



LLED Summer 2017 Special Topics Courses

**In the event that the information conflicts with the SSC, the SSC takes precedence. Please check <https://courses.students.ubc.ca/cs/> for the most updated information.*

Annette Henry	David Lam Chair in Multicultural Education Course (cross-listed with LLED 480B 96A)	LLED	565	A	96A
Patsy Duff	Case Study Research Methods	LLED	565	B	951
Margot Filipenko	Picturebooks and children's literacy development	LLED	565	D	952
Nancy Hornberger	Language Diversity and Education	LLED	565	E	952
Guofang Li	Qualitative Data Analysis in Global Language and Literacy Research**	LLED	565	G	921
Rob Tierney	Research Developments, Frames and Methods in Language and Literacy Education	LLED	565	H	921

****Please note LLED 565G has been moved to Winter 2017 Term 2**

LLED 565A 96A (3)

Special Course in Subject Matter Field: David Lam Chair in Multicultural Education Course

Summer Term 2, July 5 2017 – 24 2017

Instructor(s): Annette Henry

Day(s): MWF

Time: 9:00-14:00

In this course, we will explore how teachers' role in a Canadian "vertical mosaic" (Porter et al., 2015) of races, cultures, languages, classes, and identities requires a deep understanding of the limitations of liberal multiculturalism and the necessity to engage with different critical perspectives of multiculturalism which should surpass the superficial tokenistic meanings of culture and difference and which should take risks to deconstruct the prevalent hegemonic mainstream discourses of multiculturalism. This critical approach should question the taken-for-granted assumptions, and should adopt transformative practices informed by critical consciousness and critical pedagogy to trigger a real change.

*Please note the course is also cross-listed with LLED 480B 96A.

LLED 565B 951 (3)

Special Course in Subject Matter Field: Case Study Research Methods

Summer Term 2, Jul 04, 2017 to Jul 21, 2017

Instructor(s): Patsy Duff

Day(s): M-R

Time: 13:30-16:30

Case study research methods are commonly used in the health sciences, political science, psychology, and business, among other fields. The focus in this course is case studies in education. We will discuss what constitutes a case (e.g., one or more focal teachers, learners, programs, countries), epistemological and ethical issues, research design, methods for carrying out and writing up case studies (in reports, theses, dissertations, and research articles), and criteria for evaluating case studies. The instructor has published widely on this topic and related issues (e.g., generalizability) in applied linguistics but this course will be cross-disciplinary, representing the breadth of case study research, topics, and issues across the Faculty.

LLED 565D 952 (3)

Special Course in Subject Matter Field: Picture books and children's literacy development

Summer Term 2, July 24-August 11

Instructor(s): Margot Filipenko

Day(s): M-F

Time: 13:30-16:00

Picture books which tell a story in words and pictures have often been called the "twice-told tales." For the reader, however, there is no separation between the pictures and the text rather the "picture storybook is an imaginative interaction of text and illustrations used to tell a story" (Raines & Isbell, 1994). In this course we will investigate the formal properties of the picture book, how picture books can facilitate literacy development and the ways in which children interact with them. We will discuss aesthetic theory, theories of text-picture relationships, theories of literacy and theories of literary understanding and we will explore research on children's engagement with and responses to picture books.

LLED 565E 952 (3)

Special Course in Subject Matter Field: Language Diversity and Education

Summer Term 2, Jul 24, 2017 to Aug 04, 2017

Instructor(s): Nancy Hornberger

Day(s): M-F

Time: 13:30-17:00

The goal of the course is to explore the wide range of issues affecting educational policy and classroom practice in multilingual, multimodal, multicultural settings. We will focus on selected US and international cases to illustrate more general concerns relating to learners' language and literacy development in formal educational settings. The course is organized around the continua of biliteracy framework that offers a heuristic for understanding learners' fluid and dynamic communicative repertoires. We begin at the macro level, looking at policy contexts and program structures, and move to the micro level to consider teaching and learning in the multilingual classroom. Throughout, we consider how discourses, ideologies and identities are interwoven in multilingual education policy and practice. We conclude with attention to the roles of teachers, researchers, and communities in implementing change in schools.

LLED 565G 921 (3)**

Special Course in Subject Matter Field: Qualitative Data Analysis in Global Language and Literacy Research

Summer Term 1, May 15, 2017 to Jun 22, 2017

Instructor(s): Guofang Li

Day(s): T,R

Time: 13:00-16:00

This advanced research course will focus on assisting students in 1) understanding how different theories inform and guide the data analysis and interpretation, and 2) applying different qualitative data analysis techniques (e.g., coding, memo writing, and data displaying) in various analytical approaches (e.g., content analysis, interview and narrative analysis, visual analysis etc.) in language and literacy research. Students will use data collected in their own studies to engage in practical data analysis exercises. The course assignments will be designed to facilitate interactions among relevant literature, theories, study data, analysis techniques, and writing. Through a discussion of assigned readings and in-class activities, we will address such topics as: the ethics and politics of data analysis, meanings of data analysis and coding, analysis techniques, ways of presenting data, and writing as a method of inquiry. Throughout the course, we will treat writing as central to inquiry and will discuss specific demands for the writing and publication of qualitative studies.

****Please note LLED 565G has been moved to Winter 2017 Term 2**

LLED 565H 921 (3)

Special Course in Subject Matter Field: Research Developments, Frames and Methods in Language and Literacy Education

Summer Term 1, May 15, 2017 to Jun 22, 2017

Instructor(s): Rob Tierney

Day(s): M, W

Time: 16:30-19:30

**Blended course, students can participate either online or face-to-face*

The course will explore the breakthroughs in research, theory and practice as students develop a critical understanding of literacy education research over the last 50 years which could serve as a foundation for their own research and thinking. It is expected that the students will be afforded intimate understandings of the following:

- Research on the best method of teaching reading;
- Cognitive revolution and advances in reading comprehension;
- Literacy broadened to include reading and writing connections;
- Socio-cultural models displacing “inside the head” views of literacy;
- Race and gender issues with the emergence of critical perspectives for literacy
- New literacies and the advancement of multiple multimodal literacies;
- Globalization and its influences upon language and ways of knowing across nations, regions and peoples especially in eastern, southern countries and indigenous population