# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Course**BLBC 518 Biliteracy Instruction for Emergent Bilingual Learners |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Sarah Hesson** | [Home department](#home_dept) | **Educational Studies** |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to provide a course on biliteracy that is specially designed for teacher candidates seeking Bilingual Education certification, grades pk-12. This course will be required as part of a 7-course sequence offered for Bilingual Education certification. Of the 7 courses offered for this certification, 4 overlap with TESL certification (TESL 539, TESL 541, TESL 551, and TESL 553) and 3 are particular to bilingual education candidates (BLBC 515, BLBC 516, and this course, BLBC 518). All other courses in the sequence have been approved, so this final course approval will complete the bilingual education certification sequence.** |
| A.5. [Student impact](#student_impact) | **Positive impact is expected, as this course will offer specialized instruction on developing biliteracy in bilingual education settings for bilingual teacher candidates. This course offering will allow bilingual candidates to complete a bilingual education certification.** |
| A.6. Impact on other programs | **No impact noted.** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | **Faculty will be required to teach this course once per academic year.** |
|  | [*Library*:](#library) |  |
|  | [*Technology*](#technology) |  |
|  | [*Facilities*](#facilities): |  |
|  | Promotion/ Marketing needs  |  |
| A.8. [Semester effective](#Semester_effective) | **Spring 2019** | A.9. Rationale if sooner than next fall | **We have run this course as a workshop twice (Spring 2017 and Spring 2018); rather than running it as a workshop for a 3rd time in the Spring, we request permission to run it as a course pending approval.** |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **BLBC 518** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Biliteracy Instruction for Emergent Bilingual Learners |
| B.4. [Course description](#description)  |  | Current theories of bilingualism and biliteracy are examined and situated in sociocultural and historical contexts. Pedagogies for developing bilingual readers and writers are also addressed, with attention to oral proficiency. |
| B.5. [Prerequisite(s)](#prereqs) |  | TESL 539; BLBC 515; TESL 541 |
| B.6. [Offered](#Offered) |  | **Spring**  |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | Lecture | Seminar | Small group | Individual**  |
| B.12.[Categories](#required) |  | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Fieldwork | Presentations | Papers |** **Class Work |Projects |**  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| 1. Apply knowledge of theories related to bilingual and biliteracy development to literacy instruction in dual language and other bilingual educational contexts.
 | TESOL 1.b.1, 1.b.2, 1.b.3, 5.a.1; FSEHD Advanced Competencies: Knowledge—Metacognitive, domain-specific; Practice—professional practice; Diversity—systems-view of human development; RI Dual Language Program Standards Strands: 2, 3; RIPTS: 2, 3 | Student presentationsBlog entriesLesson plansGuided reading project |
| 1. Understand the role cross-linguistic awareness and translanguaging plays in developing bilingual and biliterate students and create spaces for these skills to develop in bilingual education contexts.
 | TESOL 1.a.2, 1.a.3, 1.b.1, 1.b.2, 1.b.3; FSEHD Advanced Competencies: Knowledge—Domain-specific knowledge; Practice—Professional Practice; RI Dual Language Program Standards: Strands 2, 3RIPTS: 2, 3 | Student presentationsBlog entriesLesson plansGuided reading project |
| 1. Demonstrate the ability to implement a variety of reading and writing strategies in the partner language and English to foster biliteracy development.
 | TESOL 1.a.3, 3.b.1, 3.b.2, 3.b.3, 3.b.6, 3.b.7, 3.b.8, 5.a.1; FSEHD Advanced Competencies: Knowledge—Domain-specific knowledge; Practice—professional practice; RI Dual Language Program Standards: Strand 3; RIPTS: 3, 4, 5 | Student PresentationsLesson plansGuided reading project |
| 1. Select appropriate texts (print and electronic), materials and resources for developing biliteracy (including digital learning experiences) and develop strategies for using these texts, materials, and resources effectively with dual language learners at different stages of language development in each language.
 | TESOL 3.a.3, 3.c.1, 3.c.2, 3.c.3, 3.c.4; FSEHD Advanced Competencies: Knowledge—Metacognitive, Domain-Specific; Practice—professional practice; RI Dual Language Program Standards: Strands 3, 5; RIPTS: 4, 5 | Lesson plansGuided reading projectBlog entries |
| 1. Understand the role and unique challenges to literacy assessment in dual language and other bilingual education settings.
 | TESOL 3.a.5, 3.b.2, 3.b.6, 3.b.7, 3.b.8, 4.a.1, 4.a.2, 4.a.4, 4.c.1, 4.c.3, 4.c.5; FSEHD Advanced Competencies: Knowledge—Domain-specific; Practice—reflective problem-solving, professional practice; RI Dual Language Program Standards: Strand 1; RIPTS: 9, 10 | Class discussionsLesson plans |
| 1. Learn how to use assessment data from multiple sources to inform literacy instruction in English and the partner language.
 | TESOL: 3.a.3, 4.a.1, 4.c.3; FSEHD Advanced Competencies: Knowledge—Metacognitive, Domain-specific; Practice—professional practice; RI Dual Language Program Standards: Strand 1; RIPTS: 9 | Lesson plansGuided reading project |
| 1. Create standards-based literacy lessons with clear content, linguistic and communicative objectives and appropriate cross-cultural and cross-linguistic connections between English and the partner language that sufficiently scaffold instruction for second language learners.
 | TESOL 3.a.5, 3.b.1, 3.b.2, 3.b.6, 3.b.7, 3.b.8; FSEHD Advanced Competencies: Knowledge—Domain-specific; Practice—Communication & Expression; RI Dual Language Program Standards: Strands 2, 3; RIPTS: 3, 4, 5 | Lesson plansGuided reading project |
| 1. Critically reflect on challenges/benefits related to biliteracy instruction for L1 and L2 speakers of each language used in dual language and other bilingual education contexts.
 | TESOL: 3.a.3, 3.b.6, 3.b.7, 3.b.8, 4.a.1, 4.a.4, 4.a.5; FSEHD Advanced Competencies: Knowledge—Metacognitive, Domain-specific; Practice—professional practice; Diversity—system view of human development; RI Dual Language Program Standards: Strand 3; RIPTS: 10  | Blog entriesStudent presentations |
| 1. Collaborate with families from both language backgrounds (English and the partner language) to foster biliteracy development of students and communicate with them about their children’s progress towards becoming bilingual and biliterate.
 | TESOL: 2.c, 2.d, 5.b.6; FSEHD Advanced Competencies: Knowledge—Domain-specific; Practice—communication & expression; Diversity—family centeredness & engagementRI Dual Language Program Standards: Strands 1, 6, 7; RIPTS:7, 10, 11 | Guided Reading ProjectLesson plans |
| 1. Utilize community and family funds of knowledge to enrich language arts instruction in bilingual and dual language settings.
 | TESOL:2.a., 2.b., 2.c, 2.e, 2.f, 2.g, 3.c.1; FSEHD Advanced Competencies: Knowledge—Domain-specific; Diversity—family centeredness & engagement; Practice—professional practice; RI Dual Language Program Standards: Strands 5, 6; RIPTS: 1, 4, 7 | Lesson plansGuided reading project |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. Introductions/ Syllabus
	1. Poems: I am from Quisquella la Bella & A Puerto Rican Girl’s Sentimental Education
	2. What’s in a name? Using the term “emergent bilingual”
2. Defining biliteracy
	1. Theoretical foundations that support biliteracy instruction
	2. The role of oral language in the development of literacy
	3. The role of cultural competency in biliteracy instruction
3. Key components of biliteracy development
	1. Becoming bilingual and biliterate
	2. Characteristics of bilingualism and biliteracy
	3. Dynamic bilingualism in biliteracy instruction
4. Models of bilingual education
	1. How does biliteracy instruction look in each?
	2. What are the biliteracy goals of each program?
	3. What biliteracy backgrounds do students have in each program?
5. Standards
	1. Addressing CCSS, Bilingual standards, Next Gen, etc.
	2. Addressing standards across language proficiency levels
6. Facilitating translanguaging in biliteracy instruction
	1. Creating cross-linguistic as well as content and language objectives
7. Planning for biliteracy development
	1. Guided reading, shared reading, Read Aloud
	2. Interactive writing, shared writing, independent writing
	3. Utilizing and developing oral proficiency while teaching literacy
8. Lesson and unit planning for biliteracy instruction
	1. Thematic, standards-based unit plans
	2. Lesson planning for biliteracy
	3. Methods for interacting with complex texts across all 4 domains
9. Text structures
	1. Cultural differences in text structures and discourse
	2. Strategies for comparing text structures and discourse styles
10. Selecting appropriate materials
	1. Using technology for biliteracy development
	2. Selecting meaningful, culturally relevant texts for biliteracy instruction
11. Biliteracy assessment
	1. Assessing reading and writing bilingually
	2. Role of oral language in the assessment of biliteracy
12. Extending beyond the classroom
	1. Collaborating with families to foster biliteracy

Utilizing community resources to extend learning beyond the classroom  |

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option |  |  |
| C.5. [Credit count](#credit_count) for each program option |  |  |
| C.6. Requirement for thesis, project, or comprehensive exam  |  |  |
| C.7. Other changes if any |  |  |

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| --- |
| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits.  |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Sarah Hesson | Program Director of Teaching English as a Second Language |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August and Julie Horwitz | Dean of Feinstein School of Education and Human Development |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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|  |  |  | Tab to add rows |