

**THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION
LLED 361 SECTION 920 & 925
SUMMER SESSION 2016 TERM 1**

LITERACY PRACTICES AND ASSESSMENT: SECONDARY

Instructor: **Kedrick James**
Room: **Ponderosa Commons, Oak House, Rm 1001**
Time: **Section 920 Mon 9-12, Wed & Friday, 10-12**
Section 925 Mon 1-4, Wed & Friday, 1-3
Instructor's Office: **3107 Ponderosa Commons**
E-mail: **kedrick.james@ubc.ca**
Office Hours: **by appointment**

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 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.
- Conversely, you can use visit the Readings Page on the class blog and click the links <https://blogs.ubc.ca/lled361sec924and925/required-and-supplemental-readings/>

WEEKLY SCHEDULE

Week 1: Literacy and Multiliteracies

Topic	<ul style="list-style-type: none"> • Languages and Literacies in the Classroom • Importance of Fluency to Secondary Language Learning • Concept of Multiple Literacies Across the Curriculum <p><i>Activities</i></p> <p>May 16 Welcome and LLED 361 course introduction. Blog sign up. Forming reading presentation groups. Select a focal text that has given you difficulties during the practicum. Bring in a photocopy for the next class.</p> <p>May 18 Close text analysis, vocabulary, understanding the demands of different registers of language. Working with visual literacies, graphic organizers for comprehensible input.</p> <p>May 20 Readings presentation. Preparing a visual teaching aid. Having fun with visual symbols (punctuation, equations, scores, diagrams, etc.), performing texts</p>
Readings	<p><i>Required Reading:</i></p> <p>Duff, P. A. (2001). Language, literacy, content, and (pop) culture: Challenges for ESL students in mainstream courses. <i>Canadian Modern Language Review</i> (58)1, 103-132.</p> <p>Early, M., Potts, D. & Mohan, B. (2005). Teachers' professional knowledge in scaffolding academic literacies for English language learners. <i>Prospect</i> (20)3, 63-76.</p> <p><i>Recommended Reading:</i></p> <p>Knobel, M., & Lankshear, C. (2014). Studying new literacies. <i>Journal of Adolescent & Adult Literacy</i>, 58(2), 97-101. Retrieved from http://onlinelibrary.wiley.com/doi/10.1002/jaal.314/full</p> <p>Pardoe, S. (2000). Respect and the pursuit of 'symmetry' in researching literacy and student writing. In D. Barton, M. Hamilton, & R. Ivanic (Eds.), <i>Situated literacies: Reading and writing in context</i> (pp. 149-166). London & New York: Routledge.</p>

Week 2: Reading Across the Curriculum

Topic

- Reading as a critical and creative activity.
- Reading and Listening to Learn and Perform Our Lives

Activities

May 23

Victoria Day, classes cancelled

...

May 25

Morning Reading Group Presentation. Afternoon, Guest Speaker, Allan Luke in the Conference room on *Literacies and Education: Forward and Back after Neoliberalism, 'Globalization' and Backlash'* Students in morning section are invited if the time does not conflict with another class.

May 27

Assignment 2: Content Area Text-Trade. Teaching with comprehensible input under time constraints. Afternoon class will first have their Week 2 reading presentation.

Readings

Required Reading:

Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent and Adult Literacy* 52(2), 96-107.

Hennings, D. G. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent and Adult Literacy* (44)3, 268-279.

Recommended Reading:

Luke, A., & Freebody, P. (1990). Literacies programs: Debates and demands in cultural context. *Prospect: Australian Journal of TESOL*, 5(7), 7-16.

Luke, A., & Freebody, P. (1999). Further notes on the four resources model. National Reading Association. Retrieved from <http://www.readingonline.org> website: <http://www.readingonline.org/research/lukefreebody.html> Retrieved from <http://www.readingonline.org/research/lukefreebody.html>

Rosenblatt, L. M. (1969). Towards a transactional theory of reading. *Journal of Reading Behaviour*, 1(1), 31-51.

Week 3: Writing Across the Curriculum

<p>Topic</p>	<ul style="list-style-type: none">• Learning to Write• Writing to Learn• Performing and the Living Word <p><i>Activities</i></p> <p>May 30 MOA Field Trip, (Sec. 920 begins at 9:50 AM outside Museum of Anthropology; Sec. 925 begins at 12:50, same place, dismissed at 3:00 pm - See Claire Ahn) Finding locating curricular significance in a multicultural, multilingual, global context. Writing to identify and narrative (story) as a universal bond among humanity. Post your photo and paragraph to the LLED 361 Blog's MOA page. Class begins at</p> <p>June 1 Guest Speaker Anthony Pare, LLED Dept. Head, on Academic Writing. Please go directly to Room 182 in the Irving K Barber Learning Centre (http://students.ubc.ca/campus/discover/buildings-and-classrooms/room/IBLC-182)</p> <p>June 3 Reading Presentation: Process writing, editing and performing for peers.</p>
<p>Readings</p>	<p><i>Required Reading:</i></p> <p>Mack, N. (2002). The ins, outs, and in-betweens of multigenre writing. <i>English Journal</i>, (92)2, 91-98.</p> <p>Leggo, C. (2007). Writing truth in classrooms: Personal revelation and pedagogy. <i>International Journal of Wholeschooling</i>. 3(1), 27-37.</p> <p><i>Recommended Reading:</i></p> <p>Le Maistre, C., & Paré, A. (2010). Whatever it takes: How beginning teachers learn to survive. <i>Teaching and Teacher Education</i>, 26(3), 559-564.http://www.sciencedirect.com/science/article/pii/S0742051X09001449</p> <p>Pare, A. (2009). Writing matters: Back to the future with rhetoric. <i>Education Canada</i>, 49(4), 4.</p>

Week 4: *Multimedia, Multimodality, and Multiliteracies*

Topic	<ul style="list-style-type: none">• Multimodality and Multigenre Reading• Transmediation• Focus on Ecology and Critical Media Literacy <p><i>Activities</i></p> <p>June 6 Assignment 3, Coffee House Day: Performing cross genre translations content area subject matter.</p> <p>June 8 Group Reading Presentation. Forming Final Project Groups. Transmediation and experiencing the many varieties of text. Reading online, synaesthetic and haptic learning. Facilitating different learning styles.</p> <p>June 10 Presentation by Claire Ahn on Critical Media Literacy and Eco Literacy in Documentary films. Viewing and representing with a critical pedagogical focus.</p>
Readings	<p><i>Required Reading:</i></p> <p>Dziedzic, B. B. (2002). When multigenre meets multimedia: Reading films to understand books. <i>English Journal</i> (92)2, 69-75.</p> <p>Gallagher, K. and B. Yaman Ntelioglou (2011). Which new literacies?: Dialogue and performance in youth writing. <i>Journal of Adolescent and Adult Literacy</i>. 54(5): 322-330.</p> <p><i>Recommended Reading:</i></p> <p>Kelly, D. M. (2010). Media representation and the case for critical media education. In M. C. Courtland & T. Gambell (Eds.), <i>Literature, media & multiliteracies in adolescent language arts</i> (pp. 277-303). Vancouver, BC: Pacific Educational Press</p> <p>James, K. (2015). Mapping critical media literacy onto iterative remix practices. In P. Schmidt & A. Lazar (Eds.), <i>Reconceptualizing literacy in the new age of multiculturalism and pluralism: A tribute to Peter Mosenthal</i> (2nd ed., pp. 125-150). Charlotte, NC: Information Age Publishing.</p>

Week 5: Digital Literacies

Topic	<ul style="list-style-type: none">• Teaching with New Literacies• Digital and Network Literacies• Digital Collaboration: Making, Doing, and Learning <p><i>Activities</i></p> <p>June 13 Reading Presentations: Group media project progress report. Identifying roles and responsibilities in production. Digital tools for production and open source alternatives.</p> <p>June 15 Automation of Literacy Pedagogical implications of copyright, authorship, and public liberties. Changing roles of users to makers. How skills new generations need to cope with too much information. Cultural recycling and remix.</p> <p>June 17 Experiments with common place technologies and open source software applicable to Canadian classroom contexts.</p>
Readings	<p>Required Reading:</p> <p>Knobel, M. & Lankshear, C. (2008). Remix: The art and craft of endless hybridization. <i>Journal of Adolescent and Adult Literacy</i> (52)1, 22-33.</p> <p>Brennan, K. & Resnick, M. 2013. Chapter 17: Imagining, Creating, Playing, Sharing, Reflecting: how online community supports young people as designers of interactive media. In C. Mouza and N. Lavigne (eds.), <i>Emerging Technologies for the Classroom, Explorations in the Learning Sciences, Instructional Systems and Performance Technologies</i>. New York: Springer Science+Business.</p> <p>Recommended Viewing:</p> <p><i>Bad Lip Reading: First Republican Debate in the U.S.</i> https://www.youtube.com/watch?v=ufGIBv8Z3NU</p> <p><i>The Longest Poem in the World using Twitter feed</i> http://www.longestpoemintheworld.com</p> <p><i>7 Crowdsourced Works of Captivating Art (see More Design Resources from Mashable, links at bottom of page)</i> http://mashable.com/2010/11/06/crowdsourced-art-projects/#4dNiHRHBkqQ</p>

Week 6: Language Assessment Across the Curriculum

Topic	<ul style="list-style-type: none">• Assessing Multiliteracies• Literacy Assessment• Teachers as Creatures of Knowledge and Culture <p><i>Activities</i></p> <p>June 20 Reading Group Presentation: Discussion of assessment of multiple literacies and group work. Time will be given to work on Group Media Projects</p> <p>June 22 Presentation of early-completed Final Group Media Projects Literacy and grades, Importance of qualitative feedback as essential to individually responsive pedagogy.</p> <p>June 24 Assignment 4 Final Group Media Projects presented, Final Day party. Please feel free to bring any snacks and refreshments and come to celebrate your own, and your classmates achievements!</p>
Readings	<p><i>Required Reading:</i></p> <p>Stagg Peterson, S., Botelho, M. J., Jang, E & Kerekes, J. (2007). Writing assessment: What would multiliteracies teachers do? <i>Literacy Learning: The Middle Years 15</i> (1), 29-35.</p> <p>Tierney, R. J. & Rogers, T. (2004). Process/content/design/critique: Generative and dynamic evaluation in a digital world. <i>The Reading Teacher 58</i>, 218-221.</p> <p><i>Recommended Reading:</i></p> <p>Kohn, A. (2012). The case against grades. <i>Education Digest, 77</i>(5), 8.</p>

ATTENDANCE

Students are expected to attend all classes and arrive on time. Students must have permission of the TEO to miss a class 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.

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+ (76% in UBC's standard marking system).

COURSE ASSIGNMENTS

Assignment 1: Group Reading Presentation (25%)

Due Date: *Ongoing – one group presentation per week*

DESCRIPTION OF ASSIGNMENT 1

Conduct a discussion on a stimulating, contentious, or ambiguous aspect of a reading. Providing the class with a brief introductory stimulus (5-10 minutes or so), the group will summarize the reading and lead a class discussion (15-20 minutes).

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 discussion
3. Level of student engagement generated
4. Balance of student to facilitator talk.

Assignment 2: Content Area Small-Group Presentation (25%)

Due Date: **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.

CRITERIA FOR ASSESSING ASSIGNMENT 2

Your peers will assess your presentation based on the following rubric:

Oral Presentation Rubric					
	1	2	3	4	Score
Organization	Unable to understand presentation because there is no sequence of information	Difficult to follow presentation because presenter uses frequent non sequiturs	Information is presented in a logical sequence which the audience can follow	Information is presented in a logical <u>and</u> interesting sequence which the audience can follow	
Subject Knowledge	Presenter does not have a grasp of information and cannot answer questions about the subject	Presenter is uncomfortable with the information and is able to answer only rudimentary questions	Presenter is at ease with questions and can answer all questions, however fails to elaborate	Presenter demonstrates full knowledge (more than required) by answering all questions with explanation and elaborations	
Graphics	No graphics or uses unnecessary graphics	Occasionally uses graphics that rarely support text and presentation	Graphics relate to text and presentation	Graphics explain and reinforce text and presentation	

Speech	Presenter mumbles, pronounces terms incorrectly, speaks too quietly	Presenter's voice is sometimes unclear. Pronounces terms incorrectly. Audience members have difficulty hearing presentation.	Presenter's voice is clear. Pronounces most words correctly. Most audience members can hear presentation.	Presenter uses a clear voice and correct/precise pronunciation of terms so that all audience members can hear presentation.	
Comments:					Total Score

Assignment 3: The Process of Genre Translation and Interpretation (25%)

Due Date: Monday, June 6

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 asanas 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 perform or present their genre translation.

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.
- Quality of performance

Assignment 4: Group Media Project (25%)

Due Date: June 22 & 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 course shell/website.

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://education.qld.gov.au/corporate/newbasics/html/curric-org/comm.html>

<http://louann-multiliteracies.blogspot.com/>

<http://newlearningonline.com/~newlearn/wp-content/uploads/2009/03/mlitspaper13apr08.pdf>

<http://www.coe.uga.edu/lle/faculty/alvermann/multilit.pdf>

http://www.usm.my/art/images/WACANA%20SENI%20JOURNAL%20OF%20ARTS%20DISCOURSE/JOURNAL_6%20PDF/YOUNG%20PEOPLE%20AND%20MEDIA%20MARKETING.pdf

<http://wac.colostate.edu/atd/articles/gullaetal2009.cfm>

<http://infohost.nmt.edu/~xchanges/xchanges/6.1/bugdal/bugdal.html>

<http://www.education.uiowa.edu/cea/documents/Reading Across Curr IARP 1 2006.pdf>