The University of Texas at San Antonio  
Department of Bicultural Bilingual Studies

BBL 3143 Children's Literature for Bilingual Learners

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Overview:
Study of the use of oral and written literature for children in bilingual programs. The history and development of Spanish language children's literature from social, cultural, and political perspectives. Emphasis on Mexican American cultural experiences as well as universal themes. Taught in Spanish and English; field-based experiences required.

Course Objectives:
1. To develop foundational knowledge of bilingual and culturally relevant children’s literature for US contexts.
2. To study criteria for evaluation of bilingual children’s literature.
3. To understand the historical and political issues involved in the publication of Latino children’s literature.
4. To explore different approaches to using bilingual children’s literature.
5. To develop an appreciation for the variety of media in which bilingual children’s literature exists.

Required Texts:
3. Five culturally relevant children’s books in Spanish.

Texts on WebCT:


**Class Participation:** Class meetings are designed to be interactive. Students are expected to come to class prepared to discuss and/or raise questions from the reading material. Your perspectives are appreciated, needed, and respected, and should be shared. Students will respect the viewpoint of all class members.

**Grading Procedures**
The following numerical scale will be used to determine letter grades: A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 59 and below

**Attendance:** It is the responsibility of each student to sign-in before the 20- minute margin has passed. Three absences for any reason will reduce your final score ONE LETTER GRADE (e.g. “A” becomes a “B.”). Tardiness or an early departure of 20 minutes will be considered an absence. Excessive absences (more than five class periods) can result in an F in the class. Please remember to sign in.

**Course Requirements:** All assignments are due on the date assigned, regardless of your presence in class. If you know that you will be absent on the day of a due assignment, please plan accordingly and turn in the assignment on or prior to the due date. Any work submitted after an assigned deadline will be subject to a reduction in the grade. All work submitted is to be completed in Spanish. Assignments submitted in another language will have their grades lowered.

1. **Virtual Auto-narrative:** “Cómo aprendí a leer y escribir en mi primer y segundo idioma”. Write a reflective paper, 3-5 pages and an equivalent virtual narrative, in which you relate your earliest memories of learning how to read and write in your first and second language. The purpose of this activity is to reflect and create a virtual story on the ways in which our understandings of literacy are based upon social interactions. You should (1) print a copy to read in class and (2) post your virtual auto narrative project on WebCT under “Auto-narrativa.” Grading criteria: if you submit a paper and your virtual project you receive full credit.

2. **Collaborative Project: Literature Circles:** Each student will participate in a literature circle of no more than five people. You will read one bilingual, Spanish, and/or culturally authentic children’s chapter book selected by the group members, but organized around the selected topic or theme of the group. The books must be approved by the instructor. Class time will be provided for the literature circles to meet, but students are expected to prepare for their literature circle by reading the selected text prior to class time as well as completing the expected role sheet (this will be discussed in further detail).
Each member must keep a literature response journal. Please write your reflections on the chapter that you read the previous night for your group discussion (use neat handwriting so that your classmates can read your thoughts!) At the start of class, students will be asked to exchange their journals with members of their group. After reading another’s journal entry, you will write a response. This should continue until everyone has read and commented on the reflections of the other members. Each individual in the group will turn in a reflection of the literature circle process to the instructor at the end of class.

Each group will prepare a presentation for the entire class that includes an annotation of the book read (author, title, publication data, length, short summary). The oral presentation should last no more than 15 minutes. Groups do NOT need to reproduce copies of their presentations for the class; however, you should submit a copy for the instructor with the names of all team members.

3. Children’s book project: With a partner, identify 10 (minimum) to 15 Spanish and/or bilingual books and 5 poems with strong culturally relevant material which relate to your chosen theme (themes will be discussed and created in class as a group). You will create a virtual annotated bibliography (author, title, publication data, length, short summary, and age-appropriateness) of your text set and how a segment of each book can be used for the meaningful development of at least one lesson. Your project should conclude with an alphabetized (by author) bibliography of the books you presented in the assignment.

4. Búsqueda Electrónica de programas/aplicaciones bilingües: You will search and evaluate 5 bilingual software or internet sites that students can use in the classroom, at home, or during after school programs. You will evaluate whether they are culturally relevant and appropriate for bilingual families and children. Does it incorporate culturally relevant practices? Does it include families? You will create a virtual presentation that incorporates your critique and examples from the different websites and software.