LITERACY PRACTICES AND ASSESSMENT: SECONDARY

Instructor: Claire Ahn
Room: PCOH 1002
Time: Monday 9:00AM – 12:00PM & Wednesdays/Fridays 10:00AM – 12:00PM
Class Blog: https://blogs.ubc.ca/lled361sec927/
E-mail: claire.ahn@ubc.ca
Office Hours: Dates, times and place of appointments can be arranged via email.

COURSE DESCRIPTION

This course builds on knowledge teacher candidates acquire in LLED 360 Classroom Discourses and apply during their practicum. It introduces secondary teachers candidates to communicative language teaching strategies essential to effective pedagogy in multicultural, multilingual classrooms across the curriculum and emphasizes the need to be sensitive to students’ language differences and difficulties. The course emphasizes literacy and assessment practices that support diverse student populations with discipline-specific academic discourses and explores the use of new literacies and technologies in schools and other learning contexts.

The course is required for all B.Ed. Secondary Teacher Education students.

COURSE OBJECTIVES

During this course teacher candidates will review, consider, discuss and be able to apply:

- Major theories and approaches to language teaching and learning, including the use of popular cultural texts and new modes and genres of expression in the classroom
- Links between first and second/additional language strategies and understandings
- The role of text (in all its forms) as an aid language development
- The importance of constructive feedback in assessment and evaluation practices
- Supportive pedagogies related to discipline-specific language and vocabulary
- How to work with multiple literacies of reading and writing in classroom contexts
- Connections between social media, new literacies and youth citizenship
- The role of language in planning and assessment for effective learning
- The importance of contextually embedded, cultural fluencies for language comprehension and integration of diversity in school culture and academic performance and assessment
- The continuum of language learning and lifelong literacy.
LINKS TO THEMATIC STRANDS

1. Field Experience
   - Reflect on recent practicum experiences in order to develop professionally and find strategies to improve content delivery through awareness of one’s own communicative practices
   - Understanding of relevant B.C. Ministry of Education documents.

2. Inquiry
   - In keeping with Inquiry seminar Part Two (Immersion in the inquiry practices of the profession) that states students experience scholarly inquiry around a particular theme, a particular curriculum emphasis or a current educational issue.
   - Reflection on language learning principles and classroom communication as explored in the field.

3. Social and Ecological Justice
   - Inclusive and generative approaches to second/additional language literacy curricula.

4. Problematics in Pedagogy, Curriculum and Assessment
   - Creating a rich literacy environment in a second/additional language context.

5. Language and Learning as Social Practice
   - Experiences that facilitate literacy development in a second/additional language.
   - Integral nature of culture in understanding languages.

COURSE READINGS

All the readings for this course are available on the class blog. If you are having trouble accessing the readings please contact the instructor immediately. Conversely, all readings are also available online through the UBC library. To access them:

- Go to: https://login.ezproxy.library.ubc.ca/login
- Log into the Library Catalogue using your UBC Campus-Wide Login (CWL)
- Copy and paste the title of the reading into the search box.
# TENTATIVE WEEKLY SCHEDULE

## Week 1: Literacy and Multiliteracies

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>May 16</strong></td>
<td>Overview of course/expectations, etc.</td>
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<tr>
<td><strong>May 18</strong></td>
<td>Text Activity</td>
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<tr>
<td><strong>May 20</strong></td>
<td>Reading Presentation #1</td>
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<table>
<thead>
<tr>
<th>Topic</th>
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**Recommended Readings:**


## Week 2: Reading Across the Curriculum

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td><strong>May 23</strong></td>
<td>Victoria Day – No Classes</td>
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<tr>
<td><strong>May 25</strong></td>
<td>Reading Presentation #2</td>
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<tr>
<td><strong>May 27</strong></td>
<td>Assignment #2: Content Area Presentations Due</td>
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<thead>
<tr>
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**Recommended Reading:**
Rosenblatt, L. M. (1988). Writing and reading: The transactional theory. *Reader*, 20, 7. (*This reading is applicable to the topic on writing as well, providing students with choices, etc.*)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading to Learn</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
<td><strong>Required Reading:</strong></td>
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<td><strong>Recommended Reading:</strong></td>
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**Week 3: Writing Across the Curriculum**

**May 30** – Field Trip to MOA  
**June 1** – Guest Speaker: Anthony Paré **Meet in Irving K Barber Learning Centre Rm 182**  
**June 3** – Reader Presentation #3

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<tr>
<th>Topic</th>
<th>Learning to Write</th>
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<tr>
<td><strong>Readings</strong></td>
<td><strong>Required Reading:</strong></td>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
<td><strong>Required Reading:</strong></td>
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</table>

**Recommended Readings/Resources:**


Peha, S. (n.d.) Writing across the curriculum. Retrieved from:  
[http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20(Full).pdf](http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20(Full).pdf)


### Week 4: Multimedia, Multimodality, and Multiliteracies

**June 6** – Assignment #3: Genre Translation & Interpretation Due  
**June 8** – Reading Presentation #4  
**June 10** – Guest Speaker: Yvonne Dawdyiak

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<tr>
<th>Topic</th>
<th>Multimodality and Reading</th>
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<tr>
<th>Topic</th>
<th>Multiliteracies and Writing</th>
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### Week 5: New Literacies

**June 13** – Reading Presentation #5  
**June 15** – Guest Speaker: Ernesto Peña  
**June 17** – Continue with topics of New/Digital Literacies

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<thead>
<tr>
<th>Topic</th>
<th>Teaching with New Literacies</th>
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</table>
**Week 6: Language Assessment Across the Curriculum**

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<tr>
<th>Topic</th>
<th>Assessing Multiliteracies</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
<td><strong>Required Reading:</strong></td>
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<tr>
<th>Topic</th>
<th>Literacy Assessment</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
<td><strong>Required Reading:</strong></td>
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</tbody>
</table>
Recommended Readings:


**ATTENDANCE**
Students are expected to attend all classes and arrive on time. Students must have permission of the TEO to miss a class, should fill out the *Absence Request Form* (http://teach.educ.ubc.ca/students/attendance/) and should notify the instructor immediately.

Teacher candidates who miss a significant amount of class time (i.e. more than 15% of course hours) are normally required to repeat the course. For more details on the Bachelor of Education Program and Practicum Policies, refer to: http://teach.educ.ubc.ca/students/policies-and-guides/bed-policy-guidelines/.

**ACADEMIC INTEGRITY**
Students are expected to follow the academic integrity guidelines as outlined in the following document: http://teach.educ.ubc.ca/students/policies-and-guides/plagiarism-guidelines/

**GRADING SYSTEM**
Pass/Fail. “Pass” is equivalent to at least B+ or 76% according to UBC’s standard marking system. (For more information please see the following document: http://teach.educ.ubc.ca/students/policies-and-guides/pass-fail/)
COURSE ASSIGNMENTS

Assignment 1: Group Reading Presentation  (25%)
Due Date: Ongoing – one group presentation per week
DESCRIPTION OF ASSIGNMENT 1
In groups of 4 to 6, you will be responsible for planning a presentation and activity based upon one of required weekly readings. Each group should plan a brief overview of the key points from the reading (no more than 5 minutes), lead a small activity small group activity based on the readings (approximately 20 minutes, no more than 30 minutes), and provide an opportunity for questions/discussions on the presentation/activities (10 minutes). Groups are responsible for checking in with the instructor about their presentation one-week prior informing the instructor of the chosen article and the length of time for the presentation. Any information – such as PDF of your powerpoint, links to videos, a copy of your activity --- must be posted on the class blog by the following day.

CRITERIA FOR ASSESSING ASSIGNMENT 1
Assignment 1 will be assessed based on the quality of the following aspects:
1. Clarity of the summary.
2. Insightfulness of the questions and comments for facilitating the class activity/discussion.
3. Level of student engagement generated.
4. Balance of student to facilitator talk.
5. Posting information on the class blog by the end of the next day.

Assignment 2: Content Area Small-Group Presentation (25%)
Due Date: Friday May 27
DESCRIPTION OF ASSIGNMENT 2
Each student will bring in a text that they used for teaching during the practicum and present it to their small working groups. Each person will be designated a partner. You will teach the content of the text (the concepts and contexts) to your partner, emphasizing vocabulary and expressions that might be difficult for students to understand (with attention to the standard reading and comprehension expectations for students in the course as you taught it on your practicum). You will also provide a visual aid in the form of an illustration, graphic organizer, chart, map, etc. This visual aid should be your own creation, even if based on another image (please cite source). It will be used to facilitate rapid content teaching and longer retention of the material. Your partner will teach your text to the rest of the group using your visual, attempting to cover as much of the content and vocabulary as possible. Visual aid and a brief explanation must be posted on the blog by the following day.

CRITERIA FOR ASSESSING ASSIGNMENT 2
Your peers will assess your presentation based on the following rubric:
## Oral Presentation Rubric

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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Unable to understand presentation because there is no sequence of information</td>
<td>Difficult to follow presentation because presenter uses frequent non sequiturs</td>
<td>Information is presented in a logical sequence which the audience can follow</td>
<td>Information is presented in a logical and interesting sequence which the audience can follow</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Presenter does not have a grasp of information and cannot answer questions about the subject</td>
<td>Presenter is uncomfortable with the information and is able to answer only rudimentary questions</td>
<td>Presenter is at ease with questions and can answer all questions, however fails to elaborate</td>
<td>Presenter demonstrates full knowledge (more than required) by answering all questions with explanation and elaborations</td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>No graphics or uses unnecessary graphics</td>
<td>Occasionally uses graphics that rarely support text and presentation</td>
<td>Graphics relate to text and presentation</td>
<td>Graphics explain and reinforce text and presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td>Presenter mumbles, pronounces terms incorrectly, speaks too quietly</td>
<td>Presenter’s voice is sometimes unclear. Pronounces terms incorrectly. Audience members have difficulty hearing presentation.</td>
<td>Presenter’s voice is clear. Pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Presenter uses a clear voice and correct/precise pronunciation of terms so that all audience members can hear presentation.</td>
<td></td>
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</tbody>
</table>

**Comments:**
Assignment 3: The Process of Genre Translation and Interpretation (25%)
Due Date: Monday June 6
Re-do: Monday June 13
DESCRIPTION OF ASSIGNMENT 3
Using the text from the content area assignment (#2), students will create a translation of their writing in a genre or modality germane but unconventional to their subject area (e.g. a haiku about polynomials; a recipe for writing a short story; a rap about mitosis; a drama about algebra; yoga asana showing how to make a bentbox). Please ensure that you become familiar with the typical conventions that govern your chosen genre (i.e., a recipe contains description, ingredients, amounts, process of preparation and often a picture; a rap has certain rules and components that are needed for it to be considered a rap—a hook, # of syllables per line, usually accompanied by a beat or looped phrase / sample, etc.). Each student will need to be able to perform or present their genre translation in about 3 minutes. Any relevant material must be posted on the blog by the following day.

CRITERIA FOR ASSESSING ASSIGNMENT 3
Your presentation will be assessed based on the following criteria:
- Creativity
- Following the conventions of the chosen genre
- Clarity of speech.

Assignment 4: Group Media Project (25%)
Due Date: June 22 & June 24
DESCRIPTION OF ASSIGNMENT 4
The goal of the group media project is to explore the use of multiple (often hybrid) literacies in the development of a multimedia artwork that can be used in a teaching context or to reflect on teaching experiences from the practicum. You may choose to work in content specialty or interest groups. You are asked to present or demonstrate one teaching idea to illustrate an application of "language across the curriculum" and "literacy practices and assessment" in your area of interest. This multimedia product should be done in groups of at least three and not more than six. It is collaborative in nature and pedagogical in scope, but there are no “rules” other than it must include a minimum of three different literacies that are explored (e.g. visual literacy, musical literacy, fashion literacy). The topic could be something you used or learned in your practicum, or something you learned from other teachers, or it could be something that you may want to use as a classroom teacher in the future based on what you learned in this course. Upload your group media project to the class blog. The projects will be presented on the final two days of class.

CRITERIA FOR ASSESSING ASSIGNMENT 4
Assignment 4 will be assessed based on the following criteria:
- Understanding of the types of literacies explored in the project
- Creativity
- Organization
- Insightfulness

Note on Class Participation
The nature of the UBC Teacher Education Program is participatory. Thus students are expected to fully participate in all classes. Full participation involves coming prepared for class (completing readings and assignments/activities) and demonstrating a high level of engagement in classroom activities and discussions. A positive, respectful attitude is also expected.
STANDARDS FOR THE EDUCATION, COMPETENCE, AND PROFESSIONAL CONDUCT OF EDUCATORS IN BC:

The assignments for LLED 361 address the following standards:

**Standard 3: Educators understand and apply knowledge of student growth and development.**

Evidence of competence

- Utilizing the transformative power of learning for individuals and communities.
- Being a professional who observes, discerns, critiques, assesses, and acts accordingly.
- Promoting diversity, inclusion, understanding, acceptance, and social responsibility.
- Understanding the development of youth (intellectual, physical, emotional, social, creative, spiritual, moral).

**Standard 5: Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.**

Evidence of competence

- The teacher candidate engages in teaching as a form of continuous experimentation based upon observation and reflective informed decision making.
- The following competencies within their practicum and other placements (or on-campus contexts):
  - selecting appropriate goals/objectives in accordance with I.R.P.s;
  - designing units/lessons that support identified goals and objectives;
  - demonstrating an understanding of current pedagogy;
  - modeling correct written and oral language.

**Standard 6: Educators have a broad knowledge base and understand the subject areas they teach.**

Evidence of competence

- A substantial engagement in the subject areas relevant to the positions they intend to pursue.
- An intellectual curiosity and professional understanding of research, theory and practice related to subject based and/or integrated curricular planning.

**Standard 7: Educators engage in career-long learning.**

Evidence of competence

- Participation in, and reflections about, university and school-based professional development.
• A commitment to professional development.
• Goal setting and plans to pursue ongoing development of understandings.
• Reflection about and an ability to improve practice.

SOME WEB RESOURCES:

http://louann-multiliteracies.blogspot.com/
http://newlearningonline.com/multiliteracies
http://www.multiliteracies.ca/
http://www.ncte.org/cee/positions/diverselearnersinee
http://www.edutopia.org/blog/literacy-instruction-across-curriculum-importance
http://wac.colostate.edu/ATD/articles/gullaetal2009.cfm
http://www.readingrockets.org/article/new-literacies
http://multiliteracies101.weebly.com/index.html