DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION:
PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

EDBE 3060 SYLLABUS
SPRING 2025
(Subject to Modifications as Needed)

Instructor: Professor Muñoz

Office Location: MH 218-Z

Office Hours: Mondays 12:00 - 2:00 pm, Tuesdays and Thursdays 3-4 pm (Frisco), and Wednesdays 3:30-5:30 pm. Please email me to schedule an appointment via Zoom.

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COURSE PREREQUISITES
Admission to the teacher education program.

CATALOGUE DESCRIPTION

This course explores theories, approaches and techniques related to literacy and biliteracy development for multicultural and multilingual children. This course emphasizes classroom environments that promote additive bilingualism. Students will gain an understanding of the role of teachers and administrators in the implementation of literacy and biliteracy for multicultural and multilingual children. Students will also explore current research related to methods, strategies, and materials for promoting students' strong literacy and biliteracy skills. Students will apply theories, research, and experience to design native language instruction and assessments in bilingual classrooms.

COURSE GOALS

- Explore theories, approaches and techniques related to literacy and biliteracy development for multicultural and multilingual children.
- Explore research about the cognitive, linguistic, academic, and social benefits of bilingualism.
- Recognize the role of native language instruction in classrooms that educate multicultural and multilingual students.

- Review the role of native language in English as a Second Language (ESL) classrooms.
- Review the role of native language instruction in dual language programs.
- Review research on biliteracy development in bilingual classrooms.
- Examine the social, cultural, and emotional factors that influence biliteracy development.
- Examine the advantages of using bilingual students' native language in instruction.
- Review the teachers' role in the implementation of native language instruction.
- Review how to teach Language Arts using bilingual students' native language.
- Use the TEKS for Spanish Language Arts and Reading to design native language instruction and assessments in bilingual classrooms.
- Explore the use of bilingual students' native language in content areas.
- Examine classroom instruction and activities that foster biliteracy development.
- Review the use of native language instruction in special education classrooms.
- Examine the implementation of technology in native language classrooms.
- Review evidence-based strategies for fostering biliteracy in bilingual classrooms.
- Analyze literature on biliteracy development with focus on individual biliteracy development, biliteracy in family and community contexts, and biliteracy in the classroom context.

REQUIRED TEXTBOOK

Rodríguez, D., Carrasquillo, A. & Lee, K.S. (2014). *The Bilingual Advantage: Promoting Academic Development, Biliteracy, and Native Language in the Classroom*. Teachers College Press.

ADDITIONAL TEXTS (AVAILABLE IN CANVAS)

Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. *Journal of Experimental Psychology, 65*(4), 229-235.

Chondrogianni, V, & Vasic, N., V. (2016). Cross-linguistic aspects in child L2 acquisition. *International Journal of Bilingualism, 20*(4), 361-368.

Delbridge, A., Delbridge, A., Helman, L. A., & Helman, L. A. (2016). Evidence-based strategies for fostering biliteracy in any classroom. *Early Childhood Education Journal, 44*(4), 307-316. doi:10.1007/s10643-015-0712-7

Hopewell, & Escamilla, K. (2014). Struggling reader or emergent biliterate student? Reevaluating the criteria for labeling emerging bilingual students as low achieving. *Journal of Literacy Research, 46*(1), 68–89.

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

Rodríguez-Valls, F. (2011). Coexisting languages: Reading bilingual books with biliterate eyes. *Bilingual Research Journal*, 34(1), 19–37.

Seal of Biliteracy (official website): https://sealofbiliteracy.org/

UNT ATTENDANCE POLICY

Regular and punctual attendance is required and necessary. Your participation and collaboration in enriched discussions in the class is essential for your success. The attendance policy for this course will be followed by the University policy 06.039. If necessary, students may miss class with a valid excuse according to university policy for excused absences and not face penalties related to their final grade. It is the student's responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus, regardless of student absences. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note that it is the student's responsibility to drop this course if necessary.

Students are responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate the excused absence and delivering the request personally to the faculty member assigned to the course for which the student will be absent. In the case of an illness, a student is responsible for submitting a doctor's note with the date/s for an excused absence, and date when he/she can return to school.

Five or More Absences: Even if your absences are excused, you will receive an automatic FINAL grade of F if you miss five (5) or more classes. I want you to be successful in this course, therefore a required meeting with the instructor will be scheduled after the 4th absence. This course is an important part of your degree plan and missing nine or more hours of in-person class is detrimental to your success in the program and on your certification exams.

# of Absences	Total attendance and participation points for the class (out of 200 points)
0 –2	100%
3	70%
4	30%
5 or more	You will automatically receive an F for your final grade

Late to Class or Early Leave
If you arrive 15 minutes or more after the start time of the class, if you leave the class 15 minutes or more before the end of the class, or if you leave the session for more than 15 minutes, you will be considered absent unless you have extraneous circumstances to justify your tardiness. The instructor will handle justifications on a case-by-case basis.

Examples of Excused and Unexcused Absences

Excused Absences	Unexcused Absences

An absence may be excused for the following reasons:	An absence may be unexcused for the following reasons:
- religious holy day, including travel for that purpose; - active military service, including travel for that purpose; - participation in an official university function; - illness or other extenuating circumstances; - pregnancy and parenting under Title IX; and - when the University is officially closed.	- Student organization/Sorority/Fraternity events/meetings - Car Trouble/Parking/Transportation Issues - Vacations - Work/Job (other than active military service) - Studying for Certification Exams/Completing work for other classes - Other events that do not fall under UNT policy

SUMMARY OF COURSE ASSIGNMENTS

Students must submit all assignments and assessments through Canvas at or before the due date. Grading scale for this course: 900-1000=**A**, 800-899=**B**, 700-799=**C**, 600-699=**D**, below 600=**F**

Assignments	Due date	Points
Attendance	Ongoing	200
Assignment #1 - Chronology of Federal Policy, State Legislation, and Court Cases Impacting Bilingual Education	Jan 19	100
Assignment # 2 Addressing the Needs of Bilingual Children	Feb. 2	100
Assignment # 3 Growing Up Bilingually	Feb. 16	100
Assignment # 4 - Midterm Exam	March 3	100
Assignment # 5 – Benefits of Dual Language Programs - Infographic	March 23	100
Assignment # 6 – Integrating Technology in Biliteracy Instruction	April 6	100
Assignment # 8 – Final Exam or Community Project	**UNT Final Exam Schedule**	200
TOTAL POINTS		1,000

Late Work

Late assignments will be accepted only when the student obtains permission from the instructor before the due date. Therefore, if you have a valid reason for submitting a late assignment, please contact the instructor, explain your situation, and request permission for a late submission.

Assignments turned in after the due date will be deducted 10% each day the assignment is late (i.e., one day late = 10% reduction; two days late = 20% reduction; three days late = 30% reduction). No assignments will be accepted if submitted after three days of the due date. If you become sick, an excuse, such as a doctor's note, will be required. Other circumstances such as a death in the family, accidents, inclement weather, or emergencies will be examined on an individual basis. Communicate with your instructor about your specific situation.

Description of Assignments

Assignment #1 Chronology of Federal Policy, State Legislation, and Court Cases Impacting Bilingual Education
Students will review and write a paper about the federal policy, state legislation, and court cases and explain their impact on the education of language minority students in the United States.

Assignment # 2 Growing Up Bilingually

You will first find and read an article related to bilingualism and/or bilingual education. Then, you will **create a video on Canvas** where you will describe your own experiences growing up bilingual, connecting them to the article that you read. Additional details will be provided in class.

Assignment # 3 Addressing the Needs of Bilingual Students

Teacher candidates should recognize that they can help bilingual students thrive academically and personally by fostering inclusive, respectful, and supportive environments that fulfill their needs. In this assignment, students will explore the multiple needs of emergent bilingual students and suggest ways for teachers to address them. Additional details will be provided in class.

Assignment # 4 Midterm Exam

The format and instructions for the midterm exam will be provided in class.

Assignment # 5 Benefits of Dual Language Programs - Infographic

Research on the effectiveness of dual language programs shows that emergent bilingual students educated in dual programs have significantly higher academic performance than emerging bilingual students educated in monolingual programs (Guerrero, Guerrero, Soltero-González, & Escamilla, 2017). An important part of your mission as a bilingual teacher is to research and disseminate the benefits of these programs to parents and the community at large.
In this assignment, students will create an infographic that clearly shows multiple benefits of bilingual programs. The infographic should include academic, cultural, cognitive, and social benefits.

Assignment # 6 Integrating Technology in Biliteracy Instruction

Students will **design and present** a lesson plan where technology is integrated in biliteracy instruction. Additional details will be provided in class.

Assignment # 7 – Final Exam or Community Project (BHH)

This exam is a formal summative assessment in which students will demonstrate the knowledge and skills learned in this course. Format and additional details will be provided in class.

Optional Participation in The Bilingual Homework Line (BHH)

Students have the opportunity to volunteer for a total of 20 hours with the Bilingual Homework Line (BHH). Completing these 20 hours and submitting documentation of your service to the instructor will allow you to be exempt from the final exam. To fulfill this requirement, you must volunteer for 2 hours each week for 10 consecutive weeks, totaling 20 hours. This time must be properly documented in order to receive credit. Please note that no partial credit will be granted if you volunteer for less than 20 hours. For more information, please click on this link

Extra Credit Opportunity for Attending Conferences

Students can earn extra credit by attending Bilingual/ESL conferences. Up to 50 extra points can be earned by participating in conferences that focus on ESL or bilingual education. To receive this credit, students must submit proof of registration along with a certificate of attendance.

COURSE SCHEDULE

Semana	Temas	Materiales y Recursos	Standards
1	Historia de la educación bilingüe en los Estados Unidos y en Texas	Rodriguez, Carrasquillo, & Lee (2016) Chapter 2 The History of Bilingual Education in Texas Ovando, C. J. (2003). Bilingual Education in the United States: Historical Development and Current Issues. Bilingual Research Journal, 27(1), 1–24. https://doi.org/10.1080/15235882.2003.10162589 Write (2010). Landmark Court Rulings Regarding English Language Learners	2.1k the historical, legal, legislative, and global contexts of bilingual education (including the historical background of bilingual education, effects of demographic changes on bilingual education, pertinent federal and state legislation and significant court cases related to bilingual education, and bilingual education and the concept of bilingualism throughout the world.
2	Necesidades de los estudiantes bilingües emergentes	Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners Maslow's Hierarchy of Needs	2.4s address the affective, linguistic, and cognitive needs of bilingual learners

3	Beneficios del Bilingüismo y Multilingüismo	Rodríguez, Carrasquillo, & Lee (2016) Chapter 1 Yankelowitz, J. (2023). A move towards multilingualism: why this term is better than others. Available at: https://multilinguallearner.org/a-move-towards-multilingual-terms/	2.4s address the affective, linguistic, and cognitive needs of bilingual learners
4	Modelos de educación bilingüe	Rodriguez, Carrasquillo, & Lee (2016) Chapter 4 Program Models for Teaching English Language Learners. Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners	2.4k models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus
5	Investigaciones sobre educación bilingüe.	Collier, V.P., & Thomas, W.P. (2020). Why dual language works for everyone, PK-12. Multilingual Educator, California Association for Bilingual Education, March 2020 annual edition https://static1.squarespace.com/static/5d854ac170e64a71d1de71d3/t/641e2bb4c52fc7059772ed1c/1679698868844/2020+Multilingual+Educator+pub_compressed.pdf Collier, V.P., & Thomas, W.P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. Annual Review of Applied Linguistics, 37, 1-15 https://static1.squarespace.com/static/5d854ac170e64a71d1de71d3/t/5d9cb55f26d64b44562c6069/1570551181085/ARAL+2017+%28typed%29.PDF	2.2k the convergence of research evidence related to bilingual education, including best instructional practices for second language learners as determined by academic achievement 2.3k bilingualism and biculturalism and their impact on the learning environment
6	Ambientes Educativos	Rodriguez, Carrasquillo, & Lee (2016) Chapter 5	2.5k how to create an effective bilingual and multicultural learning environment, including

	Efectivos Para Estudiantes Bilingües		diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners' awareness of regional languages; and ways to bridge the home and school cultural environments.
7	Conceptos lingüísticos básicos en L1 y L2	Mid Semester Survey The Components of Language and Reading Instruction.	3.1k basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects) 5.2s use oral language techniques and explicit instruction in phonemic awareness and decoding to promote literacy in L2; and
8	Los programas de lenguaje dual: estrategias didácticas	**Midterm Exam** Rodriguez, Carrasquillo, & Lee (2016) Chapter 7	3.5k effective, developmentally appropriate methodologies and strategies for teaching English as a second language
9	La educación bilingüe y la educación especial	Rodriguez, Carrasquillo, & Lee (2016) Chapter 6	
10	El uso del español para enseñar los contenidos académicos	Rodriguez, Carrasquillo, & Lee (2016) Chapter 3	5.1s maintain learners' literacy in L1 while developing learners' literacy in L2 5.2s use oral language techniques and explicit instruction in phonemic awareness and decoding to promote literacy in L2; and
11	El uso de la tecnología en aulas bilingües	Rodriguez, Carrasquillo, & Lee (2016) Chapter 8 Presentación de estrategias tecnológicas para estudiantes bilingües.	3.5k effective, developmentally appropriate methodologies and strategies for teaching English as a second language
12	La lectoescritura en el contexto familiar y de la comunidad	¡Léelo de nuevo! Beneficio de Leerles a los Niños Pequeños. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/read-it-again-esp.pdf ¿Por qué es importante leerle a su hijo?	5.1s maintain learners' literacy in L1 while developing learners' literacy in L2

		https://childmind.org/es/articulo/por-que-es-importante-que-le-lea-a-su-hijo/	
13	Translanguaging	García O., & Kleifgen (2019). Translanguaging and Literacies. Reading Research Quarterly, 55(4), 553-571	3.5k effective, developmentally appropriate methodologies and strategies for teaching English as a second language
14	Certificación de Maestros Bilingües en Texas	COE.UNT Bilingual and BTLPT Resources.	6.1k state educator certification standards in all content areas to the certificate level
15	El papel de los docentes bilingües y administradores en la educación de los estudiantes bilingües	Revisión del contenido del semestre y discusión sobre el rol de los profesores y administradores en la educación de estudiantes bilingües	
16	Examen Final/ Proyecto comunitario	La guía de estudios para este examen será publicada en Canvas	

UNT'S STANDARD SYLLABUS STATEMENTS

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering the course.

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all

organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Classroom Visitors. University policies on participating and/or attending courses, all persons must be officially registered for the course or have received permission to attend as an auditor as stated in the University catalog: ***"Individuals fully eligible to enroll in the university may attend a class as an auditor with written permissions from the department chair and the dean of the college or school in which the course is taught."***

This syllabus may be modified by the instructor as needed