EDBE 6364 90L Syllabus
Principles and Practices of Biliteracy Development-Spanish & English

INSTRUCTOR NAME: Dr. J. Joy Esquierdo
TERM: SPRING 2018
TELEPHONE NUMBER: (956) 665-3605
EMAIL: joy.esquierdo@utrgv.edu
MEETING TIMES AND LOCATION: ONLINE COURSE
OFFICE LOCATION: EDUC-EDINBURG 2.216
OFFICE HOURS: MONDAY FROM 3:30 PM-5:30 PM ONLINE IN THE CHAT ROOM OR BY APPOINTMENT

Textbook and/or Resource Material

Required Text: No required textbook

Recommended Readings: Readings will be available online

Course Description and Prerequisites

This course, taught in Spanish and English, examines different theories, approaches, and current practices of literacy development and their implications for biliteracy instruction for Spanish-speaking bilingual students.

†CROSSWALK COURSE
This course also satisfies EDSL 6323 Approaches and Current Practices in Second Language Instruction.

Course Learning Objectives

1. STUDENTS WILL EXamine DIFFERENT THEORIES OF LITERACY DEVELOPMENT FOR BILINGUAL STUDENTS.
2. STUDENTS WILL COMPARe CURRENT SCHOOL PRACTICEs IN BILITERACY DEVELOPMENT FOR BILINGUAL STUDENTS.
3. STUDENT WILL DIFFERENTIATE VARIOUS APPROACHES TO TEACHING READING AND WRITING TO BILINGUAL STUDENTS.

Course Technology

Tools

*List the tools the student will need to participate successfully in the course such as: email, blackboard, etc.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
System Requirements
For this course you will need: adobe's flash player & Reader plug-in (latest version), Firefox (latest version; Macintosh or Windows), google chrome (latest version; Macintosh or Windows), apple's QuickTime plug-in (latest version), virus protection UTRGV software link, or Microsoft office UTRGV Software link.

Technical Knowledge Requirements
Student will need to be proficient with installing and using basic computer skills.

Demonstration of Mastery and Evaluation
Assignments and Assessments

*Bilingual and Biliteracy Development Study: Students will document his/her own bilingual and biliteracy development experience, interview an educator, and interview a family member on their bilingual and biliteracy development experience. The students then triangulate the three experiences and write a paper.

*Literacy Curriculum Analysis: Students will select and analyze a currently used reading adoption. In this analysis students will compare the literacy development in both languages.

*Research Biliteracy Approaches: Students will investigate research-based approaches to developing biliteracy. Students will then intertwine the Bilingual and Biliteracy Study and the Literacy Curriculum Analysis with the findings.

*Photovoice Project: Students will create a photovoice project on the community surrounding a school of choice. Photovoice is an action research approach that assists the participant in understanding their environment and in developing a sense of agency. In photovoice a participant creates and captions a photo exhibit that explains something about the life of an individual or community, a social issue, a problem, a question, a project, etc. This photovoice project will focus on community assets that support the development of biliteracy. Your collection should contain 10 photographs with captions. You will write an accompanying two-page essay (with references) on how the photovoice represents your topic and what is the intended message.

*Initial and Final Critical Reflections: For the Initial Critical Reflection students will write their thoughts and opinions on the development of biliteracy. For the Final Critical Reflection, students will reflect on the four major assignments and offer a critical reflection on reoccurring themes in the course readings, assignments, and activities.

*Weekly Activities: Students will offer weekly reflections on the readings and discussion questions. Students will also participate in chat sessions with peers.

*Zoom Meetings: Students will actively participate in Zoom sessions with professor. These will be scheduled meetings*:
January 22 at 5:30PM https://zoom.us/j/221825438

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
February 19 at 5:30PM https://zoom.us/j/426693959
March 26 at 5:30PM https://zoom.us/j/396255514
April 23 at 5:30PM https://zoom.us/j/606525983
*Dates may change depending on the needs of the students.

Grading Policies

<table>
<thead>
<tr>
<th>Assignment, Activity, Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5</td>
</tr>
<tr>
<td>Bilingual and Biliteracy Development Study</td>
<td>15</td>
</tr>
<tr>
<td>Literacy Curriculum Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Research Biliteracy Approaches</td>
<td>15</td>
</tr>
<tr>
<td>Photovoice Project</td>
<td>15</td>
</tr>
<tr>
<td>Initial and Final Critical Reflection (2)</td>
<td>15</td>
</tr>
<tr>
<td>Weekly Activities (Zoom and online discussions)</td>
<td>20</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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A=100-90
B=89-80
C=79-70
F=>60

UTRGV University Policies

Students With Disabilities
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

Mandatory Course Evaluation Period
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:
Spring 2018 Module 1 February 14 – February 20
Spring 2018 Module 2 April 11 – April 17
Spring 2018 (full semester) April 11 – May 2

Attendance

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Students are expected to attend all scheduled class online meetings (if any) and may be dropped from the course for excessive inactivity. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Scholastic Integrity
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are 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. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, And Violence
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Drops
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class.

Student Services
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions. Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:
- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

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Calendar of Activities
Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login. Some important dates for spring 2018 include:
January 16 First day of classes
January 19 Last day to add a course or register for spring 2018
March 12 – 17 SPRING BREAK – NO classes
March 30 – 31 EASTER HOLIDAY – NO classes
April 12 Last day to drop a course; will count toward the 6-drop rule
May 2 Last day of classes
May 3 Study Day – NO class
May 4 – 10 Spring 2018 Final Exams
May 11 - 12 Commencement Ceremonies

Blackboard link to calendar:
https://mycourses.utrgv.edu/webapps/calendar/calendarFeed/ab13b8a5c06245a885e8b859787d51fb/learn.ics

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<tr>
<th>Unidad</th>
<th>Lecturas</th>
<th>La fecha de entrega</th>
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<tbody>
<tr>
<td>1: Desarrollo inicial de la lectoescritura (alfabetización) bilingüe (Semanas 1-5)</td>
<td>Week 1: How to Tame a Wild Tongue This Bridge Speaking in Tongues Que se entiende por Alfabetizacion Reading and Writing in a Changing World Week 2: Bileracy from the Start PPT Struggling reader or emerging biliterate Insights into biliteracy development Week 4: El nombre de las letras Semilingualism applied to</td>
<td>Introduction Video through Tegrity Classes Due date: Jan. 19 at 11:59PM Initial Critical Reflection Due date: Jan. 26 by 8PM Bilingual&amp; Biliteracy Development Study Outline due: Feb. 2 by 8PM Due date: Feb. 9 by 8PM Zoom Session: January 22 at 5:30PM <a href="https://zoom.us/j/221825438">https://zoom.us/j/221825438</a></td>
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<tr>
<td>Module 3</td>
<td>Assessment of Biliteracy and L2 Development</td>
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<td>Weeks 11-15</td>
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<td>Week 11:</td>
<td>Bilingual Means Two: Assessment Issues, Early Literacy and Spanish-speaking Children</td>
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<td>Week 12:</td>
<td>Implementation and Assessment</td>
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<td>Week 13:</td>
<td>Confounds in Assessing the Associations Between Biliteracy and English Language Proficiency</td>
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<td>Week 14:</td>
<td>Holistic Biliteracy Evidence-Based Strategies for Fostering Biliteracy in Any Classroom</td>
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<tr>
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<tbody>
<tr>
<td>Zoom sessions:</td>
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<tr>
<td>February 19 at 5:30PM</td>
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<td>March 26 at 5:30PM</td>
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<table>
<thead>
<tr>
<th>Unidad 1:</th>
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<tbody>
<tr>
<td>Este primer módulo proporcionará una visión general del desarrollo del lectoescritura/alfabetismo bilingüe. Al principio examinaremos nuestra experiencia personal a medida que comenzamos a comprender la teoría y la práctica.</td>
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