



BLLED 402.01W: Bilingual Oral Language & Biliteracy Instruction

COURSE SYLLABUS: Fall 2026

Instructor: Ana Castillo M.B.E

Office Location: Online

Office Hours: By appointment.

Office Phone: 903-886- 5537

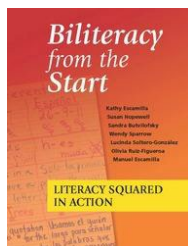
University Email Address: Ana.Castillo@etamu.edu

Preferred Form of Communication: Email

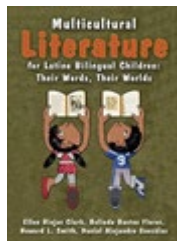
Communication Response Time: Within 24 hours during business days (M-F)

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.



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

The syllabus/schedule are subject to change.

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.
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.

The syllabus/schedule are subject to change.

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.

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

The syllabus/schedule are subject to change.

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 with 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.

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.

The syllabus/schedule are subject to change.

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.

Student Learning Outcomes #2 & 3: 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.

Assessment Method: 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

The syllabus/schedule are subject to change.

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.

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

The syllabus/schedule are subject to change.

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 East Texas A&M University 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

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.edu.

The syllabus/schedule are subject to change.

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 campus open computer lab, etc.

COMMUNICATION AND 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. 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

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.

The syllabus/schedule are subject to change.

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.etamu.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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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

Academic Integrity

Students at East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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

The syllabus/schedule are subject to change.

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

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

ETAMU Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to

The syllabus/schedule are subject to change.

community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



Department or Accrediting Agency Required Content

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

Unit & Due Dates	Topics	Work to Complete	Due
1 8/31	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 Thursday 8/31 Response to Peers Sunday 9/3
2 9/7	Reader's Workshop Multicultural Literature	Read ML Ch. 1& 2 Prepare for Reader's Workshop Post	Reader's Workshop Post
3 9/14	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 9/21	Reader's Workshop Oracy in Reading Development	Read. Ch. 2 Oracy in BS Prepare for Reader's Workshop Post	Reader's Workshop Post
5 9/28	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 10/5		Read Ch. 4 Writing in BS	

The syllabus/schedule are subject to change.

	Bilingual Reading/Writing Exam	Study for and Take Bilingual Reading/Writing Exam	Bilingual Reading/Writing Exam
7 10/12	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 10/19	Writer's Workshop	Read Ch. 5 Metalanguage in BS Work on Spanish writing	Writer's Workshop Response
9 10/26	Writer's Workshop	Read Ch. 7 in BS Work on Spanish writing Preview Spanish Lesson Unit" Google Form	Writer's Workshop response
10 11/2	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
11 11/09	Writer's Workshop	Read Ch. 9 in BS Finish Spanish Writing	Writer's Workshop response
12 11/16	Spanish Lesson Plan	Read Ch. 10 in BS Spanish Lesson Plan	Spanish Writing Due

The syllabus/schedule are subject to change.

13 12/23	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 11/30		Spanish Lesson Plan	Sp. Lesson Plan Due
15 12/5 *Saturday	Review + Reflection	Review chapters from BS and Discussion Forums 1-2	Final Exam

The syllabus/schedule are subject to change.