

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDBL 5387- Biliteracy Methodologies in Dual Languages

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

This course is designed to explore biliteracy theories and methodologies in the bilingual reading process. The course provides the knowledge and skills to increase the biliteracy development of culturally and linguistically diverse learners in dual-language classroom settings. The course also examines biliteracy teaching strategies for various proficiency levels in Spanish and English, culturally responsive pedagogy, and biliteracy assessment trajectories.

B. LEARNING OBJECTIVES

1. Learn the role of first language supporting second language literacy.
2. Differentiate how theories of literacy development for Spanish readers and writers translate into practice in bilingual Spanish/English classes.
3. Examine the influences from society and cultural on literacy development
4. Understand the literacy learning of diverse students
5. Incorporate culturally and linguistically sustaining pedagogies
6. Plan and deliver effective literacy lesson plans for emergent bilingual students
7. Assess and provide various types of feedback to second language readers and writers.

C. LECTURE OR DISCUSSION TOPICS

Sociocultural Theory perspectives
Sociocultural Theory: Language, literacy, and biliteracy
Literacy for emergent bilinguals
Fostering biliteracy
Language and literacy acquisition
Literacy and emergent biliteracy
Literacy for Young Learners
Dual Language and biliteracy- upper grades
Sustaining biliteracy for dual language learners
Integrating culturally sustaining pedagogy and funds of knowledge to support biliteracy
Literacy instructional decisions and assessment of struggling bilingual readers

D. REQUIRED OR RECOMMENDED READINGS

García, O., Ibarra Johnson, S., & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Caslon

*Additional Reading and materials will be available on Blackboard.