

The University of British Columbia
Department of Language and Literacy Education

LLED 368: Multiliteracies in English Language Arts Classrooms

Tentative Syllabus

Section 301, Wednesday, 16:30-19:30, Ponderosa E 121

Blog: <http://blogs.ubc.ca/lled368>

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COURSE DESCRIPTION

This methodology course focuses on the teaching of multiple literacies, media, and modalities of expression and learning practices that accompany these communicative paradigms. Teacher candidates investigate the role of image and imagination in social learning, focusing on the use of embodied, mediated, and hyper-mediated texts and compositions in secondary schools. Placing emphasis on the use of social media in and out of classroom settings, the goal is to develop understanding of the affordances and challenges of integrating new technologies and media of learning and expression in the classroom. New media have enhanced the sharing of information and interests across distances of space, time, generations, and so on. This course aims to assist teacher candidates in creating information-rich environments for personal inquiry and learning by engaging with multiliteracies as they will have their own students do. As such, it will enhance not only their English pedagogies, but also provide useful tools for professional sharing and development well beyond the term and program.

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

COURSE OBJECTIVES

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

- ~ Basic theories and models of multiliteracies—as processes of exploration, learning, knowing
- ~ The provincial curriculum and various resources to support teaching beyond print media
- ~ A well rounded understanding of how to motivate and inspire student writers, including the use of popular culture and multiple forms of representation of knowledge in the classroom
- ~ The interdependence of viewing and representing activities
- ~ Assessment as inquiry: purposes and tools of multimodal assessment
- ~ Creating lessons that work with multimedia and multimodal literacies
- ~ Creating units that increase variety of teaching resources and provide affordances for multiple learning styles and incorporate new communicative practices
- ~ Providing pedagogies that respond to changes in social and cultural means, and needs, of communication

COURSE OUTLINE (*Note: Follow blogs.ubc.ca/lled368 for a current list of topics and readings.)

Weeks 1-2: Context	
Topic	Multiliteracies and Multimodalities
Guiding Question	What is the nature of literacy in the 21 st century? What modes of representation are evident in the BC English language arts curriculum?
Readings	BC Ministry of Education Curriculum. (2007). English Language Arts 8 to 12. (Select, view all curriculum, type “English” in the search box, select English Language Arts 8 to 12. Available: http://www.bced.gov.bc.ca/irp/welcome.php BC Ministry of Education. (2012). Standards for the Education, Competence and Professional Conduct of Educators in BC. Available: http://www.bcteacherregulation.ca/Standards/StandardsOverview.aspx New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. <i>Harvard Educational Review</i> , 66(1), 60-92. (UBC electronic holdings.)
Weeks 2-6: Visual Media Literacy	
Topic	Visual Literacy
Guiding Questions	What is visual literacy and in what ways might it be fostered?
Readings	Messaris, P. (1994). <i>Visual literacy: Image, mind, reality</i> . Boulder, CO: Westview Press.
Topic	Literature and Image: Illustrated editions, graphic novels, anime, and manga
Guiding Questions	How is meaning made at the intersection of word and still image?
Readings	Frey, N. and Fisher, D. (2004). Using Graphic Novels, Anime, and the Internet in an Urban High School. <i>The English Journal</i> , 93(3), pp. 19-25. Stable URL: http://www.jstor.org/stable/4128804 Selected examples of illustrated editions, graphic novels, anime, and manga at the instructor’s discretion.
Topic	Persuasive Visual Media
Guiding Questions	How do we recognize and interpret persuasive visual media?
Reading	Messaris, P. (1997). <i>Visual persuasion: The role of images in advertising</i> . Thousand Oaks, CA: Sage. Selected examples of persuasive imagery at the instructor’s discretion.
Topic	Film and Television
Guiding Questions	How might an awareness of visual grammar assist students in understanding and critical analysis of film? How does producing digital video assist in development of an awareness of visual grammar?
Readings/ Viewing	Messaris, P. (1998). Visual Aspects of Media Literacy. <i>Journal of Communication</i> , 48(1), 70-80. Selected examples of film and television at the instructor’s discretion.

Weeks 7-12: New Media	
Topic	Social Media and Folksonomies of Knowing
Guiding questions	<p>How has the social turn in Internet-based media modified knowledge creation, reception, and diffusion?</p> <p>What is the intersection of social media and other forms of media, such as print and television?</p> <p>What might students learn from becoming active participants in social media communities?</p>
	<p>Alexander, B. (2006) Web 2.0: A new wave of innovation for teaching and learning? <i>EDUCAUSE Review</i>, 41(2), 34-44. Available: http://www.educause.edu/apps/er/erm06/erm0621.asp?bhcp=1</p> <p>Selected examples of social media sites (e.g., YouTube, Facebook, Flickr, Delicious, wikis and blogs, fan sites, etc), at the instructor's discretion. Examples of the intersection of social media and other forms of media (e.g., Harry Potter fan sites, reality TV fan sites, etc).</p>
Topic	New Media and the Law
Guiding questions	<p>What is the Canadian Freedom of Information and Protection of Privacy Act and what does it mean for educators?</p> <p>What do educators need to know about intellectual property in view of Internet-based forms of knowledge diffusion?</p>
	<p>British Columbia Freedom of Information and Protection of Privacy Act. Retrieved, 29 June 2010, from: http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96165_00</p> <p>Canadian Copyright Act. Retrieved, 29 June 2010, from: http://laws.justice.gc.ca/en/C-42/index.html</p>
Topic	Computer-Mediated Communication: IM, txtng, Chat, Twitter, etc, and the future of Language
Guiding Questions	<p>What forms of computer-mediated communication are there?</p> <p>How are these forms changing reading and writing practices, and what place do they have in the classroom?</p>
Reading	<p>Baron, N.S. (2005). Instant messaging and the future of language. <i>Communications of the ACM</i>, 46(7), 30-31.</p> <p>Carrington, V. (2005). Txtng: the end of civilization (again)? <i>Cambridge Journal of Education</i>, 35(2), 161-175.</p>
Topic	Gaming
Guiding Question	<p>What types of digital games are there and how do youth engage these forms?</p> <p>What are the possibilities of gaming for learning?</p>
Readings	<p>de Castell, S., Jenson, J., & Taylor, N. (2007). Digital games for education: When meanings play. <i>Situated Play</i>, DiGRA Conference, Tokyo, Japan. 590-599. Available: http://www.digra.org/dl/db/07312.45210.pdf</p> <p>Gee, J. (2005). Good Video Games and Good Learning. <i>Phi Kappa Phi Forum</i>, 85(2), 33-37.</p> <p>Selected examples of games at the instructor's discretion.</p>

Topic	New Directions for Literary Education: E-literature
Guiding Question	What literary forms are emerging online? How can we engage students in such forms, both from the point of view of reception and production?
Readings	Hayles, N. Katherine. (2007). Electronic literature: What is it? <i>The Electronic Literature Organization</i> . Available: http://eliterature.org/pad/elp.html Hayles, N.K., Montfort, N., Rettberg, S. & Strickland, S. (2006). <i>Electronic Literature Collection, Volume One</i> . College Park, Maryland: Electronic Literature Organization. Available: http://collection.eliterature.org/1/
Week 13: Concluding Activities	
Topic	Review
Guiding Question	What might a curriculum for the future look like in light of the explorations of this course?
Reading	Kress, G. (2000). A curriculum for the future. <i>Cambridge Journal of Education</i> , 30(1), 133-145.

Grading

This course is graded according to the pass/fail system. Regarding pass/fail evaluation, achieving a pass is contingent on a high standard of performance. The minimum standard for pass within the B.Ed. program is B+ (76%) in UBC's standard marking system.

- * Assignments will be marked "P" (pass) or "R" (revise and resubmit). Students receiving an "R" will be given one opportunity to attend to the recommendations of the instructor and resubmit the assignment.
- * Assignments must be submitted on the due date. Late assignments will only be accepted with evidence of extenuating circumstances (a physician's note or similar documentation).

Attendance policy

If you must miss a class, notify your instructor immediately. The nature of the Teacher Education Program is participatory. 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. Teacher candidates are not able to proceed to practicum until all prior courses are successfully completed. See <http://teach.educ.ubc.ca/publications/pdfs/BEEd-Policy-Handbook-2010.pdf>. In a 13-week evening course, missing more than one class normally results in failure.

Assignments

Weblog Entries (50%; Due date: ongoing)

Throughout the term you'll have a number of opportunities to respond to readings and concepts explored in class. You are expected to contribute your ideas to the course weblog: blogs.ubc.ca/lled368. **As a minimum**, you must contribute to the weblog, either by commenting or posting, six times on different topics. At least three contributions must be made in weeks 1-6 and at least three contributions must be made in weeks 7-13. Mid-point feedback will be provided.

Overall, your six contributions should meet the following criteria:

- At least two substantive entries (e.g., 300-500 words) in response to course readings
- At least two substantive comments on other class members' contributions
- At least two explorations of alternate modes of representation (create a video, contribute to a hypertext narrative in the wiki, write and illustrate a poem, create a physical work of art in response to a course reading and upload a digital photo of your creation, make a poster using any number of poster templates online, etc). If you create the artifact in another online environment, please post a link and short statement about the artifact on the course blog.

Standard 7: Educators engage in career-long learning.

- 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.

Presentation (25%; Due date: Ongoing). Pick a topic on the course syllabus (e.g., visual literacy, persuasive media, gaming). Prepare a presentation in which you define the topic and point to key issues related to this topic for educators. As well, demonstrate how the topic is represented in the BC Ministry of Education curriculum related to English Language Arts (10-15 minutes). Subsequently, prepare and lead your peers in an activity of up to 30 minutes that demonstrates how you might integrate issues and ideas related to your topic in teaching. Post your summary and your lesson plan to the weblog in the appropriate section. You may integrate this lesson plan in your "Coordinated Unit Plan" (see below).

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

- 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.

Coordinated Unit Plan (25%; Due date: 10 December at 9:00am). Individually or in pairs, prepare a unit plan – preferably one that you intend to teach in your long practicum. Whether your plan is focused on teaching an individual literary text (e.g., a novel or play), or is thematically organized around a particular topic (say media literacy), you should be sure to integrate a range of modalities of representation, both in your proposed instructional methodologies and in setting assignments. A lesson plan template stipulating elements to be included will be provided. **Note:** Rather than develop a separate unit plan for this class, you may choose to extend work you are completing for a unit plan in another English language arts methods course. Ways of coordinating the unit plan assignment across courses will be discussed in weeks 4-7.

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

- 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.

Bibliography

- Alexander, B. (2006) Web 2.0: A new wave of innovation for teaching and learning? *EDUCAUSE Review*, 41(2), 34-44. Available: <http://www.educause.edu/apps/er/erm06/erm0621.asp?bhcp=1>
- Baron, N.S. (2005). Instant messaging and the future of language. *Communications of the ACM*, 46(7), 30-31.
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- Carrington, V. (2005). Txting: the end of civilization (again)? *Cambridge Journal of Education*, 35(2), 161-175.
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- Kress, G. (2000). A curriculum for the future. *Cambridge Journal of Education*, 30(1), 133-145.
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- Messaris, P. (1997). *Visual persuasion: The role of images in advertising*. Thousand Oaks, CA: Sage.
- Messaris, P. (1998). Visual Aspects of Media Literacy. *Journal of Communication*, 48(1), 70-80.
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.