 11 Nov. 6	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>MODULE 4 Teaching for Bilingual Literacy</b></p> <p><b>Blog 6 Writing</b></p> <p><i>Reading and videos</i></p> <ul style="list-style-type: none"> <li>✓ In textbook, Chapter 4: Writing</li> <li>✓ Teaching for Bilingual Literacy (2014, December 8). <i>El dictado en primer grado</i>-Karen Beeman, <i>Teaching for bilingual literacy</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=cZFGmxV11Ak">https://www.youtube.com/watch?v=cZFGmxV11Ak</a></li> </ul> <p>Read the chapter, watch the videos, and respond in <b>Blog 6</b>.</p> <p><b>Blog 6 Writing</b></p> <p>According to the authors, discuss why increased emphasis needs to be placed on writing in teaching emerging bilingual learners and how this can be done. Identify any of the materials/strategies you reviewed that could be used. Briefly explain why/how.</p> <p>Respond to a minimum of 2 classmates.</p>	<p>Post by 11/11 by 11: 30 pm</p> <p>Respond to 2 classmates by 11/12 by 11: 30 pm</p> <p>4 pts.</p>
Week 12 Nov. 13	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>MODULE 4 Teaching for Bilingual Literacy</b></p> <p><b>Flip 4 Metalanguage</b></p> <p><i>Readings and videos</i></p> <ul style="list-style-type: none"> <li>✓ In textbook, Chapter 5: Metalanguage</li> <li>✓ Teaching for Bilingual Literacy (2015, July 22). <i>Bilingual Literacy unit in 2nd Grade: The Bridge</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=LG6hIK-W0TY">https://www.youtube.com/watch?v=LG6hIK-W0TY</a></li> <li>✓ Teaching for Bilingual Literacy. (2016, July 7). <i>The elements of the Bridge</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=zaZUlxrR6O4">https://www.youtube.com/watch?v=zaZUlxrR6O4</a></li> <li>✓ SEAL (2018, September 18). <i>Así se dice- That's how you say it – Bilingual 2nd + 3rd grade classroom</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=xxhogDsZhIA">https://www.youtube.com/watch?v=xxhogDsZhIA</a></li> </ul> <p>Read the chapter, watch the videos, and respond in <b>Flip 4</b>.</p> <p><b>Flip 4 Metalanguage</b></p> <p>Discuss what metalanguage is and why metalinguistic skills are important for emerging bilingual students. Identify any of the materials/strategies you reviewed that could be used. Briefly explain why/how.</p> <p>Respond to a minimum of 2 classmates.</p> <p>Flip Link: <a href="https://flip.com/3a01188b">https://flip.com/3a01188b</a></p>	<p>Post by 11/18 by 11: 30 pm</p> <p>Respond to 2 classmates by 11/19 by 11: 30 pm</p> <p>4 pts. 5 minutes maximum</p>
Week 13 Nov. 20	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>MODULE 4 Teaching for Bilingual Literacy</b></p> <p>Work on <b>FINAL BILITERACY PROJECT</b></p>	<p>No assignments due.</p>

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Week 14 Nov. 27	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>MODULE 4 Teaching for Biliteracy</b> <b>Blog 7 Holistic Assessments</b> <i>Reading and video</i></p> <ul style="list-style-type: none"><li>✓ In textbook, Chapter 6: Reading assessment</li><li>✓ Correa, C. (2016, August 20). <i>DRA (Developmental Reading Assessment) video review</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=GZBxKnEW8z4">https://www.youtube.com/watch?v=GZBxKnEW8z4</a></li></ul> <p>Read the chapter, watch the video, and respond in <b>Blog 7</b>.</p> <p><b>Blog 7 Holistic Assessments</b> Explain how holistic reading assessments inform instruction. Identify any of the materials/strategies you reviewed that could be used. Briefly explain why/how. Respond to a minimum of 2 classmates.</p>	<p>Post by 12/2 by 11: 30 pm Respond to 2 classmates by 12/3 by 11: 30 pm 4 pts.</p>
Week 15 Dec. 4	
Readings, Articles, Videos, and Assignments	Due Dates/Times
<p><b>MODULE 4 Teaching for Biliteracy</b> <b>FINAL BILITERACY PROJECT Video</b> You selected/were approved to research and to present your gathered data; an analysis supported by research from your course readings and by interviews; provide your findings/recommendations; include citations presentation. <b>Give it a creative title</b>, one title slide, one reference slide, and 10 content slides (minimum).</p> <p><b>Peer Evaluations for Biliteracy Project</b> Respond to a minimum of 2 classmates.</p>	<p>Post by 12/9 by 11: 30 pm 15 pts.</p> <p>Post by 12/11 by 11: 30 pm 4 pts.</p>



# BILITERACY

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## Flip Introduction: Creating a Community of Learners

Introductions are an effective way to meet your classmates and professor - a first impression! In 1-3 PowerPoint presentation slides, include at least one picture of yourself and a voice recording of 2-3 minutes in Flipgrid. In your presentation, talk about yourself, what biliteracy is *to you*, and include what you learned from the video.

Create your assignment on Flipgrid and respond to 2 classmates as part of creating a community of learners. You will be graded according to the rubric found below.

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

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<b>BLOG RUBRIC</b>			
Write/submit in the BOX provided in BB. DO NOT ATTACH AS A WORD FILE.			
	4	3-2	1-0
<b>Word Count</b>	<b>Within the required 250-350-word limit.</b>	<b>Over/under 25 words of the 250-350-word limit.</b>	<b>Over/under 26 words of the 250-350-word limit.</b>
<b>Analysis / Interpretation</b>	<p>Postings reflect understanding, insight, and reflection about the topic.</p> <p>The message uses sources. Demonstrates new understanding of the topic</p>	<p>Postings provide some insight, understanding and reflective thought about the topic.</p> <p>Some messages do analysis or interpretation well. Some opinion used.</p>	<p>Postings lack evidence of insight, understanding or reflection.</p> <p>Messages generally show little analysis, consisting in opinion.</p>
<b>Writing Skill</b>	<p>Sentences are clear. Correct word choice, correct spelling, correct grammar.</p> <p>Writing still supports persuasiveness in points of view.</p>	<p>Writing is mostly clear. Some grammar errors.</p> <p>Most points supported for persuasiveness of the argument, rather than opinion.</p>	<p>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.</p> <p>Mostly opinion based.</p>
<b>APA Format</b>	APA format citations and references.	Some APA format citations references	No APA format.
<b>Participation</b>	Responds to 2 or more classmates with significant, meaningful feedback.	Responds to one classmate; and/or not relating to what the classmate stated.	Does not post responses to any classmates

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<b>FLIP RESPONSES</b> 5 minutes maximum			
	<b>4</b>	<b>3-2</b>	<b>1-0</b>
<b>Content</b>	Addresses main points, concepts, and ideas presented in video.	Addresses some main points, concepts, and ideas presented in video.	Limited/no reference to concepts and ideas presented in video.
<b>Organization</b>	Ideas well-organized	Ideas somewhat organized	Ideas not organized
<b>Analysis/ Interpretation</b>	Demonstrates new and gained understanding of the topic.	Some understanding; mostly opinion and general.	Little evidence of understanding; uses opinions and impressions.
<b>Writing Skill</b>	Sentences clear and wording unambiguous. Correct word choice and correct grammar.	Mostly clear; some lapses but does not undermine communication.	Grammar and/or word choice errors.
<b>APA Format</b>	Follows APA format in references.	Follows some APA format references.	No APA format references.

<b>READING RESPONSE RUBRIC</b> No word limit			
	<b>4-3</b>	<b>2-1</b>	<b>0</b>
<b>Content</b>	Addresses main points in assignment and concept ideas presented in readings	Addresses some main points in assignment and concept ideas presented in readings	Limited/no reference to assignment and concept ideas presented in readings
<b>Organization</b>	Ideas well-organized	Ideas somewhat organized	Ideas not organized
<b>Analysis / Interpretation</b>	Demonstrates new and gained understanding of the topic.	Understanding mostly opinion and general.	Little evidence of reading; uses c opinion and impressions.
<b>Writing Skill</b>	Sentences clear and wording unambiguous. Correct word choice, correct spelling, and correct grammar.	Mostly clear; some lapses; but does not undermine communication or persuasiveness of argument.	Grammar, spelling, and/or word choice errors frequent enough that sense of the message is lost.
<b>APA Format</b>	Follows APA format in in-text citations and references	Follows some APA format in in-text citations and references	No APA format in in-text citations and references

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<b>GROUP DISCUSSION RUBRIC</b>			
<p>Online discussions help students engage in informative and reflective discussions, clarify understandings, and learn from each other. Before engaging in discussion, make sure to read carefully the readings and make highlights and notes on questions, ideas, concerns, and critiques. Follow questions posted in your discussion board. You are required to respond to a minimum of two classmates. Write/submit in the BOX provided in BB. <b>No word limit. Do not attach as a word file.</b></p>			
	<b>4</b>	<b>3-2</b>	<b>1-0</b>
<b>Analysis / Interpretation</b>	<p>Postings reflect understanding, insight, and reflection about topic. The message uses course sources.</p> <p>Demonstrates new understanding of topic.</p>	<p>Postings provide some insight, understanding, and reflective thought about topic. Uses course sources to support.</p> <p>Some messages do analysis or interpretation well.</p> <p>Some opinion used.</p>	<p>Postings lack evidence of insight, understanding/reflection. Little to no use of course sources</p> <p>Messages generally show little analysis, consisting instead of feelings and impressions.</p>
<b>Writing Skill</b>	<p>Sentences are clear. Correct word choice, correct spelling, correct grammar.</p> <p>Writing supports persuasive points of view.</p>	<p>Writing is mostly clear. Some grammar errors.</p> <p>Most points supported for persuasiveness of argument, rather than just opinion.</p>	<p>Grammar, spelling, and/or word choice errors frequent; sense of message is lost.</p> <p>Mostly opinion based.</p>
<b>APA Format</b>	<p>APA format citations and references.</p>	<p>Some APA format citations and references followed.</p>	<p>No APA format</p>
<b>Participation</b>	<p>Responds to 2 or more classmates with significant, meaningful feedback.</p>	<p>Responds to one classmate; and/or not relating to what the classmate stated.</p>	<p>Does not post responses to any classmates</p>

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<b>GROUP PRESENTATION RUBRIC</b>			
	<b>10-9</b>	<b>8-6</b>	<b>5-0</b>
Interpretation	Presentation reflects understanding, insight, and reflection about the <i>topic and the assigned perspective</i> . The message uses sources, required reading sources. In addition, it demonstrates that the group has gained new understanding of the <i>topic and the assigned perspective</i> .	Postings provide some insight, understanding, insight, and reflective thought about the <i>topic and the assigned perspective</i> . Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, <i>was simply opinion</i> ).	Postings show no evidence of insight, understanding, insight, and reflective thought about the <i>topic and the assigned perspective</i> . Message generally shows little evidence of analysis, consisting instead of opinion and feelings and impressions.
Presentation	Creative. Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar.	Ordinary. Has good writing. Presentation has gaps or does not connect all of the time; however, this does not undermine communication or the persuasiveness of the argument.	Presentation is not fluid or connected. Terms are not clearly defined or explained. Grammar, spelling, and/or word choice errors are frequent enough that the sense of the messages is lost or muddled.
Group Participation	Evident that all members participated and contributed in the work and the video. Physical presence in the video.	Evident that some members participated and contributed in the work and in the video. Some physical presence in the video.	Evident that no group work was done.
Time	Kept to the required time.	Went over the required time.	Did not adhere to the time.

<b>GROUP RESPONSES</b>			
	<b>2</b>	<b>1</b>	<b>0</b>
<b>Content</b>	Provides feedback on main points and/or concept ideas presented.	Provides feedback on some points and/or concept ideas presented.	Limited/no feedback on concept ideas presented.
<b>Analysis/ Interpretation</b>	Demonstrates new and gained understanding of the topic.	Understanding mostly opinion and general.	Little evidence of understanding.

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<b>FINAL PROJECT RUBRIC</b>			
<b>15-14</b>	<b>13-11</b>	<b>10-8</b>	<b>7-0</b>
<p>Comprehensive, original and informative which demonstrates a high level of understanding and analysis of biliteracy.</p> <p>Presents all questions and feedback from interview in a creative format</p> <p>Skillfully uses specific examples and quotations to make points;</p> <p>Shows findings/evidence of critical thinking by demonstrating insight, reflection, and ample connections made to courses readings/ sources</p> <p>Uses props to support throughout presentation.</p> <p>Skillfully uses ample/specific examples and quotations to make points;</p> <p>Talks, and shows evidence of critical thinking; Slides reflect points; Ample connections made to course/reading sources.</p> <p>APA format followed in citations and references.</p> <p>Presentation adheres to time allotment.</p> <p>Physical presence in video</p>	<p>Demonstrates significant understanding of biliteracy; Most course aspects of biliteracy included.</p> <p>Presents all questions and feedback from interview</p> <p>Used specific examples to support analysis of Interview</p> <p>Demonstrates some insight/reflection in findings; some reference to course readings/ sources</p> <p>Some props used to support some areas.</p> <p>Used some specific examples to support points.</p> <p>Talks, not reads, some connections made to sources.</p> <p>Some connections made to course/reading sources.</p> <p>Mostly follows APA format in citations and references.</p> <p>Presentation adheres to time allotment.</p> <p>Some physical presence in video.</p>	<p>Response shows evidence of thought and effort.</p> <p>Presents some questions and/or feedback from interview</p> <p>Tendency to summarize rather than comment/analyze on data and their significance.</p> <p>Too much narrative on slides and not explained; limited findings and/or connections to course readings/sources</p> <p>Minimum use of props to support.</p> <p>Tendency to summarize rather than comment on/analyze points.</p> <p>Some reading, sometimes too much narrative on slides. Connections made to a limited number of course/reading sources.</p> <p>Follows some APA format</p> <p>Presentation is more than time allotted.</p> <p>Few physical presence in video.</p>	<p>Limited and/or unorganized presentation of biliteracy;</p> <p>Limited presence of questions and/or feedback from interview</p> <p>Work characterized by difficulty communicating information; no supports; uses feelings and opinions</p> <p>No analysis; merely descriptive and/or too much narrative on slides; no findings and/or connections made to course readings/sources</p> <p>No use of props to support.</p> <p>Work is characterized by difficulty communicating information; uses feelings and opinions</p> <p>Presentation is read; too much narrative on slides Connections not made to course/reading sources.</p> <p>Follows no APA format</p> <p>Presentation less than time allotted.</p> <p>Limited to no presence on video.</p>