Biliteracy for Bilingual and Dual Language Classrooms

Department of Educational Psychology
Bilingual Education Programs
College of Education
Texas A&M University

BEFB 474

Biliteracy for Bilingual and Dual Language Classrooms
Course Syllabus
Fall 2003

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Meeting: Tuesday and Thursday 9:35-10:55
Room 503 Harrington Tower

Required Readings and Instructional Materials

*Literacy and Bilingualism: A Handbook for All Teachers*
by Margaret M. Harrington, Maria Estela Brisk


Many of the readings assigned for this course will be stored at the Evans Library under the Electronic Reserve Library or at the class WebCT site or provided to you on cdrom. Students participating in the course will have direct access to Evans Library and to the WebCT site. You must have a TAMU computer account (or another email account). Details will be explained during the first day of classes.

Course Objectives

The student will become cognizant of

- The historical, legal, legislative, and global contexts of bilingual education
- Bilingualism and biculturalism and their impact on the learning environment.
The major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics and the implications for second language learners).

The application of linguistic concepts to support learners’ language and literacy development in the native and targeted language.

Socio-linguistic characteristics of second language learners in the process of acquiring biliteracy skills.

Reading and literature instruction for second language learners.

Reading and writing process across the curriculum for second language learners.

Biliteracy process and the Spanish and English Language systems

Second language learners’ literature for EC-4 grades.

Criteria for evaluating and selecting literature in Spanish and English for second language learners

Description

Biliteracy for Bilingual and Dual Language Classrooms is a course that requires several other fields of knowledge and teaching experiences. To achieve the above objectives, participants should be willing to conduct as many readings as possible. This course also requires a commitment to field experiences and in working together and sharing experiences involved in the process for acquiring strong reading, writing, and literacy skills in the native (LI) and the target language (L2).

Content Development Topics

Teaching reading, writing, and literacy for bilingual students.

Research on teaching reading, writing, and biliteracy for second language learners.

Reading, writing, and biliteracy beyond classrooms.

The biliteracy process.

Reading and writing in the primary grades, critical components.

The reading & writing process.
The major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics and the implications for second language learners).

The application of linguistic concepts to support learners’ language and literacy development in the native and targeted language.

Socio-linguistic characteristics of second language learners in the process of acquiring biliteracy skills.

Biliteracy process and the Spanish and English Language systems.

Second language learners' literature for EC-4 grades.

Criteria for evaluating and selecting literature in Spanish and English for second language learners.

Current issues and future directions.

Biliteracy through dual language programs.

**Course Matrix**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
<th>Field-based Component</th>
<th>Learning Activity &amp; Measurement</th>
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</table>
| I. The historical, legal, legislative, and global contexts of bilingual education | Crawford Article: 39-59  
Brisk Chapter: 1-13 | Review the latest legislation online and consider its impact on the local school districts (i.e. No Child Left Behind Act) | Reading, Reflection, Lecture |
Nieto pgs 10-14  
Chapters 1&2 Perez & Torres-Guzman | (From your field observations) Give examples of bilingualism and biculturalism being supported | Lecture, Reading, Reflections, Online Discussion |
<p>| III. Research on teaching reading, writing, and biliteracy for second language learners. | Perez &amp; Torres-Guzman Chapters 3&amp;4 | Reflect on how you learned to read and post on webct. What is your philosophy of biliteracy? (post) | Online discussion; readings, lecture, discussion in class, reflections |
| IV. Reading and writing in the primary grades, critical components | Brisk &amp; Harrington Chapters 2,3,4 | Develop a 20 minute lesson in integrating reading and writing including the critical components; critique another | Reading, Discussion, Lecture, field-based experience |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Reference</th>
<th>Activity/Directions</th>
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<tbody>
<tr>
<td>IV.</td>
<td>Semantics, pragmatics and the implications for second language learners</td>
<td>Lesslow-Hurley</td>
<td>Student’s lesson addressing all critical components; address how you could incorporate technology in the teaching and assessment of reading and writing in a one-page paper</td>
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<td>V.</td>
<td>The biliteracy process across the curriculum</td>
<td>Perez/ Guzman Chapter 6, Brisk &amp; Harrington Chapter 6, Assessment Chapter Perez (7)</td>
<td>Theme Mapping across the curriculum</td>
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<td>VI.</td>
<td>Socio-linguistic characteristics of second language learners in the process of acquiring biliteracy skills</td>
<td>Chapters 8 &amp; 9 Lesslow-Hurley</td>
<td>Midterm: Observe as many of the characteristics in a class of bilingual students over a 10 hour observation</td>
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<td>IX.</td>
<td>Biliteracy process and the Spanish and English Language systems</td>
<td>Perez Chapter 3</td>
<td>Reading, lecture, discussion</td>
</tr>
<tr>
<td>X.</td>
<td>Second language learners’ literature for EC-4 grades</td>
<td>Perez (SC) Chapter 10 &amp; 11, Chapter 5 (Freeman &amp; Lehman)</td>
<td>Select 6 literature pieces representing each grade level; report how you would use each piece of literature for developing biliteracy; review two of the literary selections with a librarian in a district for accuracy in developing biliteracy</td>
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<tr>
<td>XI.</td>
<td>Criteria for evaluating and selecting literature in Spanish and English for second language learners</td>
<td>Chapter 2 (Freeman &amp; Lehman)</td>
<td>Evaluate each piece of literature selected based on the criteria for evaluation</td>
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<tr>
<td>XIII.</td>
<td>Current issues and future directions in biliteracy issues</td>
<td></td>
<td>Consider the application of technology as a Review</td>
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Course Requirements and Maximum Score

For academic purposes, there will be four criteria for evaluating your performance.

The four main criteria as well as the maximum score for each performance follow:

1. Attendance, readings assigned and an active participation in class, in class assignments, in field-based experiences, and in online assignments.
2. Develop and teach a lesson (under separate cover).
3. Mid-term examination.
4. Observe 20 hours in a bilingual classroom and keep an observation log (under separate cover).

Final Academic Grade

Your final grade will be based on the above four main activities. The numerical value for each follows:

1. Attendance, readings and activities assigned, and active participation ................................ 100 points
2. Lesson planned and taught ....................................... 100 points
3. Observation and report ........................................... 100 points
4. Midterm Exam........................................................ 100 points
Total Points ........................................................................ 400 points

Grading/distribution

According to the level of performance based on the above criteria, there will be five academic grades.

Above 375 points a grade of “A”
Between 325 and 375 a grade of “B”
Between 300 and 324 a grade of “C”
Between 299 and 274 a grade of “D”
Below 274, a grade of “F”

All the assignments should be attempted. This syllabus is a guide. The Professor may make changes as deemed necessary for optimal student learning.

Suggested Readings


Freire, Pablo. La educación como práctica de la libertad. 37a edición. Siglo XXI Editores.


**Special Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637

**Plagiarism Statement**

The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined plagiarism consists of passing off, as one’s own, the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules.