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**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION:**

**PREPARING TOMORROW’S EDUCATORS AND SCHOLARS**

**EDBE 3060 SYLLABUS**

**FALL 2024**

*(Subject to Modifications as Needed)*

# **COURSE NUMBER TITLE**

EDBE 3060 Biliteracy in Bilingual Classrooms

# **INSTRUCTOR** Dr. Elba Barahona

**Office Location:** MATT 206 S

**Office Hours:** Tuesday and Thursday from 1:00 to 4:00 p.m. or by appointment via Zoom

**E-mail:** [Elba.Barahona@unt.edu](mailto:Elba.Barahona@unt.edu)

# **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 EXPECTATIONS**

**Attendance Guidelines for this Course**

EDBE 3060 is a face-to face class; you are expected to attend every class and make a meaningful intellectual contribution to the discussions and activities. This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade. Students must let the instructor know as soon as possible if they will miss class. It is the students’ 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: it is the student’s responsibility to drop this course, if necessary.

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

**Late Work**

Before submitting a late assignment, you must have Dr. Barahona authorization. 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 before I accept an assignment. 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.

**Late to Class**

If you arrive ten minutes or more after the start time of the class, you will be considered late unless you have extraneous circumstances to justify your tardiness. The instructor will handle justifications on a case-by-case basis.

**Excused Absences**

Generally, you will need to provide documentation to excuse an absence. However, every absence will be considered individually before I make the determination of whether to excuse it. If possible, please keep me informed of absences before they occur.

# **SUMMARY OF COURSE ASSIGNMENTS**

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| --- | --- | --- |
| **Assignments** | **Due date** | **Points** |
| Attendance | Ongoing | 200 |
| Assignment # 1 – Growing Up Bilingually | Ago. 30 | 100 |
| Assignment # 2 – Incentives and Barriers for Bilingualism | Sep. 6 | 50 |
| Assignment # 3 – Selecting Literature for the Bilingual Classroom | Sep. 16 | 100 |
| Assignment # 4 - Midterm Exam | Oct. 10 | 100 |
| Assignment # 5 – Strategies for Teaching Biliteracy | Oct. 21 | 100 |
| Assignment # 6 – Integrating Technology in Biliteracy Instruction | Nov. 4 | 100 |
| Assignment # 7 – Family and Community Role in Biliteracy Development | Nov. 22 | 50 |
| Assignment # 8 – Final Exam o Community Project | Tu Dec. 10  1:30 to 3:30 p.m. | 200 |
| TOTAL POINTS |  | 1,000 |

**Grading scale for this course**: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, below 600=F

**Assignment #1 Growing Up Bilingually**

You will first find and read an article related to bilingualism and/or bilingual education. Then, you will **create and upload a video** 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 # 2 Incentives and Barriers for Bilingualism**

Society and schools transmit mixed messages about bilingualism. **Using a discussion forum in Canvas**, you will discuss the incentives and barriers for bilingualism and bilingual education. Additional details will be provided in class.

**Assignment # 3 Selecting Literature for the Bilingual Classroom**

What books will you choose to develop biliteracy in your classroom? You will identify children’s and YA’s literature for the elementary and middle school classrooms. You will present one book in the class and discuss how to it in dual language instruction. 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 Strategies for Teaching Biliteracy**

The goal of this assignment is to **research and present** two strategies for fostering biliteracy in bilingual classrooms. You will demonstrate these strategies in class. Additional details will be provided in class.

**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 – Family and Community Role in Biliteracy Development**

What roles do families and communities play in helping bilingual students develop their bilingualism and biliteracy? You will write a plan to strengthen the relationship between schools, families and communities with the goal of enhancing the biliteracy skills of the students. Additional details will be provided in class.

**Assignment # 8 – Final Exam**

The format for the final exam will be discussed in class.

Students can opt to participate in the Bilingual Homework hotline project to support emergent bilingual students in K-12 grades. More information will be provided in class.

# **COURSE SCHEDULE**

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| **Semana** | **Temas** | **Materiales y Recursos** |
| **1** | Introducción: ¿qué significa ser bilingüe y multilingüe? | Yankelowitz, J. (2023). A move towards multilingual: why this term is better than others. Available at:  https://multilinguallearner.org/a-move-towards-multilingual-terms/ |
| **2** | Las ventajas del bilingüismo | Rodríguez, Carrasquillo, & Lee (2016) Chapter 1 |
| **3** | Historia de la educación bilingüe en los Estados Unidos y en Texas | Rodriguez, Carrasquillo, & Lee (2016) Chapter 2  Nieto, D. (2009, Spring). A brief history of bilingual education in the United States  Perspectives on urban education, 6 (1), 61-68. University of Massachusetts BostonAvailable at:  <https://urbanedjournal.gse.upenn.edu/sites/default/files/pdf_archive/61-72--Nieto.pdf>  The History of Bilingual Education in America. Retrieved from: <https://www.preceden.com/timelines/40587-the-history-of-bilingual-education-in-america>  The History of Bilingual Education in Texas  <https://www.youtube.com/watch?v=AWbN_Y8aa5k&t=5s> |
| **4** | Programas educativos para estudiantes bilingües | Rodriguez, Carrasquillo, & Lee (2016) Chapter 4  Programs Models for Teaching English Language Learners. Available at:  <https://www.colorincolorado.org/article/program-models-teaching-english-language-learners>  Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners  <https://www.region10.org/r10website/assets/File/BB%20Chapter%2089-Revised.pdf> |
| **5** | Los programas de lenguaje dual: modelos y características | Rodriguez, Carrasquillo, & Lee (2016) Chapter 5 |
| **6** | Los programas de lenguaje dual: estrategias didácticas | González-Carriedo, R., Bustos, N., & Ordóñez, J. (2016). Constructivist approaches in a dual-language classroom.*Multicultural Perspectives (Mahwah, N.J.), 18*(2), 108-111. <https://doi.org/10.1080/15210960.2016.1159102> |
| **7** | La educación bilingüe y la educación especial | Rodriguez, Carrasquillo, & Lee (2016) Chapter 6 |
| **8** | El uso del español para enseñar los contenidos académicos | Rodriguez, Carrasquillo, & Lee (2016) Chapter 7 |
| **9** | Estrategias para la instrucción de estudiantes bilingües | 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 |
| **10** | El uso de la tecnología en la educación bilingüe | Rodriguez, Carrasquillo, & Lee (2016) Chapter 8  Presentación de estrategias tecnológicas para estudiantes bilingües. |
| **11** | La enseñanza de la lectoescritura en español | Rodriguez, Carrasquillo, & Lee (2016) Chapter 3 |
| **12** | Literatura para estudiantes en clases bilingües. | Los estudiantes identificarán literatura infantil y juvenil para usarlos como parte de la instrucción en aulas bilingües. Los estudiantes presentarán un libro en la clase y explicarán como lo utilizaría para instrucción en escuelas primarias o secundarias. |
| **13** | 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?  <https://childmind.org/es/articulo/por-que-es-importante-que-le-lea-a-su-hijo/> |
| **14** | Translanguaging | García O., & Kleifgen (2019). Translanguaging and Literacies. *Reading Research Quarterly*, 55(4), 553-571 |
| **15** | Epílogo: 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 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](mailto: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.