**The University of British Columbia**

**Department of Language and Literacy Education**

**LLED 368: Multiliteracies in English Language Arts Classrooms**

Tentative Syllabus

Section 951, MTWTF, 1030-1300, 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.)

| Days 1-2: *Introductions and Context* | |
|---|---|
| **Topic** | **Multiliteracies and Multimodalities** |
| **Guiding Question** | What is the nature of literacy in the 21st 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<br>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<br>New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92. (UBC electronic holdings.) |

| Days 3-7: *Visual Media Literacy* | |
|---|---|
| **Topic** | **Visual Literacy (July 4)** |
| **Guiding Questions** | What is visual literacy and in what ways might it be fostered? |
| **Readings** | Messaris, P. (1998). Visual Aspects of Media Literacy. Journal of Communication, 48(1), 70-80. (UBC Electronic Holdings) |
| **Topic** | **Literature and Image: Illustrated editions, graphic novels, anime, and manga (July 5)** |
| **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. The English Journal, 93(3), pp. 19-25. Stable URL: http://www.jstor.org/stable/4128804<br>Selected examples of illustrated editions, graphic novels, anime, and manga at the instructor's discretion. |
| **Topic** | **Persuasive Visual Media (July 8)** |
| **Guiding Questions** | How do we recognize and interpret persuasive visual media? |
| **Reading** | Messaris, P. (1997). *Visual persuasion: The role of images in advertising*. Thousand Oaks, CA: Sage.<br>Selected examples of persuasive imagery at the instructor's discretion. |
| **Topic** | **Film and Television (July 9)** |
| **Guiding Questions** | How might an awareness of visual grammar assist students in understanding and critical analysis of film?<br>How does producing digital video assist in development of an awareness of visual grammar? |
| **Readings/ Viewing** | Messaris, P. (1998). Visual Aspects of Media Literacy. Journal of Communication, 48(1), 70-80.<br>Selected examples of film and television at the instructor's discretion. |

| Topic | Media Project I Presentations (July 10) |
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| Days 8-13: *New Media* |
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| Topic | Social Media and Folksonomies of Knowing (July 11) |
|---|---|
| Guiding questions | How has the social turn in Internet-based media modified knowledge creation, reception, and diffusion?<br><br>What is the intersection of social media and other forms of media, such as print and television?<br><br>What might students learn from becoming active participants in social media communities? |
| | Lankshear, C. and Knobel, M. (2006). Blogging as Participation: The Active Sociality of a New Literacy. American Educational Research Association, San Francisco, US. April 11, 2006. Available: <a href="http://reocities.com/c.lankshear/bloggingparticipation.pdf">http://reocities.com/c.lankshear/bloggingparticipation.pdf<br><br>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 |
| Topic | New Directions for Literary Education: E-literature (July 12) |
| Guiding Question | What literary forms are emerging online?<br>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? *The Electronic Literature Organization*. Available: http://eliterature.org/pad/elp.html<br>Hayles, N.K., Montfort, N., Rettberg, S. & Strickland, S. (2006). Electronic Literature Collection, Volume One. College Park, Maryland: Electronic Literature Organization. Available: http://collection.eliterature.org/1/ |

| Topic | Computer-Mediated Communication: IM, txting, Chat, Twitter, etc, and the future of Language (July 15) |
|---|---|
| Guiding Questions | What forms of computer-mediated communication are there?<br>How are these forms changing reading and writing practices, and what place do they have in the classroom? |
| Reading | Baron, N.S. (2005). Instant messaging and the future of language. Communications of the ACM, 46(7), 30-31.<br>Carrington, V. (2005). Txting: the end of civilization (again)? Cambridge Journal of Education, 35(2), 161-175. |
| Topic | Gaming (July 16) |
| Guiding Question | What types of digital games are there and how do youth engage these forms?<br>What are the possibilities of gaming for learning? |
| Readings | de Castell, S., Jenson, J., & Taylor, N. (2007). Digital games for education: When meanings play. Situated Play, DiGRA Conference, Tokyo, Japan. 590-599. Available: http://www.digra.org/dl/db/07312.45210.pdf<br>Gee, J. (2005). Good Video Games and Good Learning. *Phi Kappa Phi Forum*, 85(2), 33-37.<br>Selected examples of games at the instructor's discretion. |

| Topic | New Media and the Law; Lab day for Media Project 2 (July 17) |
|---|---|
| Guiding questions | What is the Canadian Freedom of Information and Protection of Privacy Act and what does it mean for educators? |
| | What do educators need to know about intellectual property in view of Internet-based forms of knowledge diffusion? |
| | 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 |
| | Canadian Copyright Act. Retrieved, 29 June 2010, from: http://laws.justice.gc.ca/en/C-42/index.html |
| Topic | Media Project II Presentations (July 18) |

**Day 14:** *Concluding Activities* **(July 19)**

| 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. Cambridge Journal of Education, 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 are normally required to repeat the course. In a 3-week summer course, missing more than one class normally results in failure.

**Assignments**

**1. Seminar Lead (15%; Due date: Ongoing). In groups of about 4,** pick a topic on the course syllabus (e.g., visual literacy, persuasive media, gaming). Carefully read the required and recommended materials. Also, you may wish to review materials posted by previous presenters of this topic (see the Presentations 2012 tab on the website). Introduce the topic to the class and point to key issues related to this topic for educators. Subsequently, lead your peers in an activity of 20 - 30 minutes that demonstrates how you might integrate issues and ideas related to your topic in teaching. Finally, facilitate class discussion by raising questions about issues raised in the readings, pointing to areas for debate, etc. Each member of the group should post their thoughts and questions about the topic and article(s) to the weblog 36 hours before class so that others may review the postings and be prepared to respond (see also Assignment 2).

**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.

## 2. Three Weblog Entries (30%; Due date: ongoing)

Throughout the term respond to readings and concepts explored in class on the course weblog: blogs.ubc.ca/lled368. **As a minimum, you must contribute to the weblog, either by commenting or posting, three times on *different* topics.** Here are two examples: http://blogs.ubc.ca/lled368/2012/11/26/1112/ ; http://blogs.ubc.ca/lled368/2012/11/26/nintendo-or-bust/ . Try to post 36 hours before the class in question. Your total contributions should meet the following criteria:
  • Two substantive posts (e.g., 400-500 words) in response to course readings (one of these posts should be on the topic you have selected for assignment one above)
  • One substantive comment (e.g., 300-400 words) on another class members' contribution
  • Use standard and consistent citation practices in referencing sources (APA or MLA)

**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.

## 3. Two Media Projects (50%; Due dates: [a] July 10 presentation with documentation to the blog by July 13; [b] July 18 presentation with documentation to the blog by July 20). In groups of 3-5, complete two media projects, one for each section of the course (**a.** visual media literacy; **b.** new media). Here follow some examples:
  • video documentary, literary adaptation, or original drama
  • animated video (e.g., Claymation or "Slowmation")
  • illustrated hypertext narrative, poem, or multi-genre work in a blog or wiki environment
  • board game, computer game, or "wide" game using GPS combined with other media (e.g., geocaching or following QR codes)
  • annotated and illustrated cartographic representation of a literary work (e.g., *Frankenstein* mapped in Google Maps)
  • illustrations for a literary text; if the text is in the public domain you may wish to create a digital edition and post your work online
  • photo essay or gallery of digital photos intended to illustrate a text
  • gallery of visual parodies (e.g., ad busters) created using an image-editing application of your choice
  • physical work of art (e.g., painting, sculpture, installation or drama) in response to a course reading or literary work
  • original musical composition or remix in response to a literary work
  • a project of your choosing

The two projects in which you are involved should engage you with different media (that is, do not complete two projects in which you use the same approach). At least one project should integrate digital media.

Accompanying Documentation:

A key aim of this assignment is to allow you to engage with media you might incorporate in your own classrooms

and enable you, through this process, to contemplate what sorts of supports would need to be in place in your own class were you to assign such an activity. This is a *process-oriented assignment*, meaning the focus is on the process of production rather than solely on product. Throughout the project, document the following and include any useful notes or materials that would give your classmates a sense of how to successfully manage a similar project in their own classrooms. **Post a link to your project on the blog along with a *single* PDF introducing the project and including the following**:

1. What process did you use to develop your idea? *Include any brainstorming prompts and approaches.*
2. What other pre-production strategies did you employ? For example, if you completed a video, to what extent did you "storyboard" and how did you develop the script? *\*Include any templates for storyboarding or other pre-production activities.*
3. How did you assign tasks or roles within your group? How did you manage time?
4. What approaches would you use to assess this activity that take account of the following: a) the multimedia nature of the assignment; b) the collaborative nature of the assignment. *\*Include a draft assessment rubric.*
5. What are the greatest challenges in using this approach in a classroom and can they be ameliorated through careful instructional design? What learning opportunities did this activity afford? *\*Include a formal statement describing your goals in completing this assignment along with the drawbacks and affordances of the approach. All references and materials for this project should be included in a bibliography employing APA or MLA format.*

## 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

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