Please, click on the following link to access A&M-Commerce Covid 19 Information, https://new.tamuc.edu/coronavirus/

BLED 402.01W: Bilingual Oral Language & Biliteracy Instruction

COURSE SYLLABUS: Fall 2024

*Last day to drop November 26th

INSTRUCTOR INFORMATION

Instructor: Ana Castillo M.B.E
Office Location: Online Dallas
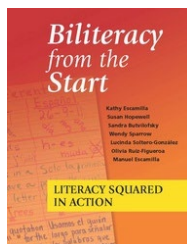**Office Hours:** By appointment.
Office Phone: 903-886- 5537
University Email Address: Ana.Castillo@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: Within 24 hours during business days (M-F)
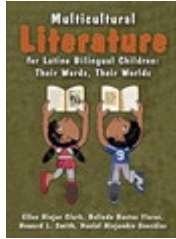
COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Kathy Escamilla, Susan Hopewell, Sandra Butvilofsky, Wendy Sparrow, Lucinda Soltero-González, Olivia Ruiz-Figueroa, & Manuel Escamilla (2013). *Biliteracy from the Start: Literacy Squared in Action.* Philadelphia, PA: Caslon. ISBN: 978-1-934000-13-7.

The syllabus/schedule are subject to change.

Ellen Riojas Clark, Belinda Bustos Flores, Howard L. Smith, Daniel Alejandro Gonzalez (2016).
Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds. Lanham, MD:
Rowman & Littlefield. ISBN#: 978-1-4758-1492-7

Supplementary readings and handouts for activities during class sessions are listed on the course calendar and available through links on the website course. Please download, print, and read them.

Course Description:
BLED 402: *Bilingual Oral Language & Biliteracy Instruction: Methods, Materials, & Assessment*
An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy. Pre/corequisites BLED 401, RDG 350 and advanced proficiency in Spanish.

Course Objectives:
This course is designed to help prepare students for the TExES Content Area tests required to obtain Bilingual certification. We will focus on the following standards for the supplemental tests:

Bilingual Education: The bilingual education teacher …
Standard I: has communicative competence and academic language proficiency in the first language (Spanish) and in the second language (English).
Standard II: has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
Standard III: knows the process of first and second language acquisition and development.
Standard IV: has a comprehensive knowledge of the development and assessment of literacy in the primary language.
Standard V: has a comprehensive knowledge of the development and assessment of biliteracy.

Student Learning Outcomes:
1. The student will continue to develop academic competence in Spanish and English.
2. The student will understand and apply theories of L1 and L2 acquisition and development with its relation to identity development and equity for bilingual students.

The syllabus/schedule are subject to change.

3. The student will value bilingualism, biliteracy and biculturalism and become an advocate for emergent bilinguals.
4. The student will identify, apply and evaluate instructional methods, approaches and materials for the oral and written language development of emergent bilinguals in Spanish using culturally responsive teaching methods.
5. The student will assess the reading of an emergent bilingual in Spanish.

COURSE REQUIREMENTS
800 POINTS TOTAL
Please note that all assignments are to be completed in Spanish for bilingual majors and are due on Sundays unless otherwise noted. *ESL majors will complete their work in English.

Online Class Discussions (2), 50 points each: Total 100 points:
Participate in 2 online discussion forums over selected Bilingual/ESL/Dual Language issues. Students will be required to post an initial discussion of at least 200 words to the assigned topic (by **Thursday**) and respond to two other students' initial postings with at least a 50+ word response (by **Sunday**). *Please note that these discussions will occur in Spanish, so you will want to be sure that you edit your responses according to the grammar, spelling, and capitalization rules in Spanish. *ESL students may respond in English and either respond to classmates' responses that are written in English and/or use Google translate to get the gist of the posts in Spanish.

Student Learning Outcomes #1, 2, 3: TSW continue to develop academic proficiency in Spanish while understanding and applying theories of L1 and L2 acquisition and development as it applies to identity development and equity for bilingual students. TSW value bilingualism and multiculturalism and become and advocate for English Learners.

Assessment Method: Discussion postings must be substantive or the student will not be given full credit, if it is apparent to the professor that students have not spent enough time or effort in writing the responses. For example, "I agree. You are absolutely right," does not constitute a substantive response. Additionally, attention to professional tone and academic Spanish will be highlighted. Please refer to the rubric on the course website.

Reading Responses (2), 50 points each: Total 100 points
Twice a semester you will create a response based on the course readings. These will include the key vocabulary and main ideas from each assigned chapter plus implications for your future bilingual classroom with linguistic equity and culturally response instruction in mind.

The syllabus/schedule are subject to change.

Student Learning Outcomes #2, 3: TSW understand and apply theories of L1 and L2 acquisition and development. TSW value bilingualism and multiculturalism and become and advocate for English Learners.

Assessment Method: Reading Response Rubric

Reading and Writing Workshop (10) 10 points each: Total 100 points
After reading all assigned chapters in the two required textbooks, we will get to reflect on what you have read and apply biliteracy learning theories in a reading and writing workshop, located in the discussion forums. For reading workshop, you will watch a short video and respond to the discussion questions by creating a VoiceThread/PowerPoint with audio of your responses to be posted in the discussion forum. You will also respond to two other student's responses by sharing two compliments on their work by Sunday of the week it is assigned. **If I do not have access (it has not been shared with me) to your recordings/assignment there will be an automatic 10% reduction in your assignment grade plus 10% off per day that it takes for me to have access after you have been notified.**

During writing workshop, you will work through the writing process to create a piece of personal writing in Spanish or a combination of Spanish and English. Each week I will provide you will a minilesson, where you'll get to spend 10-30 minutes working on your ideas/draft. You will turn in what you're working on the discussion forum, provide your reflection on this stage of the process, and respond to one other classmate.

Student Learning Outcomes #1 and 3: TSW understand and apply theories of L1 and L2 acquisition and development. TSW identify, apply and evaluate methods, approaches and materials for the oral and written language development of emergent bilinguals in English and Spanish.

Assessment method: Adherence to the reading/writing workshop rubric with evidence that the student read and reflected on the assigned chapters. Responses must be substantive, or the student will not be given full credit.

Bilingual Reading/Writing Assessment Exam (1) 100 points:
Students will work by themselves to apply the information they've learned about biliteracy development on an exam. This will include recalling the nature of bilingual reading and writing development, as well as analyzing bilingual reading and writing samples to make appropriate interpretations of students' development and recommendations for future instruction. The exam will include multiple choice, true/false, multiple response, and open-ended questions.

Student Learning Outcomes #5: TSW assess the reading of an EL in Spanish* and make recommendations for appropriate literacy instruction based on the results.

The *syllabus/schedule are subject to change.*

Assessment Method: Online Exam

Spanish Writing (1) 100 points

Based on what you've learned as a bilingual reader and writer, choose a genre of writing you'd like to take through the writing process (planning, drafting, revising, editing, publishing). After writing, you will have an opportunity to publish the text, share it with the class, and reflect on the experience. *ESL teachers will complete this in English or in English and a combination of any other languages you know/are learning.

Student Learning Outcomes #1, 2, 3, & 4: TSW continue to develop academic proficiency in Spanish while understanding and applying theories of L1 and L2 acquisition and development. TSW value bilingualism and multiculturalism and become and advocate for English Learners. Lastly, TSW identify, apply and evaluate instructional methods, approaches, and materials for the oral and written language development of Emergent bilinguals in Spanish.

Assessment Method: Participation in Writer's Workshop (5), Evidence of Drafts, Revision and Editing, the quality of the writing and student reflection on the process. A Rubric of the assignment is available on the course website.

Language Arts Unit (1) 200 points:

Working with a partner or group, you will use an authentic Spanish book to create a literature-based language arts unit plan in Spanish using culturally responsive teaching. The plan will include listening, speaking, reading and writing activities based on the book.

Student Learning Outcomes #3 and 4: TSW identify, apply and evaluate instructional methods, approaches, and
materials for the oral and written language development of Emergent bilinguals in Spanish. TSW design a literature-
based unit on a multicultural book in Spanish.

Assessment Method: **Language Arts Unit Checklist** available on the course website.

Final Exam (1), 100 points total

This multiple choice, T/F and short answer exam will allow you to reflect on the course readings in a similar way you will on your bilingual supplemental exam. Questions will come from course texts and ideas covered in our discussions. The short answer questions will include a reflection on your growth as a bilingual, biliterate, bicultural teacher.

The syllabus/schedule are subject to change.

<u>Student Learning Outcomes #2 & 3:</u> The student will understand and apply theories of L1 and L2 acquisition and development. The student will value bilingualism, biliteracy and biculturalism and become an advocate for emergent bilinguals.
<u>Assessment Method:</u> Exam

Instructional Methods

This online course will include various written, visual and audio resources to explore the topics in our course text. Then, students will engage with other classmates online and check their emerging understanding of bilingual/ESL education through the following assignments:

- 2 Discussion Forums
- 2 Reading Responses
- 10 Reader's and Writer's Workshops
- Spanish Writing
- Language Arts Lesson Plan
- Final Exam

Student Responsibilities or Tips for Success in the Course

1. Set up 3-4 study sessions a week for this course. This course is *not *designed to all be completed during the weekend. Students who are most satisfied with their learning steadily work through the course content throughout the week.

2. In the first 1-2 study sessions a week, plan to read and explore the resources. Then devote the other sessions to complete any work to be turned in.

3. Email Mrs. Castillo Monday through Friday before 5PM if you have any questions about assignments. She's happy to help you.

4. Check out the rubric, examples, and templates for assignments that require writing to ensure you are including everything you need to earn potential full credit.

5. Write all the due dates for assignments in a calendar or planner so you know when they're due.

6. If you're a bilingual student, all written assignments are in Spanish so that you can develop confidence and fluency in your academic Spanish. I especially recommend using www.spanishchecker.com and wordreference.com to support you in this. You'll be amazed at how much your confidence will grow over the course of the program.

The *syllabus/schedule are subject to change.*

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Total points corresponding to the final letter grades
A = 720- 800 Points
B = 640- 719 Points
C = 560- 639 Points
D = 480- 559 Points
F = 479 & < Points

**It's very important to me that you earn the grade you want in this class—without stressing unnecessarily all semester. One way I try to work with you throughout the semester is to offer extra credit for introducing yourself to the class, taking surveys to give me feedback on the course, and attending and reflecting on events related to Latinx and bilingual/ESL education.

***Because of this, unless your final grade is only one point between two letter grades (for instance, an 89 or 79), I will not round up a final grade to the next letter grade (for instance, an 88 or 78).

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

The *syllabus/schedule are subject to change.*

https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

Browser Support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A

The *syllabus/schedule are subject to change.*

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.

The *syllabus/schedule are subject to change.*

- o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player https://get.adobe.com/shockwave/
  - o Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

The *syllabus/schedule are subject to change.*

Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

- **Communication**
  Please feel free to email me at Ana.Castillo@tamuc.edu (please include your class and section in subject when emailing). *While I try to make everything as clear as I can to anticipate your questions through the instructions online, I know it's normal to want to clarify your ideas or touch base. I'm happy to receive your emails and support you throughout the course and the program. I will only send email to your university email addresses using this system so please check your MyLeo email frequently.* For tech support issues, please refer to the "Technology Requirements" section.

The *syllabus/schedule are subject to change.*

Additionally, it is very important to me to respond to you as quickly as possible during business hours, Monday through Friday from 8-5PM. If you email me outside of these times, then I will respond you as soon as I can the next business day. On days I have back-to-back meetings and/or classes, it may take me longer to respond. So if you have any questions regarding an assignment that is due, <u>I recommend asking your questions far enough in advance that you have one or two business days to work</u> on an assignment after hearing from me.

- **Announcements**
  When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university as well as make my own with events such as BESO (Bilingual/ESL Education Student Organization) meetings. I may also post here such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

Part of my job is to prepare you for your career. This includes understanding how to navigate colleagues and bosses' names and titles. Since different cultures and people have an array of expectations and preferences about this, it can be tricky to know what to do. It's usually safest and most respectful to use someone's formal title and surname until you've been given clear permission otherwise. Personally, I prefer that my students call me "Mrs. Castillo" or "Mrs. C". This article gives a greater explanation if you're interested in learning more.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late turn-ins
- All assignments are to be completed and uploaded by midnight on the day they are due. **For each day the assignment is submitted late, 10% will be subtracted from the total grade**.
- Late assignments will be accepted up until **one week** after the due date, after that time, no work will be accepted for any credit.
- In the event of an emergency, students are required to notify the instructor before the assignment is due to request a possible extension. In order to receive an

The *syllabus/schedule are subject to change.*

extension, a copy of proof must be emailed to the instructor for consideration of an extension.
- **The last week to turn in late assignments for the semester is Sunday, November 28th.**
- **Please note that <u>no extensions can be made for the final</u> unless there is a medical emergency with documentation.**
    - I understand it may feel strange for me to be more flexible all semester and not at the end, but this is designed with both you and me in mind: I want to give you as much time to turn in late work at the same time give myself time to grade and enter those grades. Depending on the semester, I have anywhere between 100-200 assignments to grade at the end, making grading late work infeasible. Even though grading late work adds hours to my work week, it's important to me to be able to support you all this way for as long as I can during the semester. Now, I'm asking that you support me.

    - Additionally, this is good practice to reflect on working with your principals in the district: a good principal will want to work with you, but there are some things they can't flex on due to outside deadlines and moving across one of those boundaries is something that would negatively affect your yearly evaluation.

    - Finally, not accepting late work at this point in the semester is a fairness issue; it wouldn't be fair for me to accept late work from those that feel more comfortable asking and not those who don't.

Written Assignments (5% subtracted per item)
- Include a header (name, date, course) on all your written assignments. Put it all on one line.
- Use font 12 point, Times New Roman font.
- Include margins that are no larger than 1" on all sides.
- Single-space with double spacing between sections for your oral language report.
- Double-space your philosophy statement.
- **Cite your Sources** (from 5% to 100% subtracted if not followed)**:**
  APA (American Psychological Association) style should be used for all references.
  *Include a citation in the body of your report (Author, Year, page number) and a bibliography at the end.
  A complete guide to APA style is available at http://owl.english.purdue.edu/owl/resource/560/01/.
- Note: College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc. errors will result in a deduction of points.

The *syllabus/schedule are subject to change.*

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance and will be with your benefit in mind.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

The *syllabus/schedule are subject to change.*

Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

The *syllabus/schedule are subject to change.*

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

All assignments are to be <u>completed in Spanish for bilingual majors</u> and are <u>due on Sundays</u> unless otherwise noted.

<u>Abbreviation Legend</u>
ML = Multicultural Literature for Latino Bilingual Children
BS: Biliteracy from the Start

Unit & Due Dates	Topics	Work to Complete	Due
1 9/1	Setting the Context for a "magical encounter"	Add dates to planner Class Introduction Video on Flipgrid Syllabus Quiz Read Ch. 1 in BS for Thurs. Read ML Preface for Thurs.	Discussion #1 Initial Post <mark>**Thursday 8/31**</mark> Response to Peers Sunday 9/3
2 9/8	Reader's Workshop Multicultural Literature	Read ML Ch. 1& 2 Prepare for Reader's Workshop Post	Reader's Workshop Post
3 9/15	Reader's Workshop Identity Development and Cultural Representation	Read Multicultural Literature Ch. 3& 4 . Prepare for Reader's Workshop Post	Reader's Workshop Post Reading Response #1 Due (ML Ch. 1-4 + BS Ch. 1)
4 9/22	Reader's Workshop	Read. Ch. 2 Oracy in BS Prepare for Reader's Workshop Post	Reader's Workshop Post

The *syllabus/schedule are subject to change.*

	Oracy in Reading Development		
5 9/22	Reader's Workshop Teaching Methods for Spanish Reading	Read Ch. 3 Reading in BS Prepare for Reader's Workshop Post	Reader's Workshop Post
6 10/6	Bilingual Reading/Writing Exam	Read Ch. 4 Writing in BS Study for and Take Bilingual Reading/Writing Exam	Bilingual Reading/Writing Exam
7 10/13	Writer's Workshop Teaching Methods for Spanish Writing	Writer's Workshop response: Begin Spanish Brainstorming	Writer's Workshop response Reading Response #2 Due (BS Chs. 1-4)
8 10/20	Writer's Workshop	Read Ch. 5 Metalanguage in BS Work on Spanish writing	Writer's Workshop Response
9 10/27	Writer's Workshop	Read Ch. 7 in BS Work on Spanish writing Preview Spanish Lesson Unit" Google Form	Writer's Workshop response
10 11/3	Writer's Workshop	Read. Ch. 8 in BS Work on Spanish writing Prepare for Discussion #2	Writer's Workshop response Discussion #2 Initial Post ==Thursday 11/7== Response to 2 Peers Sunday 11/10

The *syllabus/schedule are subject to change.*

11 11/10	Writer's Workshop	Read Ch. 9 in BS Finish Spanish Writing	Writer's Workshop response
12 11/17	Spanish Lesson Plan	Read Ch. 10 in BS Spanish Lesson Plan	Spanish Writing Due
13 12/24	Spanish Lesson Plan	Spanish Lesson Plan *Please notice you have two weeks to work on this.	*Turn in Part 1 of your Lesson Plan for feedback
14 12/01		Spanish Lesson Plan	Sp. Lesson Plan Due
15 12/7 *Saturday	Review + Reflection	Review chapters from BS and Discussion Forums 1-2	Final Exam

The syllabus/schedule are subject to change.