

EDUC 435 Literacy, Language and Culture (Section 30-32 Only) Fall, 2023

| Section | Zoom Time | Location | Instructor | Email |
|---------|------------|----------|-------------------|-----------------------------|
| S30 | 4:30-6 pm* | Online | Raisa Jivani | raisa.jivani@ucalgary.ca |
| S31 | 6-7:30 pm* | Online | Anuradha Sengupta | asengupt@ucalgary.ca |
| S32 | 4:30-6 pm* | Online | Barbara Holden | barbara.holden1@ucalgary.ca |

*Synchronous Zoom Classes: Sept. 5, Sept. 19, Oct. 3, Oct. 24, Nov. 7, Nov. 21, Nov. 28, and Dec.5

Class Dates: September 5-December 6, 2023

Term Break: November 12-18, 2023

Field Experience I: October 10-20, 2022

Office Hours: By appointment

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Prerequisite(s): Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

COURSE DESCRIPTION

This course examines definitions of literacy and how children and youth develop as literate beings. Students will focus on the role of teachers in supporting meaningful engagement with reading, writing, speaking and listening in ways that are attuned to developmental appropriateness, linguistic and cultural diversity, and content area learning.

COURSE OUTCOMES

Through participation in Literacy, Language and Culture, students will:

- Develop a foundational understanding of socio-cultural-linguistic approaches to literacy
- Engage with the complexities of teaching and learning both language and literacy, simultaneously considering their relationship to identity, culture, and technology
- Analyze the lived realities of literacy across the curriculum, through reflecting on Field Experiences

EXTENDED SECTION-SPECIFIC COURSE DESCRIPTION

This course will help teacher candidates develop a critical awareness of the intersections between literacy, language, and culture with education and the broader context of society. The first half of the course will address the question “What do K-12 *teachers* need to know about literacy?” We will consider literacy as a complex social practice, engaged in both inside and outside the classroom. We will examine oral language and literacy development, culturally relevant pedagogy, and the ways these are considered in theories of literacy learning and current literacy programs. The second half of the course will address the question “What do K-12 *students* need to be able to do with literacy?” Here, we will explore how students use texts: how they encode and decode, make meaning, and critically engage with a wide variety of texts.

SECTION-SPECIFIC LEARNER OUTCOMES:

Through participation in Literacy, Language and Culture, successful candidates will:

- Practice critical reading
- Investigate a topic of interest
- Coordinate small group discussions that integrate theory and practice
- Describe aspects of the interplay between literacy, language, additional languages, culture
- Differentiate current theories of literacy and literacy development
- Evaluate contemporary programs and approaches to literacy
- Create a multimodal presentation of a learning activity

COURSE DESIGN AND DELIVERY:

The course will consist of synchronous and asynchronous learning. Synchronous sessions are by Zoom and scheduled by the UPE office. Asynchronous learning is held primarily through D2L.

READINGS:

Readings for this class will be assigned by the individual instructor. Most are available online through a UCalgary Library website (<https://library.ucalgary.ca/>); when not available, a link or PDF in D2L will be provided. Students are encouraged to download needed articles at the beginning of the course and alert their instructor if any links have broken since the creation of this outline. Instructors may assign additional readings from the list below.

Language:

Kapoyannis, T. (2019). Literacy engagement in multilingual and multicultural learning spaces. *TESL Canada Journal*, 36(2), 1 - 25. <https://doi.org/10.18806/tesl.v36i2.1298>
<https://teslcanadajournal.ca/index.php/tesl/article/view/1329>

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=140819811&site=ehost-live>

Literacy and Numeracy Secretariat (2009). *ELL voices in the classroom*. Secretariat Special Edition #8.
<https://www.ergo-on.ca/userContent/documents/STEP%20Framework-%20webpages/Capacity%20Building%20Series%20-%20Oral%20Language%20Strategies.pdf>

Zaidi, R. (2020). Dual language books: Enhancing engagement and language awareness. *Journal of Literacy Research*. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1086296X20939559>

Literacy:

Bainbridge, J., & Heydon, R. (2013). *Constructing meaning: Teaching the language arts K-8*. Nelson. Chapter 1
PDF posted in D2L

Duke, N. (2016, June 3). *What doesn't work: Literacy practices we should abandon*. Edutopia.
<http://www.edutopia.org/blog/literacy-practices-we-should-abandon-nell-k-duke>

Duke, N. (2017, November 6). *3 literacy practices that work*. Edutopia. <https://www.edutopia.org/article/3-literacy-practices-work>

Government of Ontario. (2013a). *Paying attention to Literacy K-12*. Queen's printer for Ontario.
http://www.edu.gov.on.ca/eng/literacynumeracy/paying_attention_literacy.pdf

Literacy and Numeracy Secretariat (2009). *Critical Literacy*. Secretariat Special Edition #9.

PDF posted in D2L

Price-Dennis, D., & Mapes, N. (2021). “I don’t even know why this is a monument”: Exploring multimodal making in early childhood *Read Teach*, 75(1), 1–11. <https://doi.org/10.1002/trtr.2029>
<https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/10.1002/trtr.2029>

Tompkins, G., Bright, R., Winsor, P. (2018). *Language and literacy: Content and teaching strategies*. Pearson Canada, p. 16-23; 38-41; 53-60. Posted in D2L (fair dealing).

Culturally responsive practices:

Baker-Bell, A. (2020). Dismantling anti-black linguistic racism in English language arts classrooms: Toward an anti-racist black language pedagogy. *Theory into Practice*, 59(1), 8–21.

<https://doi.org/10.1080/00405841.2019.1665415>

<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00405841.2019.1665415>

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=141377232&site=ehost-live>

Chambers, C. (2006). “The land is the best teacher I have ever had”: Places as pedagogy for precarious times.

Journal of Curriculum Theorizing, 22(3), 27-37. <https://journal.jctonline.org/index.php/jct>

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=23934544&site=ehost-live>

Government of Ontario. (2013b). *Culturally responsive pedagogy towards equity and inclusivity in Ontario Schools*. Secretariat Special Edition #35. Available at:

https://www2.yrdsb.ca/sites/default/files/migrate/files/cbs_responsivepedagogy.pdf

Wiltse, L. (2015). Not just ‘sunny days’: Aboriginal students connect out-of-school literacy resources with school literacy practices. *Literacy*, 49: 60–68. <https://doi.org/10.1111/lit.12036>.

<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/lit.12036>

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=101712165&site=ehost-live>

***Instructors may supply additional readings on a regular basis. These readings allow them to customize their instruction to the needs of the class.

WEEKLY COURSE SCHEDULE:

| Date | Topic | Readings and Tasks | Due Dates |
|--|--|---|---|
| Part 1: What do K – 12 teachers need to know about language, literacy, and culture? | | | |
| Week 1 Sept. 05 – Sept. 08 | Class discussion: Introduction to EDUC 435 and online learning Working Group discussion: Article A (as a group) | Week’s Activities: - Course Introduction - Introduction to terminology in the field of language, literacy, and culture - What skills are involved in being a successful online student? - What makes sound online course design? - Protocol for the creation of groups (either instructor-assigned or student-formed) - other activities as determined by instructor Class Discussion Reading: Bainbridge & Heydon (2013) OR - other readings as assigned by instructor | Zoom 1 September 5, 2023 Students will review the course outline, read the assigned class reading, and discuss the week’s topic in the Class Discussion Board in D2L. Once the instructor has created Working Group Discussion Boards in D2L: 1. Members read Article A 2. Members discuss either synchronously (on a video chat platform) or asynchronously in the D2L Group discussion board by Thursday 5pm MST 3. Individual members post their post-discussion summaries to D2L Group Discussion Board by Friday 5pm MST 4. Together groups decide what order they would like to facilitate working group meetings (either synchronous or asynchronous) and post the facilitation order in their D2L Group Discussion Board by Friday 5pm MST |
| Week 2 Sept. 11 – Sept. 15 | Class discussion: Oral language as the foundation for literacy development | Week’s Activities: - D2L Class Discussion Board - Introduction to APA as a referencing format - other activities as determined by instructor | Students will read the assigned class readings and discuss the week’s topic in the Class Discussion Board in D2L. |

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|--|--|--|---|
| | Working Group discussion: Article B | Class Discussion Readings: - Government of Ontario (2013a) OR? - Literacy and Numeracy Secretariat (2009) OR -other readings as assigned by instructor | Working group discussion: 1. Facilitator #1 prepares for and then moderates discussion for Article B either synchronously or asynchronously by Thursday 5pm MST 2. Group members (except facilitator) post a brief reflection (350 words) on Article B (see the page 13 of this course outline) and its Discussion in the associated D2L Topic Group by Friday 5pm MST 3. Facilitator #1 Report due in D2L Dropbox by next Monday 11:59 pm MST |
| Week 3 Sept. 18 – Sept. 22 | Class discussion: Literacy today | Week’s Activities: - D2L Class Discussion Board - other activities as determined by instructor | Zoom 2 September 19, 2023 Students will read the assigned class readings and discuss the week’s topic in the Class Discussion Board in D2L. |
| | Working Group discussion: Article C | Class Discussion Readings: - Tompkins, et al., (2018) p. 16-23. OR -other readings as assigned by instructor | Working Group discussion: (as per previous week, with Facilitator #2 moderating) |
| Week 4 Sept. 25 – Sept. 29 | Class discussion: Culturally relevant practices | Week’s Activities: - D2L Class Discussion Board - other activities as determined by instructor | Students will read the assigned class readings and discuss the week’s topic in the Class Discussion Board in D2L. |
| | Working Group discussion: Article D | Class Discussion Reading: - Wiltse (2015) OR -Government of Ontario (2013b) OR Baker-Bell (2020) -other readings as assigned by instructor | Working Group discussion: (as per previous week, with Facilitator #3 moderating) |
| Week 5 Oct. 2 - Oct. 6 | Class discussion: Preparation for LT2: | Week’s Activities: - D2L Class Discussion Board - preparation for Learning Task #2 - other activities as determined by instructor | Zoom 3 October 3, 2023 Students will read the assigned class readings and discuss the week’s topic in the Class Discussion Board in D2L. |
| | Working Group discussion: Article E | Class Discussion Reading: -As assigned by instructor | Working Group discussion: (as per previous week, with Facilitator #4 moderating) Plus: Working group members post and discuss their personal LT #2 research questions for feedback |
| Weeks 6 – 7 Semester I Field Experience October 10-20 | | | |

| Part 2: What do K – 12 students need to be able to do with language, literacy, and culture? | | | |
|--|---|--|--|
| Week 8 Oct. 23 – Oct. 27 | Class discussion: Field debriefing Approaches to Literacy Instruction | Week’s Activities: - D2L Class Discussion Board - other activities as determined by instructor - preparation for Learning Task #2 Class Discussion Reading: - Duke (2016) and Duke (2017) OR -other readings as assigned by instructor | Zoom 4 October 24, 2023 Students will read the assigned class readings and discuss the week’s topic in the Class Discussion Board in D2L. |
| | | | Working Group Discussion: 1. Members post their personal thematic statements Oct 24 2. Members give each other formative feedback on thematic statements (criteria set by instructor) |
| Week 9 Oct. 30 – Nov. 3 | Class discussion: Approaches to Literacy Instruction cont. | Week’s Activities: - D2L Class Discussion Board - other activities as determined by instructor - finalizing Learning Task #2 Class Discussion Reading: - Tompkins, et al., (2018) p. 38-41; 53-60 OR -As assigned by instructor | Students will read the assigned class readings and discuss the week’s topic in the Class Discussion Board in D2L. |
| | | | LT 2 due by 11:59pm MDT November 3, 2023 posted in Dropbox in D2L |
| Week 10 Nov. 6 – Nov. 10 | Class discussion: The Four Resources Framework | Week’s Activities: - D2L Class Discussion Board - other activities as determined by instructor - preparation for Learning Task #3 Class Discussion Reading: -As assigned by instructor | Zoom 5 November 7, 2023 |
| | | | Working Groups meet virtually to prepare LT #3 |
| Term Break November 12 - 18 | | | |
| Week 11 Nov. 20 – Nov. 24 | Class discussion: The Four Resources Framework | Week’s Activities: - D2L Class Discussion Board - preparation for Learning Task #3 - other activities as determined by instructor | Zoom 6 November 21, 2023 Working groups meet to prepare final group presentation |
| Week 12 Nov. 27 – Dec. 1 | Class discussion: Last minute questions re: LT 3 | Week’s Activities: - preparation for Learning Task #3 - activities as determined by instructor | Zoom 7 November 28, 2023 LT 3 due by 11:59 pm MST December 1 2022 |

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|--------------------------------------|--|--|--------------------------------|
| Week 13 Dec. 4 – Dec. 6 | Class discussion: Learning about other Working Group Topics | Week’s Activities: - D2L Class Discussion Board: (After Dec 3) Respond to the guiding questions of three groups, other than your own | Zoom 8 December 5, 2023 |
|--------------------------------------|--|--|--------------------------------|

CHANGES TO SCHEDULE: Please note that changes to readings and the schedule may occur in response to student questions and conversations.

LEARNING TASKS OVERVIEW:

There are three *required* Learning Tasks for this course.

| LEARNING TASK NUMBER | DESCRIPTION OF LEARNING TASK | PERCENTAGE OF FINAL GRADE |
|----------------------|--|---------------------------|
| Learning Task #1 | Working Group Facilitator Report (individual mark) Due: Facilitator #1 - Sept 18; Facilitator #2 – Sept 25; Facilitator #3 - Oct 2; Facilitator #4 - Oct 10 | 25% |
| Learning Task #2 | Observations of Practice: Individual Working Group Topic Paper (individual mark) Due: November 3 | 40% |
| Learning Task #3 | Presentation of a Learning Activity with Rationale (group mark) Due: December 1 | 35% |

Learning Task 1: Working Group Facilitator Report (25 %)

Due Dates: In the D2L Dropbox by 11:59 pm MDT:

Facilitator #1 - Sept 18; Facilitator #2 – Sept 25; Facilitator #3 – Oct23; Facilitator #4 - Oct 10

Organization: From Week 1, Working Groups of 4 students will be formed for the topics found on pages 13-19. Students in the group will read, and then discuss, Article A from their topic area during class time. For weeks 2-5, groups are responsible for reading and discussing Articles B, C, D and E in their topic area; rotating the facilitation, individually, among group members subsequent weeks. The discussion in class will last approximately 40 minutes. The facilitator is next responsible for continuing the discussion on D2L and then writing a follow-up report.

For each discussion, group members are responsible for ensuring they are prepared for the discussion, and engaged with the group during the discussion. After, the discussion group members are also responsible for submitting a final 350 word reflection by Friday 5pm MST of the week of the discussion to their D2L Group Discussion Board. This final reflection should consider:

- Insights for that week’s facilitator, regarding areas of strength and areas for improvement
- A commentary on how the presentation and discussion have influenced your thinking on the topic
- A commentary on connections made between a) this week’s group reading, b) a class reading (ensure that you choose a new class reading each week as you make connections amongst the readings) and, c) your emerging knowledge of literacy and language learning.

Facilitation: On the week that you facilitate the group discussion, you are required to do the following:

- a) Prepare a series of thoughtful and well-sequenced questions for discussion. Post the questions for everyone in your group in the Group Discussion Board.
- b) Provide an additional resource (lesson or unit plan, website, video, podcast, short article, etc.) that is relevant to the reading and the larger topic. Send the link ahead of time for the members to view/read.
- c) Make connections in the discussion between the article and the themes and issues, as presented in the class, and working group readings to date.
- d) Facilitate your group’s discussion by ensuring that all members are invited to participate. Listen to how the group responds to the articles and to your questions - notice which questions seem to be most interesting. It may be helpful to make notes.
- e) At the end of the discussion, summarize and draw together the group’s ideas.
- f) If holding a synchronous discussion, facilitate the reflections of the group members in D2L afterward by asking clarifying questions and commenting on their posts. If already using D2L for an asynchronous discussion, moderate the discussion so that it develops over the week.

Follow-up Report: Your facilitation will be evaluated through your follow-up report that is due on the Monday following the week of your facilitation (Tuesday, in the case of Facilitator #4). Create an 800-word (+/- 10%) report in which you summarize and explore the ideas raised in your group, as well as your own developing understandings on the topic. Please be as specific as possible, providing brief examples from your discussion that support your observations. Try to capture the tone and interests of your group’s conversation. Provide a list of the questions in an appendix at the end of the report (not included in the word count). The report will be marked based on the rubric below.

Learning Task 1: Working Group Facilitator’s Report Rubric

| Category | Score |
|---|--------------|
| How well does the report use examples and observations to capture the group’s discussion? | /5 |
| How well does the report explore the ideas raised by the article in relation to future teaching? | /5 |
| How well does the report communicate the leader’s own developing perspective on the topic? | /5 |
| To what degree was the selected resource relevant to the reading and the working group topic? | /5 |
| To what degree are the questions for discussion clear, thought-provoking, well-sequenced, and connected to the article? | /5 |
| | / 25 |

LEARNING TASK 2: Observations of Practice: Individual Working Group Topic Paper (40 %)

DUE DATE: in D2L Dropbox on November 3 by 11:59 pm MDT

For this learning task, you are asked to pursue a research question of your choice, arising from your working group topic. The purpose of this inquiry, is to articulate understandings based upon observations of practical learning situations, such as Field Experience I or, other teaching experiences (e.g., service learning projects, tutoring/coaching, etc.). In so doing, you will synthesize the knowledge you have gained on your working group topic. Your paper should be 5 pages in total double-spaced, including all relevant in-text citations. Length excludes the reference page; references must follow APA 7 style formatting.

Please use the following headings: Research Question; Themes and Learning Examples; Reflections and Implications – For My Own Practice. Below is guidance regarding each section.

Research Question: (approx. 1 page)

Begin by posing a question that stems from your working group readings. Provide the reasons why you think it is meaningful. Use literature from the class discussions and your working group readings to support your rationale for posing this question.

Themes and Learning Examples: (approx. 1 page each = 3 pages)

Create 3-4 thematic statements that respond to your question. Make connections between your statements and the course readings (e.g., class readings and working group readings). Expand on these statements, by providing evidence from learning situations you have been involved in. Those situations might include: Field Experience I, tutoring, coaching, service learning, or (if necessary) online sources.

Reflections and Implications – For My Own Practice: (approx. 1 page)

Reflect in this section, on your emerging understanding of the working group topic and what the resulting implications are for your own practice, based on your exploration of the research question you posed. Consider:

1. How do your themes confirm or challenge what you previously thought about language and literacy?
2. What have you learned from your readings and exploration that will inform your teaching practice regarding language and literacy?

LEARNING TASK 2: Observations of Practice: Individual Working Group Topic Paper Rubric

| Criteria | A+ - A- | B+ - B- | C+ - C- | D+ - D- | F | Score |
|---|--|--|--|---|---|-------|
| University Grading | 85-100% | 70 – 84% | 55- 69% | 50% - 54% | 49% and lower | |
| Research Question - Formulates a research question that relates to readings and provides scope for inquiry - Explains why question is meaningful using supporting literature from working group and class readings | - formulates an interesting and original research question that relates well to readings and provides excellent scope for inquiry - very clearly explains why question is meaningful, using highly relevant literature | - formulates a relevant research question that relates to readings and provides good scope for inquiry - clearly explains why question is meaningful using appropriate literature | - formulates an adequate research question that relates to readings and provides adequate scope for inquiry - adequately explains why question is meaningful using some appropriate literature | - formulates a research question that minimally relates to readings and provides limited scope for inquiry - marginally explains why question is meaningful using minimal literature | - fails to formulate a research question - fails to explain why question is meaningful | / 10 |
| Themes and Examples - Formulates 3-4 thematic statements from the data - Makes connections between statements and course readings - Provides relevant examples to support the thematic statements | - formulates insightful and relevant statements from the data - makes excellent connections between statements and course readings - provides highly relevant and detailed examples from data to support the thematic statements | - formulates relevant statements from the data - makes good connections between statements and course readings - provides relevant examples from data to support the thematic statements | - formulates adequate statements from the data - makes adequate connections between statements and course readings - provides adequate examples from data to support the thematic statements | - formulates minimally adequate statements from the data - makes barely adequate connections between statements and course readings - provides minimally adequate examples from data to support thematic statements | - fails to formulate statements from the data - fails to make connections between data and course readings - fails to provide examples to support the thematic statements | / 15 |
| Reflection and Implications - Reflects on how learning confirms or challenges previously-held beliefs -Reflects on how learning will inform practice | - reflects deeply on how learning confirms or challenges previously-held notions - provides highly appropriate insights into how learning will inform practice | - reflects well on how learning confirms or challenges previously-held notions - provides appropriate insights into how learning will inform practice | - reflects adequately on how learning confirms or challenges previously-held notions - provides somewhat appropriate insights into how learning will inform practice | - reflects minimally on how learning confirms or challenges previously-held notions - provides barely appropriate insights into how learning will inform practice | - fails to reflect on how learning confirms or challenges previously-held notions - fails to provide insights into how learning will inform practice | / 10 |
| Writing and Organization - Communication of ideas - Mechanical errors - Organization - APA 7 Formatting | - ideas are communicated in a clear and sophisticated way - very few or no mechanical errors - the paper is very well-organized and easy to follow - uses APA 7 th Edition formatting for all references and in text citations | - ideas are communicated in a clear way - few mechanical errors - the paper is well-organized - uses APA 7 th Edition formatting for most in-text citations and references | - ideas are communicated clearly in some sections of the paper - some mechanical errors - there are attempts to structure ideas - uses APA 7 th Edition formatting for some in-text citations and references | - ideas are not clearly communicated - many mechanical errors - ideas are not structured - attempts to use APA 7 th Edition formatting | - ideas are very hard for reader to follow due to serious difficulties with grammar and/or organization - fails to use APA 7 th Edition formatting | / 5 |
| | | | | | | / 40 |

LEARNING TASK 3: Presentation of a Learning Activity with Rationale (35 %)

DUE DATES: Presentation of a Learning Activity with Rationale - (Posted to the Classroom Discussion Board by December 1 by 11:59 pm MST or on the presentation date (before the end of the course, December 6)

Presentation of a Learning Activity: Each working group will be responsible for creating a 15-20-minute presentation of a learning activity (Maximum time: capped @ 22 minutes). The purpose of the learning activity is to demonstrate how your working group topic looks in action. You can either teach the lesson as if the audience were students OR envision yourself explaining the lesson as your audience were teachers wanting to implement this activity with their own class. Be sure to teach the activity. For example, if your working group is Literacy and Popular Culture, design and carry out an activity that demonstrates how an educator might use popular culture to teach about or using literacy. You may base your activity from ones you have read about or seen, but as a group, you are expected to make the activity your own. For this part of the task, you will make in-class presentations on Zoom (especially focusing on hands-on literacy activities) or you can use multimedia tools such Stop motion animation in Google slides, a recorded video (e.g., Chatterpix, Triller, Telestory), present slides with Screencast recording (e.g., using Zoom, Screencastify), or create a modified PowerPoint or Prezi presentation with integrated audio and video. The presentation of a learning activity will represent a cohesive synthesis of all group members' work, but individuals may take on different roles (e.g., teacher/students; narrator/designer/writer/artist).

For pre-recorded presentations, please upload your multimedia presentation as a video to your Ucalgary Yuja account <https://yuja.ucalgary.ca/>. You will post a link to this presentation of a learning activity, to the Class Discussion Board; followed by two guiding questions for your classmates to discuss and answer in their peer feedback. All group members are expected to engage with the discussion that occurs in the Class Discussion Board during the final week of the course.

Rationale: Along with the guiding questions, groups will post a group rationale document (2 pages rationale, double-spaced, 1 page artefact, either as one document or two separate ones depending on format) to the same Discussion Board thread. The rationale will include:

- A description of how your learning activity demonstrates the working group topic, supported by reference to the working group articles you read.
- How the learning activity can be connected to the Four Resources Framework
- A bulleted list of three additional pedagogical strategies with a brief explanation or link to an online resource
- A practical artefact that classmates can take away for their own learning practice (e.g., infographic, handout, concept map)

LEARNING TASK 3: Presentation of a Learning Activity with Rationale

| Criteria | A+ - A- | B+ - B- | C+ - C- | D+ - D- | F | Score |
|--|---|---|---|--|---|-------|
| University Grading | 85-100% | 70 – 84% | 55- 69% | 50% - 54% | 49% and lower | |
| Learning Activity | | | | | | |
| Presentation of a Learning Activity -stemming from Working Group Topic -using multimodal tool | -presents an engaging and innovative learning activity -learning activity is a superior exemplar of the working group topic -use of the multimodal tool is effective and high-quality | -presents a mostly engaging and relatively innovative learning activity -learning activity is a very appropriate exemplar of the working group topic -use of the multimodal tool is mostly effective and high-quality | -presents a learning activity that could be strengthened in terms of engagement and innovation -learning activity is an appropriate exemplar of the working group topic -use of the multimodal tool could be strengthened in terms of effectiveness and quality | - presents a learning activity that requires considerable work in terms of engagement and innovation -learning activity is a weak exemplar of the working group topic -use of the multimodal tool requires considerable work in terms of effectiveness and quality | -fails to present a learning activity OR -learning activity is an inferior exemplar of the working group topic -use of the multimodal tool is ineffective and low-quality | / 10 |
| Rationale Document | | | | | | |
| Learning Activity Description -description of how the learning activity demonstrates the working group topic - supported by reference to the articles | -rationale demonstrates very clear connections between the activity and WG topic -these connections are supported by highly relevant working group articles | -rationale demonstrates clear connections between the activity and WG topic -these connections are supported by relevant working group articles | -rationale demonstrates some connections between the activity and WG topic -these connections are supported by somewhat relevant working group articles | -rationale requires considerable work to connect the activity and WG topic -these connections are not well supported by relevant working group articles | -rationale contains few or no connections the activity and WG topic -these connections are not supported by working group articles | /10 |
| Four Resources Framework -connections | - makes highly appropriate connections with the Four Resources framework | - makes appropriate connections with the Four Resources framework | - makes some connections with the Four Resources framework | - makes few connections with the Four Resources framework | - makes no attempt to connect presentation to the Four Resources framework | /5 |
| Additional Pedagogical Strategies - bulleted list of three additional pedagogical strategies with a brief explanation or link | - presents pedagogical strategies related to topic with high degree of understanding -explanation or link is highly appropriate | - presents pedagogical strategies related to topic with good understanding -explanation or link is appropriate | - presents pedagogical strategies related to topic with some understanding -explanation or link is somewhat appropriate | - presents pedagogical strategies related to topic with limited understanding -explanation or link is not appropriate | - fails to present pedagogical strategies related to topic -explanation or link is missing | /5 |
| Practical Artefact - informative -practical -uses visual/medium effectively | -artefact is highly informative - information is very practical -use of visual/medium is highly effective | -artefact is relatively informative - information is mostly practical -use of visual/medium is effective | -artefact is somewhat informative - information is somewhat practical -use of visual/medium is somewhat effective | -artefact requires considerable work to be informative - information is impractical -use of visual/medium requires work to be effective | -artefact is missing OR - is uninformative - information is highly impractical -use of visual/medium requires considerable work to be effective | / 5 |
| | | | | | | / 35 |

Readings for Working Groups:

First, in groups of 4 starting in week 1, students will learn in depth about one working group topic. All students in each working group will read and discuss together Article A in week 1. For weeks 2-5, groups are responsible for reading and discussing Articles B, C, D and E in their topic area, rotating the facilitation individually among group members each week. **Availability:** most articles are available on-line from <http://library.ucalgary.ca>, a document with additional URLs will be posted in D2L.

Family and Community Literacy

| | |
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| Article A (seminal article) | Compton-Lilly, C. (2009). Listening to families over time: Seven lessons learned about literacy in families. <i>Language Arts</i> , 86(6), 449-457. https://ncte.org/resources/journals/language-arts/ https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41483574 https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v86-6/7181 <i>Data from a longitudinal teacher research study are used to present lessons learned from students and their families and to challenge teachers to seek ways to learn about the families of their students.</i> |
| Article B | Ntelioglou, B. Y., Fannin, J., Montanera, M., & Cummins, J. (2014). A multilingual and multimodal approach to literacy teaching and learning in urban education: A collaborative inquiry project in an inner city elementary school. <i>Frontiers in Psychology</i> , 5(JUN), 1–10. http://doi.org/10.3389/fpsyg.2014.00533 https://www-ncbi-nlm-nih-gov.ezproxy.lib.ucalgary.ca/pmc/articles/PMC4062072/ <i>In the article, the authors explore how community languages can be brought into the classroom.</i> |
| Article C | Comber, B. (2013). Schools as meeting places: Critical and inclusive literacies in changing local environments. <i>Language Arts</i> , 90(5), 361-371. https://ncte.org/resources/journals/language-arts/ https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24574994 https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v90-5/23573 <i>Making place the object of study for critical and inclusive literacy curriculum to help children assemble dynamic and complex literate repertoires while ensuring respect for their existing social / cultural practices.</i> |
| Article D (ELL focus) | Perry, K. (2014). “Mama, sign this note”: Young refugee children’s brokering of literacy practices. <i>Language Arts</i> , 91(5), 313-325. https://ncte.org/resources/journals/language-arts/ https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24575543 https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v91-5/25000 <i>The English literacy brokering that Remaz and other young Sudanese children provided their families, offers important insights for educators.</i> |
| Article E (Indigenous focus) | Stagg Peterson, S. (2016). Research in Canada's northern rural and indigenous Communities: Supporting young children's oral language and writing. <i>The Reading Teacher</i> , 70(3), 383–387. http://doi:10.1002/trtr.1519 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1519 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=119088610&site=ehost-live <i>Oral language can support young children’s emerging writing skills in northern Canadian communities.</i> |

Multimodal Literacy

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| Article A | Graham, M.S. & Benson, S. (2010). A springboard rather than a bridge: Diving into multimodal literacy. <i>English Journal</i> , 100(2), 93–97. https://ncte.org/resources/journals/english-journal/ https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/25790041 https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v100-2/12730 <i>Preservice teachers design practical applications of new literacy theories, which include attention to visual, spatial, gestural, audio, and linguistic modes.</i> |
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| Article B | <p>D'warte, J. (2014). Exploring linguistic repertoires: Multiple language use and multimodal activity in five classrooms. <i>Australian Journal of Language and Literacy</i>, 37(1), 21-30. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=94349757&site=ehost-live https://search-informit-org.ezproxy.lib.ucalgary.ca/doi/abs/10.3316/aeipt.201732 <i>Multimodality can facilitate literacy learning in classes where multilingualism is the norm.</i></p> |
| Article C (ELL focus) | <p>Johnson, L., & Kendrick, M. (2017). "Impossible is nothing": Expressing difficult knowledge through digital storytelling. <i>Journal of Adolescent & Adult Literacy</i>, 60(6), 667-675. http://doi: 10.1002/jaal.624 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.624 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26630688 <i>Digital storytelling can help students tell their stories, even when the stories are difficult to tell.</i></p> |
| Article D (Indigenous focus) | <p>Mills, K. A., Bellocchi, A., Patulny, R., & Dooley, J. (2017) Indigenous children's multimodal communication of emotions through visual imagery. <i>Australian Journal of Language and Literacy</i>, 40(2), 95 – 108. https://search-informit-org.ezproxy.lib.ucalgary.ca/doi/10.3316/jelapa.809843273555082 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=122938016&site=ehost-live <i>Through a photography workshop, Indigenous children in Australia explore multimodality to express their emotions.</i></p> |
| Article E | <p>Lenters, K. (2018). Multimodal becoming: Literacy in and beyond the classroom. <i>Reading Teacher</i>, 71(6), 643-649. http://doi.org/10.1002/trtr.1701 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1701 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=129345385&site=ehost-live <i>This author explores the current direction of literacy research, focusing on affect (feelings), embodiment (how are bodies are involved in literacy), and place (how the context influences literacy learning).</i></p> |

Literacy and Identity

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| Article A | <p>Cummins, J., Hu, S., Markus, P., & Montero, M.K. (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. <i>TESOL Quarterly</i>, 49(3), 555-581. http://doi: 10.1002/tesq.241 https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/tesq.241 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/43893772 <i>Identity and literacy are interrelated concepts which also have an impact on academic achievement for low socioeconomic status, multilingual, and marginalized students.</i></p> |
| Article B | <p>McLean, C. (2010). A space called home: An immigrant adolescent's digital literacy practices. <i>Journal of Adolescent & Adult Literacy</i>, 54(1), 13-22. https://doi.org/10.1598/JAAL.54.1.2 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/JAAL.54.1.2 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20749072 <i>If teachers hope to engage adolescent learners, then they must move beyond adopting out-of-school practices and digital texts in the classroom and gain a deeper understanding of students and their ways of knowing.</i></p> |
| Article C | <p>Burke, A. (2013). Creating identity: The online worlds of two English language learners. <i>Language & Literacy</i>, 15(3), 31-49. https://doi.org/10.20360/G2DS38 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=91583663&site=ehost-live https://www-proquest-com.ezproxy.lib.ucalgary.ca/docview/1430863801?accountid=9838 <i>While non-native English speakers may experience cultural and linguistic apartness and struggle to express their identities at school, many develop online identities using their literacy skills.</i></p> |

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| Article D (Indigenous focus) | Mills, K. A., Sunderland, N. & Davis-Warra, J. (2013). Yarning circles in the Literacy Classroom. <i>The Reading Teacher</i> , 67(4), 285–289. https://doi: 10.1002/trtr.1195 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1195 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24573575 <i>Yarning circles are a tradition from Australian Indigenous communities that allow students to work together to make connections to their identity and community.</i> |
| Article E (ELL focus) | Dressler, R. (2015). Exploring linguistic identity in young multilingual learners. <i>TESL Canada Journal</i> , 32(1), 42-52. doi:10.18806/tesl.v32i1.1198 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=101947643&site=ehost-live <i>ELLs are also multilinguals. Teachers can find ways to support students' identity by recognizing all of the languages they bring into the classroom.</i> |

Literacy and Culturally Responsive Pedagogy

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| Article A | Algozzine, R., O'Shea, D. J., & Obiakor, F. E. (2009). Culturally responsive literacy instruction. <i>Culturally Responsive Literacy Instruction</i> . Denver, Colorado. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1187437&ppg=153 <i>This document provides an overview of culturally responsive pedagogies and the literacy practices associated with it.</i> |
| Article B | Kesler, T. (2011). Teachers' texts in culturally responsive teaching. <i>Language Arts</i> , 88(6), 419-428. https://ncte.org/resources/journals/language-arts/ https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v88-6/16263 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41804301 <i>Texts we use with students may have inherent biases which construct particular subjects that validate some students but marginalize and invalidate others.</i> |
| Article C (Indigenous focus) | Godinho, S., Woolley, M., Webb, J., & Winkel, K. (2014) Regenerating Indigenous literacy resourcefulness: A middle school intervention. <i>Literacy Learning: The Middle Years</i> , 22(1) 7-15. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=94355963&site=ehost-live <i>The Pocket Book strategy enables students to make learning meaningful by bringing in their own cultural knowledge.</i> |
| Article D | Wurdeman-Thurston, K., & Kaomea, J. (2015). Fostering culturally relevant literacy instruction. <i>Language Arts</i> , 92(6), 424-435. https://ncte.org/resources/journals/language-arts/ https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24577534 https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v92-6/27390 <i>Using literacy practices from the community can support Aboriginal students' literacy development.</i> |
| Article E (ELL focus) | Bennett, S. V., Gunn, A. A., Gayle-Evans, G., Barrera, E. S., & Leung, C. B. (2017). Culturally responsive literacy practices in an early childhood community. <i>Early Childhood Education Journal</i> , 46(2), 241–248. http://doi.org/10.1007/s10643-017-0839-9 https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-017-0839-9 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=128252177&site=ehost-live <i>The authors see the need for teachers to be equipped with frameworks for understanding culturally responsive pedagogy.</i> |

Popular Culture and Literacy

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| Article A | <p>Parry, B. (2014), Popular culture, participation and progression in the literacy classroom. <i>Literacy</i>, 48(1), 14–22. https://doi:10.1111/lit.12027 https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/lit.12027 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=94942578&site=ehost-live</p> <p><i>In addition to being motivating, the use of popular culture can allow students to add to their knowledge of storyboarding and film.</i></p> |
| Article B | <p>Griffith, P. (2010). Graphic novels in the secondary classroom and school libraries. <i>Journal of Adolescent & Adult Literacy</i>, 54(3) 181-189. https://doi:10.1598/JA_AL.54.3.3 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/JAAL.54.3.3 https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40961524</p> <p><i>Graphic novels can provide teaching and learning opportunities for readers, educators, and researchers. In this article, discover which graphic novels to use and how to use them in your classroom.</i></p> |
| Article C (ELL focus) | <p>Page, L., (2012). Gifted English Language Learners: Using popular culture texts to enhance learning. In M.T. Cowart & G. Anderson (Eds.) <i>Critical Issues in the Education of English Language Learners</i>. (pp. 152-172). Texas: Bilingual/ESL Committee of the Federation of North Texas Area Universities. https://twu-ir.tdl.org/twu-ir/handle/11274/272</p> <p><i>Drawing on ELLs knowledge of popular culture can enhance their literacy learning in the classroom.</i></p> |
| Article D | <p>Curwood, J. (2013). The Hunger Games: Literature, literacy and online affinity spaces. <i>Language Arts</i>, 90(6), 417-427. https://ncte.org/resources/journals/language-arts/ https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/24575002 https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v90-6/23844</p> <p><i>Online affinity spaces offer multiple interest-driven trajectories, opportunities to learn with others, and paths toward becoming an authentic participant.</i></p> |
| Article E (Indigenous focus) | <p>Scheyen, C. (2014). Abo-Digitalism. <i>Taboo: The Journal of Culture & Education</i>, 14(1), 90-100. https://doi:https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=1087&context=taboo https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=108837971&site=ehost-live</p> <p><i>The use of popular culture among Aboriginal youth provides examples of how they view themselves in a global world and can have implications for teaching.</i></p> |

Disciplinary Literacy

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| Article A | <p>Rainey, E.C., Maher, B.L., Coupland, D., Franchi, R., & Moje, E.B. (2017). But what does it look like? Illustrations of disciplinary literacy teaching in two content areas. <i>Journal of Adolescent & Adult Literacy</i>, 61(4) 1-9, 371-379. https://doi.org/10.1002/jaal.669 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.669</p> <p><i>Disciplinary literacy looks different in different subjects because each draw on the way that experts in that field study the questions in that field.</i></p> |
| Article B (ELL focus) | <p>Watkins, N. & Lindahl, K. (2010). Targeting content area literacy instruction to meet the needs of adolescent English Language Learners. <i>Middle School Journal</i>, 41(3), 23-32. https://doi.org/10.1080/00940771.2010.11461718 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/00940771.2010.11461718 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=47531563&site=ehost-live</p> <p><i>This article provides description of targeted instruction and reasons why all educators should target disciplinary reading instruction for ELLs.</i></p> |

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| Article C (Indigenous focus) | <p>Hare, J. (2012). "They tell a story and there's meaning behind that story": Indigenous knowledge and young indigenous children's literacy learning. <i>Journal of Early Childhood Literacy</i>, 12(4), 389-414. https://doi.org/10.1177/1468798411417378 https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1468798411417378</p> <p><i>Oral tradition, land-based experiences and ceremonial practices, when linked to the discourses of schooling and literacy, provide the basis for improving educational outcomes for indigenous children and families.</i></p> |
| Article D | <p>Takeuchi, M., & Coyle, R. (2015). Learning elapsed time through afterschool activities. <i>Ontario Mathematics Gazette</i>, 54(2), 9–13. http://hdl.handle.net/1880/51074</p> <p><i>The teaching of Math and literacy go together, especially ELLs.</i></p> |
| Article E | <p>Chandler-Olcott, K. (2017). Disciplinary literacy and multimodal text design in physical education. <i>Literacy</i>, 51(3), 147–153. http://doi.org/10.1111/lit.12125 https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/lit.12125 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=124967664&site=ehost-live</p> <p><i>This article focuses on the disciplinary literacy involved in the teaching of specialist subjects, with a focus on physical education.</i></p> |

Focus on Reading and Writing

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| Article A | <p>Frankel, K. K., & Brooks, M. D. (2018). Why the "struggling reader" label is harmful (and what educators can do about it). <i>Journal of Adolescent & Adult Literacy</i>, 62(1), 111–114. http://doi.org/10.1002/jaal.758 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.758</p> <p><i>Labels influence how we think about students. This article presents an argument for reframing how we think about "struggling readers".</i></p> |
| Article B (ELL focus) | <p>Roessingh, H. (2019). Read-alouds in the upper elementary classroom: Developing academic vocabulary. <i>TESOL Journal</i>, 1(1). https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/tesj.445</p> <p><i>The author of this article focuses on the use of teacher read-alouds to build academic vocabulary. The author notes the importance of building academic literacy through scaffolded tasks that provide the opportunity to practice new words and translate them into written form.</i></p> |
| Article C (Indigenous focus) | <p>Spring, E. (2016). Everyone here knows a Junior: Blackfoot children and their texts. <i>Bookbird: An International Children's Literature Journal</i>, 51(1), 55-60. http://doi.org/10.1353/bkb.2016.0018 https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/609657</p> <p><i>In a reader-response project with Blackfoot readers in southern Alberta, young readers reflected on their social, cultural, and place-based identities while reading culturally relevant fiction, (e.g., Sherman Alexie's "The Absolutely True Diary of a Part-time Indian").</i></p> |
| Article D | <p>Gallagher, K., & Kittle, P. (2018). Giving students the right kind of writing practice. <i>Educational Leadership</i>, 75(7), 14–20. http://www.ascd.org/publications/educational-leadership/apr18/vol75/num07/Giving-Students-the-Right-Kind-of-Writing-Practice.aspx https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=129418887&site=ehost-live</p> <p><i>Learning to write takes practice. In this article, the authors argue for a different way of practicing than the traditional focus on one three paragraph essay.</i></p> |
| Article E | <p>McNair, J. C. (2021). Surprise, surprise! exploring dust jackets, case covers, and endpapers in picture books to support comprehension. <i>Reading Teacher</i>, 74(4), 363–373. https://doi.org/10.1002/trtr.1985 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1985</p> <p><i>The author presents a sampling of recently published picture books across various genres including contemporary realistic fiction, nonfiction, and fantasy, with a focus on peritextual features. Such features can support meaning making in regard to literary elements such as characterization, theme, plot, and setting</i></p> |

Linguistic Diversity and Literacy

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| Article A | <p>Cummins, J. (2011). Literacy engagement: Fueling academic growth for English Learners. <i>The Reading Teacher</i>, 65(2), 142-146. https://doi.org/10.1002/TRTR.01022 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01022</p> <p><i>Closing the achievement gap for linguistically diverse students involves providing print rich environments and engaging students in literacy.</i></p> |
| Article B (ELL focus) | <p>DelliCarpini, M. (2011). Supporting ELLs before, during, and after reading. <i>English Journal</i>, 100(5), 108–112. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/23047813 https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/ej/issues/v100-5/14925</p> <p><i>Readers require support throughout the reading process, and teachers who understand this and provide these literacy scaffolds can move their students more steadily along the continuum of reading and literacy development.</i></p> |
| Article C | <p>Roessingh, H. (2018). Unmasking the early language and literacy needs of ELLs: What K–3 practitioners need to know and do. <i>BC Teal Journal</i>, 3(1), 22–36. https://ojs-o.library.ubc.ca/index.php/BCTJ/article/view/276</p> <p><i>ELLs bring many strengths to the classroom, but some of those may mask educational challenges teachers will want to investigate. The author of this article focuses on some of those challenges and how teachers may address them.</i></p> |
| Article D | <p>Babae, N. (2011). Language challenges of Aboriginal students in Canadian public schools. <i>First Nations Perspectives</i>, 4(1), 110-130. https://mfncrc.org/wp-content/uploads/2022/10/7_Babae.pdf</p> <p><i>Aboriginal students may face language related challenges in K-12 schools in Canada. The impacts of these challenges on their education are discussed in detail, along with programs and strategies designed to address these issues.</i></p> |
| Article E (Indigenous focus) | <p>Moore, D. and Macdonald, M. (2013). Language and literacy development in a Canadian native community: Halq'eméylem revitalization in a Stó:lō head start program in British Columbia. <i>Modern Language Journal</i>, 97(3) 702-719. https://doi.org/10.1111/j.1540-4781.2013.12028.x https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1540-4781.2013.12028.x https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/43651701</p> <p><i>Teachers of Indigenous languages support language and literacy through environmental print, songs, and interactive computer games.</i></p> |

Digital Literacies

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| Article A | <p>Kucirkova, N., Messer, D., Sheehy, K., & Flewitt, R. (2013). Sharing personalized stories on iPads: A close look at one parent-child interaction. <i>Literacy</i>, 47(3), 115–122. https://doi.org/10.1111/lit.12003 https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/lit.12003 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=90608651&site=ehost-live</p> <p><i>How do iPad applications affect parent-child story-sharing interactions? Patterns of interaction emerge when a mother and her 33-month old daughter share a self-created, audio-visual iPad story.</i></p> |
| Article B | <p>Rowell, J. & Wohlwend, K. (2016). Free play or tight spaces? Mapping participatory literacies in apps. <i>The Reading Teacher</i>, 70(2), 197-205. https://doi.org/10.1002/trtr.1490 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1490</p> <p><i>What kinds of literacy practices are children really using when they play with educational apps? This article presents a framework to help teachers evaluate an app's potential for developing the literacy practices children need to fully participate in digital cultures.</i></p> |

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| Article C | <p>Haddix, M., & Sealey-Ruiz, Y. (2012). Cultivating digital and popular literacies as empowering and emancipatory acts among urban youth. <i>Journal of Adolescent and Adult Literacy</i>, 56(3), 189–192. https://doi.org/10.1002/JAAL.00126 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/JAAL.00126</p> <p><i>In this article, the authors call out the criminalization and policing of digital and popular literacies among black and Latino males in urban school settings and reflect on the ways they have witnessed emancipation and empowerment when these youth were not only allowed but encouraged to engage in such practices.</i></p> |
| Article D (ELL focus) | <p>Marlatt, R. (2018). Literary analysis using Minecraft: An Asian American youth crafts her literacy identity. <i>Journal of Adolescent and Adult Literacy</i>, 62(1), 55–66. http://doi.org/10.1002/jaal.747 https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.747</p> <p><i>By applying digital literacies in an academic setting, an Asian American youth conducted personalized textual analysis in an English class where the Minecraft is combined with a literature study.</i></p> |
| Article E (Indigenous focus) | <p>Kral, I. (2011). Youth media as cultural practice: remote indigenous youth speaking out loud. <i>Australian Aboriginal Studies</i>, 1(1), 4-16. https://ssrn.com/abstract=2244642 https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=63619036&site=ehost-live</p> <p><i>Where young people have access to new media technologies, expertise is acquired with ease, often leading to the rapid development of new communication practices and new forms of cultural production and public participation.</i></p> |

Space, Place, and Literacy

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| Article A | <p>Comber, B. (2011). Making space for place-making pedagogies: Stretching normative mandated literacy curriculum. <i>Contemporary Issues in Early Childhood</i>, 12(4), 343–348. http://doi.org/10.2304/ciec.2011.12.4.343 https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.2304/ciec.2011.12.4.343</p> <p><i>Making space for culturally responsive literacy pedagogy is an ongoing challenge for early childhood educators. When teachers work with children as co-researchers through the study of people's lives, the community and its complex histories become a rich resource for young people's literacy repertoires.</i></p> |
| Article B (Indigenous focus) | <p>Somerville, M. (2013). Place, storylines, and the social practices of literacy. <i>Literacy</i>, 47(1), 10-16. http://doi.org/10.1111/j.1741-4369.2012.00677.x https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1741-4369.2012.00677.x</p> <p><i>How can literacies and literacy pedagogies better connect to the places and communities of children's lives? This paper draws on the concept of 'storylines' to analyse three stories of literacy learning to understand how different literacy practices and pedagogies function to produce different literate subjects.</i></p> |
| Article C | <p>Azano, A. (2011). The possibility of place: One teacher's use of place-based instruction for English students in a rural high school. <i>Journal of Research in Rural Education</i>, 26(10), 1-12. https://jrre.psu.edu/ https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=70127089&site=ehost-live</p> <p><i>This study investigates how one teacher considered place in making instructional choices for eighth grade English students in a rural high school, and students' perceptions of this teacher's place-based instruction.</i></p> |
| Article D | <p>Fantozzi, V., Cottino, E., and Gennarelli, C. (2013). Mapping their place: Preschoolers explore space, place, and literacy. <i>Social Studies and the Young Learner</i> 26(1), 5-10. https://www-ingentaconnect-com.ezproxy.lib.ucalgary.ca/content/ncss/ssyl/2013/00000026/00000001/art00004</p> <p><i>Young children are capable of making meaning of maps and, perhaps more importantly, have the natural inclination and curiosity to want to explore their world through many different media.</i></p> |
| Article E (ELL focus) | <p>Spring, E. (2016). The experiences of two migrant readers: Freedom, restriction, and the navigation of adolescent space. <i>Jeunesse: Young People, Texts, Cultures</i> 8(1), 227-247. http://doi.org/10.1353/jeu.2016.0010 https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/629404</p> <p><i>This article focuses on the experiences of two migrant teenagers living in Toronto. It considers how the act of reading impelled them to consider their journeys between places.</i></p> |

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Active Participation*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will actively participate in the asynchronous activities and will not be absent from Zoom sessions with documented instances of personal or family illness or for religious requirements ideally communicated to your instructor in advance.

- *Engagement in Class Discussion and Group Tasks*

Another reason for the importance of active participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. **With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately.** If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

EXPECTATIONS FOR WRITING

All written assignments will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Student Success Center. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

GRADING

| Grade | GPA Value | % | Description per U of C Calendar |
|-------|-----------|--------------|--|
| A+ | 4.0 | 95-100 | Outstanding |
| A | 4.0 | 90-94 | Excellent – Superior performance showing comprehensive understanding of the subject matter |
| A- | 3.7 | 85-89 | |
| B+ | 3.3 | 80-84 | |
| B | 3.0 | 75-79 | Good - clearly above average performance with knowledge of subject matter generally complete |
| B- | 2.7 | 70-74 | |
| C+ | 2.3 | 65-69 | |
| C | 2.0 | 60-64 | Satisfactory - basic understanding of the subject matter |
| C- | 1.7 | 55-59 | |
| D+ | 1.3 | 52-54 | Minimal pass - Marginal performance |
| D | 1.0 | 50-51 | |
| F | 0.0 | 49 and lower | Fail - Unsatisfactory performance |

Note: A+ is a rare and exceptional grade to be given at the instructor's discretion to the works of excellence and the highest quality.

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses. Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses. Grades will **not** be adjusted on the basis of need. In addition, students will **not** be given the opportunity to improve their grades by completing additional assignments. As such, it is important to monitor your performance in the course. Remember: **You** are responsible for your grades in your courses.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit

documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis,
esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.