



## Welcome to LLED 361

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<https://blogs.ubc.ca/lled361sec924and925/>

## COURSES & SCHEDULE

SECTIONS	DAYS	INSTRUCTOR	CLASSROOMS
Section 920	M*WF 9/10-12	Kedrick James	Pond Commons 1001
Section 925	M*WF 1-3/4	Kedrick James	Pond Commons 1001

## IMPORTANT DATES

May 25: MOA Field Trip

May 30: Allan Luke, Conference Keynote on Multiliteracies

June 01: Anthony Paré, On Teaching Academic Writing

June 10: Claire Ahn on Sustainability and Critical Media Literacy

\* Monday begins at 9:00 for the morning section (920), and ends at 4:00 for afternoon section (925)



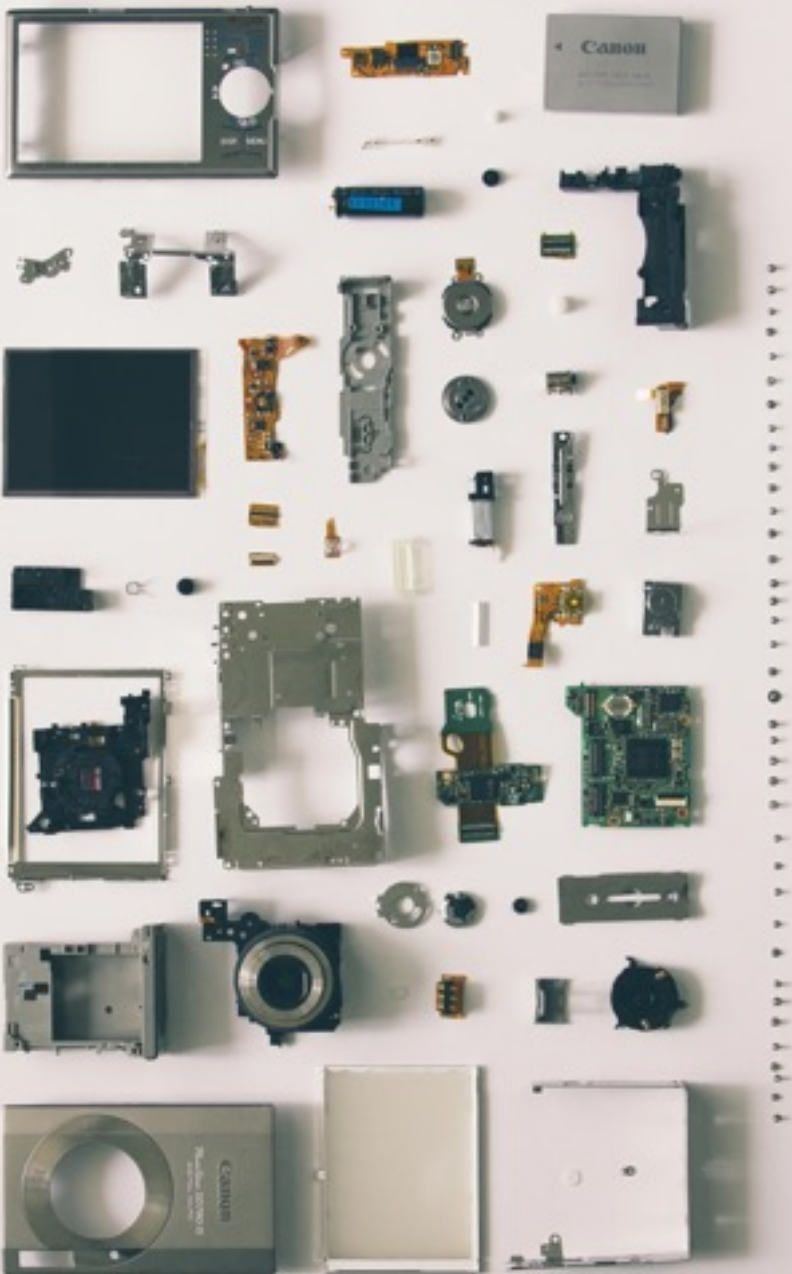
## WHAT IS THIS COURSE ABOUT & WHY DO WE HAVE TO TAKE IT?

This course offers insights into language and literacy to help teacher candidates develop instructional practices in the service of teaching across the curriculum in contemporary classrooms. As you will be aware, the issues concerning language and literacy are broad: they are benchmarks by which the potential to learn and contribute to a knowledge society is determined, both on individual and national scales and rankings.



In LLED 361, we provide you with the background knowledge, research, and methods that will help to address the complex issues that educators face every day in classrooms around B.C. and beyond. Obviously, teaching without language and literacy would be impossible. But the difference between a good teacher and a great teacher is often how they use language and literacy both to instruct and to support their students' development as literate citizens.





This course extends well beyond literacy study, it is about instruction in English; it is intended to show how language and literacy (and multimodality) are integrated into, and problematize, all subject areas, and how students in every subject benefit from a knowledge of how the language of the discipline shapes knowledge and defines the content to be acquired. It also concerns the need to recognize and utilize multiple literacies, the ways we read maps, or graphs, or sports plays, or movies, etc., and how we use those literacies and understandings to express ourselves, to accomplish tasks, and to excel in every kind of endeavour.



SIGN UP REQUIRED

Please sign-up on the UBC Blogs site

[https://blogs.ubc.ca/  
lled361sec924and925/](https://blogs.ubc.ca/lled361sec924and925/)

(note: there's no www in the URL)



## KEY CONCEPTS & EVENTS

Language across the Curriculum

Reading Across the Curriculum

Writing Across the Curriculum

Multimodality and Media Literacy

Digital Literacies

Assessment and Evaluation of Language  
and Literacy



## PROFESSIONAL DEVELOPMENT

A question that school employers often ask potential teachers is what they know about literacy and how they intend to address it in their teaching practice. That's because a benchmark of the professional educator is that they are aware of the role that literacy plays in all learning environments.

The professional educator realizes the importance not only of what they teach, but how they teach it, and that means knowing the various means by which language and literacy can enhance learning.







## PROFESSIONAL EXPECTATIONS

As teacher candidates, we expect your commitment to developing professional skills and upholding professional standards throughout this course. Most importantly, this course provides a unique and invaluable opportunity to develop lasting professional relations with your fellow teachers across disciplines.

Approaching this course as professional teachers implies punctuality, attending all classes, and completing all assignments as specified by your instructor.

If you do not understand an assignment, ask—don't wait until the deadline. This university course is graded according to Faculty of Education standards. Although a pass / fail grading system is used, be aware that a passing grade requires 76%. You will be given the opportunity to repeat assignments that are do not meet criteria or are deemed unsatisfactory.

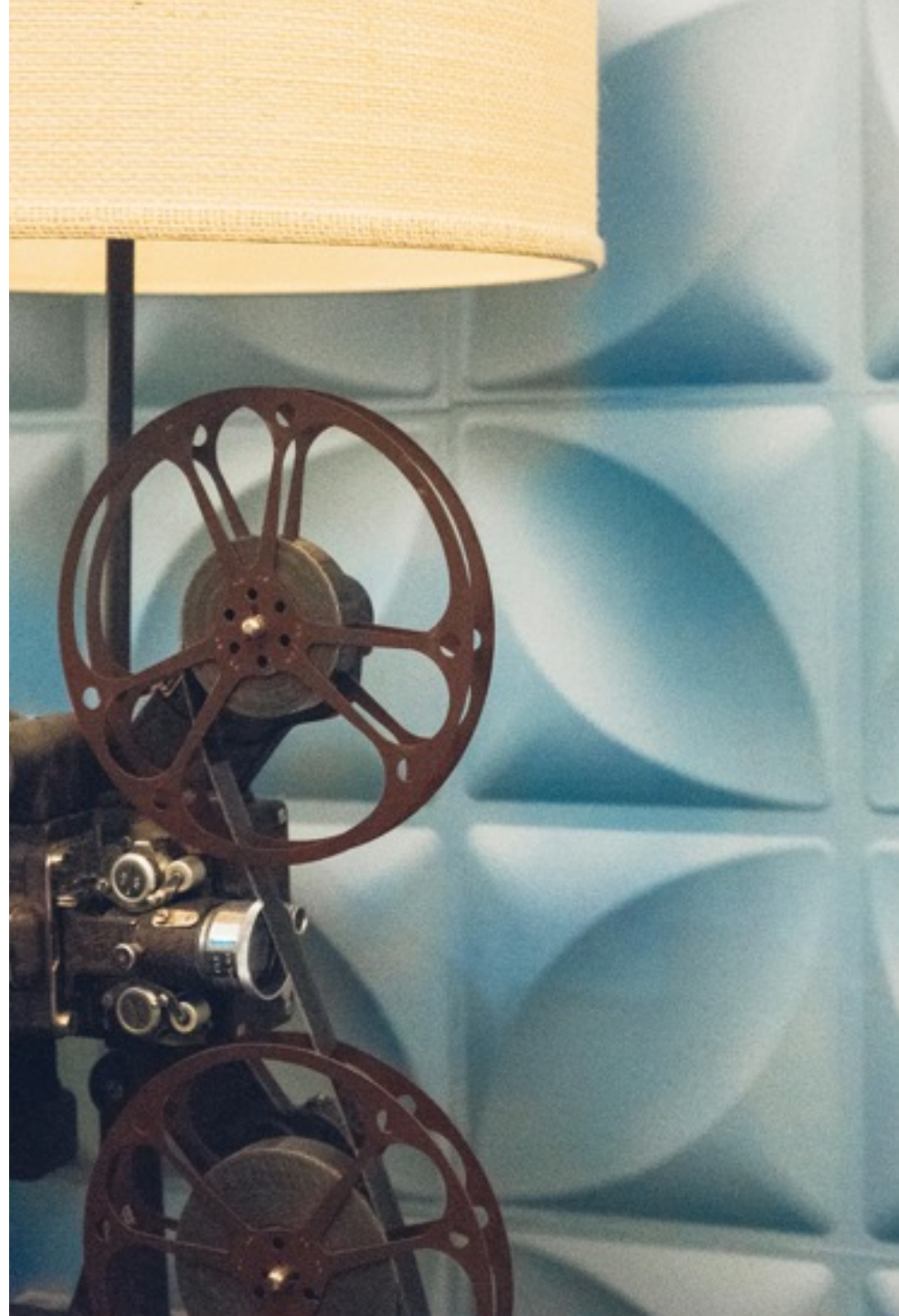


## CREATIVE MULTIMEDIA & MULTILITERACY PROJECTS

Each year, this course gets teacher candidates working in critical and creative ways to imagine how we can improve education, to discuss issues of importance for new teachers, reflect on practicum experiences, and generate useful cross-genre, multimedia products for future use in the classroom. Let's look at one or two examples of work created from past years. Enjoy!

[BC's Next Employed Teacher \(2012\)](#)

Wing It Sometimes (2010)



A warm, golden sunset over a field of tall grasses. The sun is low on the horizon, creating a bright glow and lens flare effects. The grasses are silhouetted against the bright light, and a tree trunk is visible on the right side of the frame.

let's have a great summer term