Bicultural Bilingual Studies (BBL) Courses

BBL 2003. Language, Culture, and Society. (3-0) 3 Credit Hours. (TCCN = ANTH 2351)
The interdisciplinary study of language in its cultural and social contexts, with emphasis on linguistically diverse communities. Topics include language and ethnicity, language and gender, language and social class, language acquisition, oral and written language, and language variation and change. May be applied toward the Core Curriculum requirement in Social and Behavioral Sciences. Generally offered: Spring.

BBL 2023. Latino Cultural Expressions. (3-0) 3 Credit Hours.
An introductory overview of Hispanic visual, performing, and folk arts from their origins in the Iberian peninsula, through the later blending of cultures and their parallelism during revolutionary periods, to contemporary Latino expressions in the United States. (Same as MAS 2023. Credit cannot be earned for both BBL 2023 and MAS 2023.) Generally offered: Fall, Spring.

BBL 2033. Multiculturalism in the Southwest. (3-0) 3 Credit Hours.
A panoramic study of the concept of culture and the social dynamics of exchange among those ethnic groups that determine the multicultural milieu of the Southwest. Examination of cultural differences and similarities among all peoples of the region and the role of multiculturalism in politics, education, economics, religion, and everyday life. (Same as MAS 2033. Credit Cannot be earned for both BBL 2033 and MAS 2033).

BBL 2123. Diversity in Early Childhood. (3-0) 3 Credit Hours.
Study of diversity within early childhood contexts including culture, language, traditions, beliefs, family structure, socioeconomic background, ability, and national origin within the U.S. and the world. (Same as ECE 2123. Credit cannot be earned for both BBL 2123 and ECE 2123).

BBL 2243. Globalizing the Local: Bilingual Families, Communities, and Schools. (3-0) 3 Credit Hours. (TCCN = ANTH 2351)
This course examines the interrelatedness among families, communities, and schools in supporting the achievement of Latina/o bilingual children. Taking a local approach to a global phenomenon—preparing bilingual/multilingual children in an increasingly interconnected world, this course explores how historical, political, and social factors influence access to a quality education. Issues pertaining to cultural transmission and maintenance of transnational ties will also be addressed. May be applied toward the Core Curriculum requirement in Social and Behavioral Sciences.

BBL 3013. Language Analysis and Bilingualism. (3-0) 3 Credit Hours.
Survey of concepts in descriptive and contrastive linguistics; analysis of language contact phenomena, including cross-linguistic transfer, language alternation, and bilingualism. Offered in Spanish and English. Generally offered: Spring, Summer.

BBL 3023. Mexican American Culture. (3-0) 3 Credit Hours.
A survey of Mexican American cultural distinctiveness in the areas of biculturalism, cultural production, and social organization. Topics may include family and kinship, folklore, health, language, music, and religion. Generally offered: Fall, Spring, Summer.

BBL 3033. Mexican Americans in the Southwest. (3-0) 3 Credit Hours.
Historical foundations of the United States–Mexico biculturalism in the Southwest. An examination of the historical forces that created and shaped the Mexican American people as a bicultural community. Attention is given to Mexican American contributions in arts, economics, literature, and politics. (Same as MAS 3033. Credit cannot be earned for both BBL 3033 and MAS 3033.) Generally offered: Fall, Spring.

BBL 3043. Social Psychological Considerations in Mexican American Communities. (3-0) 3 Credit Hours.
A cross-cultural and social psychological study of human development, interethnic communication, stereotyping, learning styles, or other topics relevant to the bicultural setting. (Same as MAS 3043. Credit cannot be earned for both BBL 3043 and MAS 3043).

BBL 3053. Foundations of Bilingual Studies. (3-0) 3 Credit Hours.
Investigation of the philosophies and theories of schooling in bilingual societies, with focus on language policy and the sociological, psychological, and legal aspects involved. A minimum of six hours of field experience is required. (Formerly BBL 4023. Credit cannot be earned for both BBL 3053 and BBL 4023.) Generally offered: Fall, Spring.

BBL 3133. Language Development in Bilinguals. (3-0) 3 Credit Hours.
A study of bilingual language development in its social and cultural contexts. Emphasis on factors affecting successful bilingual language development in schools and communities. Generally offered: Fall, Spring.

BBL 3143. Children’s Literature for Bilingual Learners. (3-0) 3 Credit Hours.
Designed to familiarize students with oral and written children’s literature in bilingual programs. Focus is on bilingual students’ affective, linguistic, and literacy needs through appropriate instruction with authentic literature. Emphasis on Mexican American cultural experiences as well as universal themes. Taught in Spanish and English. Field experience required. Generally offered: Fall, Summer.

BBL 3403. Cultural and Linguistic Equity for Schooling. (3-0) 3 Credit Hours.
Examination of sociolinguistic and sociocultural principles central to culturally diverse settings, including the classroom. Topics include educational equity, segregated schooling, the achievement gap, hegemony, and social dominance theory. Various pedagogical practices will be explored to identify culturally inclusive responses. Field experience required. (Formerly titled “Cultural and Linguistic Diversity in a Pluralistic Society.”) Generally offered: Fall, Spring, Summer.
BBL 3823. Reading Comprehension in Bilingual Settings. (3-0) 3 Credit Hours.
Prerequisites: Admission to the Teacher Certification Program, ECE 3143, ECE 3313, and ECE 3603. Concurrent enrollment in C&I 4353, C&I 4403, and ECE 4203 is required. May not be taken concurrently with C&I 4303, ECE 4143, and LTED 4833. Study of the reading comprehension process, including how textual, reader, psychological, contextual, and cultural factors affect understanding of text. Emphasis is placed on cognitive reading strategies for comprehending narrative and expository text. Emphasis is also placed on strategies for teaching and evaluating vocabulary, comprehension, and thinking skill in the content areas. This course must be completed with a grade of "B-" or better for students to enroll in Block C courses. For EC–6 generalists, this course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4616 Clinical Teaching: Early Childhood–Grade 6. Restricted course; advisor code required for registration. Field experience required. BBL 3823 is primarily taught in Spanish. (Credit cannot be earned for both LTED 3823 and BBL 3823).

BBL 4003. Spanish for Bilingual Instructional Delivery. (3-0) 3 Credit Hours.
Designed to improve the Spanish proficiencies of bilingual classroom teachers. Study of the grammar, writing conventions, and vocabulary for effective communication and instructional delivery in a formal bilingual classroom setting. Taught in Spanish. Generally offered: Fall, Spring, Summer.

BBL 4013. Advanced Spanish for Bilingual Teaching and Learning. (3-0) 3 Credit Hours.
Prerequisite: BBL 4003 or departmental permission. Advanced study of formal academic Spanish for future bilingual educators. Extensive practice in reading and creating authentic didactic materials, instructional delivery, and effective communication with Spanish-speaking parents and community members. Taught in Spanish. Generally offered: Summer.

BBL 4033. Assessment, Learning, and Motivation in Bicultural-Bilingual Classrooms. (3-0) 3 Credit Hours.
Prerequisites: Admission to a Bilingual Generalist Teacher Certification Program; BBL 3053, LTED 3823, and successful completion of the ALPS (Assessment of Language Proficiency in Spanish) sequence. Must be taken concurrently with BBL 4063, BBL 4073, and BBL 4403 for Bilingual Generalist EC–6 Teacher Certification majors. Must be taken concurrently with BBL 4063 and BBL 4073 for Bilingual Generalist 4–8 Teacher Certification majors. A survey of learning and motivation theory concurrently with BBL 4063 and BBL 4073 for Bilingual Generalist 4–8 Teacher Certification majors. An examination of theories, instructional strategies, texts and materials for biliteracy development in the elementary bilingual classroom. Emphasis on the integrated use of listening, speaking, reading, and writing in content area teaching. Field experience required. Taught in Spanish. Generally offered: Fall, Spring.

BBL 4043. Dual Language Education in Early Childhood. (3-0) 3 Credit Hours.
Appropriate bilingual programs for young children. Special emphasis on immersion programs and the effects on children’s development.

BBL 4063. Bilingual Approaches to Content-Based Learning. (3-0) 3 Credit Hours.
Prerequisites: Admission to a Bilingual Generalist Teacher Certification Program; BBL 3053, LTED 3823, and successful completion of the ALPS (Assessment of Language Proficiency in Spanish) sequence. Must be taken concurrently with BBL 4033, BBL 4073, and BBL 4403 for Bilingual Generalist EC–6 Teacher Certification majors. Must be taken concurrently with BBL 4033 and BBL 4073 for Bilingual Generalist 4–8 Teacher Certification majors. An investigation of appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of languages distribution strategies. Field experience required. Taught in Spanish. Generally offered: Fall, Spring.

BBL 4073. Language Arts in a Bicultural-Bilingual Program. (3-0) 3 Credit Hours.
Prerequisites: Admission to a Bilingual Generalist Teacher Certification Program; BBL 3053, LTED 3823, and successful completion of the ALPS (Assessment of Language Proficiency in Spanish) sequence. Must be taken concurrently with BBL 4033, BBL 4063, and BBL 4403 for Bilingual Generalist EC–6 Teacher Certification majors. Must be taken concurrently with BBL 4033 and BBL 4063 for Bilingual Generalist 4–8 Teacher Certification majors. Must be taken concurrently with BBL 4033, BBL 4063, and BBL 4403 for Bilingual Generalist EC–6 Teacher Certification majors. An examination of theories, instructional strategies, texts and materials for biliteracy development in the elementary bilingual classroom. Emphasis on the integrated use of listening, speaking, reading, and writing in content area teaching. Field experience required. Taught in Spanish. Generally offered: Fall, Spring.

BBL 4353. Approaches to Teaching Science EC–6. (2-2) 3 Credit Hours.
Prerequisites: Admission to the Teacher Certification Program; BBL 3053, IDS 2403, IDS 2413, IDS 3201, and IDS 3211. A study of pedagogical approaches, materials, and resources designed to support children’s meaningful exploration, discovery, and construction of basic concepts and skills in EC–Grade 6. Emphasis in the course will be on the interrelatedness of science in the daily lives of students, unifying concepts and processes common to all sciences, development of effective teaching environments for science both inside and outside of the classroom, planning and implementation of inquiry-based science lessons, assessment of student learning, and the use of an integrated approach to teaching. Restricted course; advisor code required for registration. Field experiences required. (Same as C&I 4353. Credit cannot be earned for both BBL 4353 and C&I 4353.) Generally offered: Fall, Spring.
BBL 4403. Approaches to Teaching Mathematics EC–6. (3-0) 3 Credit Hours.
Prerequisites: Admission to Bilingual Generalist EC–6 Teacher Certification Program; BBL 3053, LTED 3823, and successful completion of the ALPS (Assessment of Language Proficiency in Spanish) sequence. Must be taken concurrently with BBL 4033, BBL 4063, and BBL 4073 for Bilingual Generalist EC–6 Teacher Certification majors. This course involves the study of instructional methods and materials that support diverse children’s meaningful exploration, discovery, and development of basic concepts and skills in mathematics from EC–Grade 6. Emphasizing a constructivist approach to the teaching and learning of mathematics, this course also advances the use of technology to facilitate mathematics understanding. Attention will be given to understanding the interrelatedness of mathematics and other content areas, creating effective learning environments, planning and implementing lesson plans to meet the differentiated needs of a wide variety of learners, and assessing student learning in mathematics. Restricted course; advisor code required for registration. Field experiences required. (Same as C&I 4403. Credit cannot be earned for both BBL 4403 and C&I 4403.) Generally offered: Fall, Spring.

BBL 4913. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Permission in writing (form available) from the instructor, the student’s advisor, and the Department Chair in which the course is offered. Independent reading, research, discussion, and/or writing under the direction of a faculty member. May be repeated for credit, but not more than 6 semester credit hours of independent study, regardless of discipline, will apply to a bachelor’s degree.

BBL 4953. Special Studies in Bilingual and Bicultural Studies. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Studies may be repeated for credit when the topics vary, but not more than 6 semester credit hours, regardless of discipline, will apply to a bachelor’s degree. To apply credit earned in BBL 4953 toward a minor, consent of the academic advisor is required.