



BLED 503: Content Area Instruction for Emergent Bilinguals
COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Ellen Yeh
Office Hours: Tuesday 10am-4pm and Wednesday 1pm-4pm
Office Phone: 903-886-5537
University Email Address: ellen.yeh@etamu.edu
Preferred Form of Communication: email
Communication Response Time: 24 hours, M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s)/ Required:

Fu, D., Hadjioannou, X., & Zhou, X. (2026). *Translanguaging for emergent bilinguals: Inclusive teaching in the linguistically diverse classroom* (2nd ed.). Teachers College Press.

Online Resources Required:

A Guide to Translanguaging in the Classroom. (2026. July). WIDA the University of Wisconsin-Madison. <https://wida.wisc.edu/news/guide-translanguaging-classroom>

Textbook(s) Recommended:

Echevarría, J., Vogt, M., & Short, D. (2022). *Making content comprehensible for elementary English learners: The SIOP model* (6th ed.). Pearson.

Vogt, M., & Echevarría, J. (2022). *99 ideas and activities for teaching English learners with the SIOP model* (2nd ed.). Pearson.

Course Description

The course focuses on analysis and application of methods, materials, and assessment instruments used in the teaching of language arts, math, science and social studies to bilingual students. Creation, formal presentation, and evaluation of thematic units delivered primarily in Spanish and others using sheltered ESL techniques delivered primarily in English.

Student Learning Outcomes (SLO): The student will...

- Summarize, evaluate, and discuss translanguaging research, identifying its benefits for bi/multilingual learners.
- Review and evaluate professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.
- Locate, evaluate, and create materials in the target language* for bilingual/ESL content area instruction.
- Apply strategies suggested in the required textbooks to the design of content area lessons in the target language. *
- Explain and apply various teaching methods for maximally educating multilingual students across language programs (bilingual, ESL, and mainstream), including translanguaging and dual language assessment.
- Exercise their advocacy for bi/multilingual students with a bilingual leadership plan.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system (D2L Brightspace), using Microsoft Office software, using presentation and graphics programs, using chat programs such as Adobe Connect and Zoom, and using VoiceThread.

Instructional Methods

This is an online course with classes meeting throughout the semester. It includes action research projects and presentations, inquiry-based discussions, and individual assignments.

Student Responsibilities or Tips for Success in the Course

Success in the course is largely based on keeping up with reading, active participation in discussions in class and online, graduate level work on assignments and staying up to date on course related information which requires regularly logging into the course website, checking University MyLeo Email daily.

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

Assignments and Evaluation

Points for the course will be distributed as follows:

Project	Assignment	Points
1. Reading: Analysis & Critique (10%)	Reading: Analysis & Critique Sheets	(10 points x5)
2. Translanguing Action Research Project 1: Observation (15%)	Observation Checklist Design	10 points
	Observation Footnotes	20 points
	Presentation: Observation Findings	30 points
3. Translanguing Action Research Project 2: Interview (15%)	Interview Question Design	10 points
	Interview Footnotes	20 points
	Presentation: Interview Findings	30 points
4. Translanguing Action Research Project 3: Lesson Plan & In-class Teaching (15%)	Lesson Plan	10 points
	Multimodal Reflection Portfolio	30 points
5. Multimodal Project: Issue in Bilingual Content Learning (30%)	Proposal	10 points
	Annotated Bibliography	30 points
	First Draft	10 points

	Final Draft	50 points
	Final Presentation	30 points
6. Participation (15%): Attendance & Class Participation		100 points

1. Reading: Analysis & Critique (10%)

Read professional literature (textbook chapters and/or online articles) and participate in five online discussion forums over selected teaching content with translanguaging within the context of bilingual/ESL education. In each discussion, you will have the opportunity to make a post of 200 words. Sometimes, you will also have a translanguaging practice that you “try out” and report back on. You will want to upload pictures or documents of this with your original post.

SLO #1: Summarize, evaluate, and discuss translanguaging research, identifying its benefits for bi/multilingual learners.

SLO #3: locate, evaluate, and create materials in the target language* for bilingual/ESL content area instruction.

SLO#4: apply strategies suggested in the required textbooks to the design of content area lessons in the target language.*

2. Translanguaging Action Research Project (45%)

Part 1: Observation (15%): Select a bilingual/multilingual student/person in your life. Observe this person in at least one class/setting. (You may be teaching the class.) Use the Observation Checklist form you design in class to guide you through the observation process. In particular, take an asset-stance describing what the student *can* do focusing on a multi- and trans- lens and identify any translanguaging content area instructions that are applied in the class. After the observation, submit the Observation Footnotes and be ready to present your observation findings in class.

Part 2: Interview (15%): Collect information about this person by interviewing him/her, looking at the student’s academic records, and speaking to his/her parents if possible using the Translanguaging Interview Questions you design in class. After the interview, submit the Interview Footnotes and be ready to present your interview findings in class.

Part 3: Lesson Plan & In-class Teaching (15%):

- Write a 30-minute lesson that leverages bi/multilingual students’ full linguistic repertoires, using at least three translanguaging strategies from our class throughout the lesson.
- Conduct the lesson plan you design and gather responses from at least one

student.

- Take notes after you conduct the lesson and complete a teaching reflection form. Be ready to share your reflection in class.
- **Reflection Portfolio:** Turn in all forms and documents from part 1, 2, and 3 as one pdf. Please also include a personal reflection on each part of the assignment using the Translanguaging Reflection Form.
 - SLO #3: locate, evaluate, and create materials in the target language* for bilingual/ESL content area instruction.
 - SLO#4: apply strategies suggested in the required textbooks to the design of content area lessons in the target language. *
 - SLO #5: Explain and apply various teaching methods for maximally educating multilingual students across language programs (bilingual, ESL, and mainstream), including translanguaging and dual language assessment.

3. Multimodal Project: Issue in Bilingual Content Learning (30%):

Students will explore bi/multilingual research and select an “issue” in bilingual content teaching and learning. Then, students will read 7 scholarly articles, book chapters, books or any multimodal materials besides those used in class on that topic. *Doctoral students will read 10 scholarly articles. For each article/chapter/resource, students will create an annotated bibliography notation. Each notation will include a citation in APA format, include a summary in his/her own words, an explanation of the resource’s relevance to theory or practice, and a personal response/action plan as a result of reading the resource. At the end of the bibliography, the student will include a synthesis of what he/she learned from the readings and provide a reflection as a school practitioner.

- **Option 1: Traditional Text: Research Paper**

Based on your collective learning from the course in general and your bi/multilingual topic in particular, create an action plan to advocate for bi/multilingual students. If you choose a Traditional Text, you will write a 10 page-research paper including a synthesis of what you learned from the readings and how as an educator can help to advocate for bi-multilingual students and provide a reflection as a school practitioner.

OR

- **Option 2: Multimodal Form**

Based on your collective learning from the course in general and your bi/multilingual topic in particular, create a MULTIMODAL action plan to advocate for bi/multilingual students. This should be directed to a specific audience you come into contact with and be written/composed using the languages and modalities according to your audience and your purposes. In particular, you will turn in: (1) a step-by-step plan to disseminate/engage with your audience, including who, what, when, where, why, and how; (2) a draft of the multimodal medium, and (3) 1-2 page explanation of how your plan is supported by

research with at least 7-9 meaningful citations from our course resources.

Examples include: Twitter Campaign, Email Campaign, Podcast Series, Lunch and Learn Series, Coordinated Facebook Group with a Facebook Live, and so much more!

SLO #1: understand & apply theories of bilingual/multilingual language development & multicultural education.

SLO #2: review and evaluate professional literature on content area instruction for English learners and discuss the implications for bilingual/ESL classroom instruction.

SLO #6: Exercise their advocacy for bi/multilingual students with a bilingual/multilingual leadership plan.

**All assignments can be completed in any combination of languages but will require some more scaffolding to your classmates while presenting and sharing your projects. Sometimes, you will also have a translanguaging practice that you “try out” and report back on.*

Late Assignment Policy

Please note that ONE letter grade will be deducted for each day assignments are submitted late. Another letter grade will be deducted for each day the assignment is late thereafter. For example, if your assignment is submitted at 12:00 a.m., instead of 11:59 p.m. on the date the assignment is due, the highest grade you can earn is a “B”. If it is turned in two days late, the highest grade you can earn is a “C” and so on. Discussions that are posted late will not be evaluated and the student will receive a “zero” for that discussion.

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.

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

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.

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 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/>

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.

East Texas A&M University 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 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.



TENTATIVE COURSE CALENDAR

Reading and homework assignments are to be completed by the date on the schedule below prior to coming to class

Date	Topic	Reading/Watching	HOMEWORK to be completed before class time by date on chart
Class 1	<i>Introduction: What is translanguaging & how it relates to content area instruction?</i>		
Class 2	<i>Exploring Translanguaging Pedagogy</i> Assign “ Translanguaging Action Research Project 1: Observation ” Design Observation Checklist	1. Textbook Chap. 1 2. Reading in D2L: Translanguaging Pedagogy	Reading: Analysis & Critique Sheet 1
Class 3	<i>Exploring Translanguaging Pedagogy</i> Discuss Observation Plan Handout	1. Textbook Chap. 2: Meeting Academic Challenges 2. Reading in D2L: Translanguaging Pedagogy	Reading: Analysis & Critique Sheet 2 Observation Plan Handout
Class 4	Presentation: Observation Findings Assign “ Translanguaging Action Research Project 2: Interview ” Design Interview Questions	1. Textbook Chap. 3: Meeting Social Challenges 2. Reading in D2L: Translanguaging Pedagogy	Reading: Analysis & Critique Sheet 3 Observation Footnotes & Findings

Class 5	<i>Implementing Translanguing Pedagogy into Multilingual Contexts</i>	1. Textbook Chap. 4: Chap.4: Meeting School Challenges	Reading: Analysis & Critique Sheet 4 Interview Questions & Plan Handout
Class 6	Presentation: Interview Findings Assign “ Translanguing Action Research Project 3: Lesson Plan & In-class Teaching ”	1. Textbook Chap. 5: Translanguaging in Action	Reading: Analysis & Critique Sheet 5 Interview Footnotes & Findings
Class 7	Individual Conference		Translanguing Content Instruction Lesson Plan/Materials
Class 8	<i>Identifying Issues in Bilingual Content Learning</i> Share your Project 3 Reflection Assign “ Multimodal Project: Issue in Bilingual Content Learning ” ‘ Proposal for “Issues in Bilingual Content Learning” ’		Project 3 Reflection Portfolio
Class 9	Peer review of “Proposal for Multimodal Project”		Proposal for Multimodal Project

Class 10	Workshop: Bi/multilingual Content Issue Annotated Bibliography		Annotated Bibliography (x3 articles OR multimodal materials)
Class 11	Workshop: Bi/multilingual Content Issue Annotated Bibliography		Annotated Bibliography (x3 articles OR multimodal materials)
Class 12	Workshop: Bi/multilingual Content Issue Annotated Bibliography		Annotated Bibliography (x3 articles OR multimodal materials)
Class 13	Peer review of first draft		First draft
Class 14	Presentation		Final “ Multimodal Project: Issue in Bilingual Content Learning ”