Course Name: Biliteracy Instruction
Course Number: ED 470/570
Term Offered:
Credits: 3 quarter hours
Instructor Name:
Instructor Email:

Course Description
Explores literacy development in Spanish and English. Examines differences in literacy development across the two languages, as well as pedagogical approaches that leverage students’ home language and literacy practices. Explores equity and bias in classroom language practices. Taught bilingually in Spanish and English.

Prerequisites
• ED 472/572 Foundations of ESOL Education
• advanced proficiency in Spanish

Course Credits
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
• Additional resources available through our Canvas site.
### Student Learning Outcomes

**Shared Learning Outcomes**

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Licensure Performance Indicators</th>
</tr>
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<tbody>
<tr>
<td>A1, A2</td>
<td>1.1, 2.2</td>
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1. Compare and contrast the development of mono-literacy versus biliteracy.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A1, A3</td>
<td>1.1, 2.1, 2.2, 4.3, 6.1, 6.3, 7.3, 8.3, 9.2</td>
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2. Formulate instructional plans that enhance biliteracy development.

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3. Explain the impact of different bilingual education program models on literacy development.

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<tr>
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</thead>
<tbody>
<tr>
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<td>1.1, 2.1, 2.2, 6.3, 7.3, 8.3</td>
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</table>

**Differentiated Learning Outcomes**

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Licensure Performance Indicators</th>
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</thead>
<tbody>
<tr>
<td>A1, A2, A3, A4</td>
<td>1.1, 2.1, 2.2, 4.3, 7.3, 9.2</td>
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4. **ED 470**: Analyze assessment case studies for their instructional implications of biliteracy development.

   **ED 570**: Evaluate assessments of focal students for their instructional implications of biliteracy development.

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<tbody>
<tr>
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<td>1.1, 2.1, 2.2, 4.3, 7.3, 9.2</td>
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5. **ED 470**: Design a project that leverages the home language practices of multilingual learners to develop literacy and enhance equity.

   **ED 570**: Implement a project that leverages the home language practices of multilingual learners to develop literacy and enhance equity.

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<tbody>
<tr>
<td>A1, A4</td>
<td>1.1, 2.1, 2.2, 4.3, 7.3, 8.3, 9.2</td>
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</table>

**Evaluation of Student Performance**

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>30 points</td>
<td>A1. Weekly Discussions/Activities (3 points each)</td>
</tr>
</tbody>
</table>
| 25 points   | A2. Biliteracy Assessments  
Part A: Review Assessment Tools (10 points)  
Part B: Create an Assessment (15 points) |
| 15 points   | A3. Biliteracy Lesson Plan |
| 30 points   | A4. Biliteracy Home Language Project |
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A -</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B -</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C -</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
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</table>

Course Content

Below are brief descriptions of each assignment. See our Canvas site for more specific instructions to complete the assignments.

Weekly Discussions/Activities: Each week, you will be assigned readings from the textbook. You will also be expected to review related material (selected articles, videos, sites) on Canvas. In order to demonstrate your understandings and to clarify ideas related to the readings, we will participate in weekly discussions and/or activities.

Biliteracy Assessments

Part 1: Biliteracy Assessment Analysis
Review at least three English and Spanish Language Assessments used in dual language programs, including at least one that is not a standardized assessment. Describe the contexts in which each assessment is intended to be used and the information each assessment is intended to provide. Analyze appropriateness and quality of the assessments for gathering information about biliteracy development.

Part 2: Biliteracy Assessment Administration
This assignment requires you to assess the literacy development of an emergent bilingual in both English and Spanish.

ED 470 students: Select two K-12 case studies—one based on a student with English as their home language and one based on a student with Spanish as their home language. Analyze the literacy knowledge the students demonstrated and identify the students’ needs and strengths. In addition, describe instructional recommendations for the students based on the needs and strengths you observed. You will develop a lesson plan to support these students’ needs (see assignment below).

ED 570 students: Select two K-12 focal students whose literacy development you want to learn more about—one student with English as their home language and one student with Spanish as their home language. Then select one of the assessments that you analyzed in Part 1 to administer to your focal students, describing the rationale for your choice. Analyze the literacy knowledge the students demonstrated and identify the students’ needs and strengths. In addition, describe instructional recommendations for the students based on the needs and strengths you observed. You will develop a lesson plan to support these students’ needs. (See assignment below.)
Biliteracy Lesson Plan
This assignment is a continuation of the Biliteracy Assessment above. You will develop a lesson plan crafted to address the needs you observed in the Biliteracy Assessment. Articulate content and language standards, the big ideas, and the assessment. You need to follow the provided lesson plan template and develop each element of the Biliteracy lesson.

Biliteracy Home Language Project
**ED 470 and 570 students**: Over the course of the term, you will design a multi-step project that bridges home and school language and literacy practices. This project will include multiple forms of language and literacy.

**ED 570 students (only)**: You will also be responsible for implementing the project and reflecting on its impact.

Course Schedule
Below is a basic outline of our course schedule. See Canvas site for more details.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defining Biliteracy</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 1 and selected articles/videos</td>
</tr>
<tr>
<td>2</td>
<td>Learner Profiles</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 2 and selected articles/videos</td>
</tr>
<tr>
<td></td>
<td><strong>Biliteracy Assessment Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher Collaboration</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 3 and selected articles/videos</td>
</tr>
<tr>
<td>4</td>
<td>Instructional Planning</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 4 and selected articles/videos</td>
</tr>
<tr>
<td></td>
<td><strong>Biliteracy Assessment Administration</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Oral Language &amp; Biliteracy</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 5 and selected articles/videos</td>
</tr>
<tr>
<td>6</td>
<td>Instructional Strategies</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 6 and selected articles/videos</td>
</tr>
<tr>
<td></td>
<td><strong>Biliteracy Lesson Plan</strong></td>
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<tr>
<td>7</td>
<td>Reading Comprehension</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 7 and selected articles/videos</td>
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<tr>
<td>8</td>
<td>Writing Instruction</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 8 and selected articles/videos</td>
</tr>
<tr>
<td>9</td>
<td>Word Study</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 9 and selected articles/videos</td>
</tr>
<tr>
<td>10/Finals</td>
<td>Bridging Languages</td>
<td>Weekly Discussion/Activity: Beeman &amp; Urow ch. 10 and selected articles/videos</td>
</tr>
<tr>
<td></td>
<td><strong>Biliteracy Home Language Project</strong></td>
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Course Policies

Discussion Participation
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our online discussions on at least two different days each week, with your initial post due no later than Wednesday at 11:59 PM, and two follow-up responses are due by Friday at 11:59 PM of each week.

Late Work Policy
Assignments are expected on the due date or before. If you are unable to meet a specific deadline, please discuss with the instructor prior to the due date. Late work will be marked down unless this has been negotiated with the instructor.

Incompletes
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by Oregon State University Code of Student Conduct: http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's civility and inclusivity campaign. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and
approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. According to OAR 576-015-0020 (2), “Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.” For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

**OSU Student Evaluation of Teaching**
The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

**College of Education, Licensure Unit Requirements**

**Link to Conceptual Framework**
The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to accreditation guidelines, review the Conceptual Framework at the website: http://education.oregonstate.edu/conceptual-framework

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of Interstate Teacher Assessment and Support Consortium (InTASC) Standards and our licensure performance indicators:

- **Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic,
social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Licensure Performance Indicator 1.1.** The candidate designs, modifies, and implements developmentally appropriate and challenging learning experiences that support learners’ cognitive, linguistic, social, emotional, and physical development.

- **Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  - **Licensure Performance Indicator 2.1.** The candidate designs, modifies, and implements instruction to address each student’s diverse learning strengths, needs, and language development.
  - **Licensure Performance Indicator 2.2.** The candidate incorporates multiple perspectives into learning experiences including learners’ personal, family, cultural, and community experiences.

- **Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
  - **Licensure Performance Indicator 4.3.** The candidate stimulates learner reflection on prior knowledge and practices, links new concepts to familiar knowledge and practices, and makes connections to learners’ experiences.

- **Standard 6. Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
  - **Licensure Performance Indicator 6.1.** The candidate uses formative assessment to monitor student learning, engage learners in assessing their progress, and modify instruction in response to learners’ needs.
  - **Licensure Performance Indicator 6.3.** The candidate designs and uses multiple types of assessments that align with learning goals.

- **Standard 7. Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  - **Licensure Performance Indicator 7.3.** The candidate plans instruction based on formative and summative assessments, prior learner knowledge
and experiences, and learner interest.

- **Standard 8. Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

  o **Licensure Performance Indicator 8.3.** The candidate uses a variety of instructional strategies to support learners’ reading, writing, speaking, listening, and language skills.

- **Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

  o **Licensure Performance Indicator 9.2.** The candidate uses research and evidence (e.g., student growth data, self-reflection tools, classroom observations, feedback from professionals) to reflect on and evaluate his/her teaching effectiveness.

With respect to TSPC Oregon Administrative Rule 584-420-0630, this course includes application of **Dual Language Specialization Standards:**

**Domain 1: Language:** The dual language teacher knows, understands, and applies theories of first and second language acquisition to their practice and communicates in two languages at a high proficiency level.

- **Standard 1.a.** The dual language teacher knows two or more languages and is proficient in at least two languages.
- **Standard 1.c.** The dual language teacher knows first (L1) and second language (L2) acquisition and development theory and the interrelatedness and interdependence between L1 and L2 that results in a high level of multilingualism and multiliteracy.
- **Standard 1.d.** The dual language teacher understands how the student’s first language proficiency (listening, speaking, reading and writing) transfers to an additional language.

**Domain 2: Culture:** The dual language teacher knows, understands, and uses major concepts, principles, theories, and research related to the role of culture, cultural groups, and identity to construct a supportive learning environment for all dual language students.

- **Standard 2.e.** The dual language teacher understands the importance of student cultural and academic identity development and how development will vary depending on the individual student’s background and

- **Standard 3.a.** The dual language teacher understands the characteristics, goals, benefits, and limitations of various types of multilingual education models and programs; understands research related to the effectiveness of various multilingual (bilingual) education models; and understands features that distinguish additive versus subtractive multilingual education programs.
- **Standard 3.b.** The dual language teacher knows how to identify potential linguistic and cultural biases of pedagogies, curricula, and assessments when determining classroom practices.
- **Standard 3.c.** The dual language teacher knows how literacy develops in two languages and how it influences instructional planning.
- **Standard 3.d.** The dual language teacher knows how content knowledge and literacy develops in two languages and how it influences instructional planning.

Domain 4: Assessment: The dual language teacher should understand the complexity of assessment to inform instruction for students’ learning in multiple languages. Dual language teachers know how to assess language skills, literacy and content in both languages of instruction.

- **Standard 4.b.** The dual language teacher understands the necessity to use multiple measures to assess language, literacy and content in L1 and L2.
- **Standard 4.c.** The dual language teacher understands the role of formative assessments in literacy and the content areas in both L1 and L2, and how to use results to design and differentiate instruction.
- **Standard 4.d.** The dual language teacher knows the potential linguistic and cultural biases of assessment instruments.

Domain 5: Professionalism: The dual language teacher knows and understands current and emerging trends in educational research. The dual language teacher acts as a resource and advocate for multilingualism and collaborates with students, their families, the school community and educational professionals in order to meet the needs of multilingual students.

- **Standard 5.b.** The dual language teacher knows how to access the most relevant dual language resources for the benefit of students and families.
- **Standard 5.d.** The dual language teacher recognizes their role as an advocate in elevating the benefits and status of multilingualism.

Domain 6: Community and Family Engagement: The dual language teacher knows, understands, and uses principles, theories, research and experiences.
applications related to the role of family and community engagement to construct a supportive and inclusive learning environment for all students.

- **Standard 6.a.** The dual language teacher understands the value of engaging students, families, and community members in contributing to an inclusive learning environment.
- **Standard 6.b.** The dual language teacher knows that students, families, and communities bring multiple funds of knowledge and assets.
- **Standard 6.c.** The dual language teacher understands that families bring cultural and linguistic variations and the importance of the teachers’ role in being culturally and linguistically responsive.
- **Standard 6.d.** The dual language teacher understands their role and responsibility to create alliances for the empowerment of families and communities.