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 **LLED 565H:** **Early Literacies with Digital Technologies and Media**

Summer 1 2015, Tues and Thurs, 4:30 – 7:30

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**COURSE DESCRIPTION:** In this course students will explore, analyze and critique the cognitive, social, cultural, political, ethical and institutional issues of early literacy development, curriculum and pedagogy brought about by the inclusion of digital technologies and media.

**COURSE OBJECTIVES** By the end of the course, students will be able to:

* Understand and communicate theories of the changing nature of early literacy with respect to children’s access to and uses of digital technologies and media.
* Compare young children’s digital literacy practices in formal and informal settings.
* Describe the changing roles of novice/apprentice (children) and expert (parent/teacher) precipitated by new technologies and media with respect to early literacy.
* Understand and communicate the theory of young children’s digitextual practices as social/cultural capital.
* Analyze changing text genres and literacy practices in developing countries, particularly in relation to social practices and resources.
* Explain the research underlying children's differential opportunities for developing digital literacy generally and digitextuality specifically, and the gap in the use of digital technologies and media by marginalized children.
* Evaluate critically national and international policies of and initiatives for early literacy with respect to children’s use of digital technologies and development of digital literacy.
* Plan implications for schools, libraries and family literacy programs for the use of digital technologies and media and development of children’s digital literacy and digitextual practices.

*\*Digitextuality: “refers to the collage of forms, registers and signifying systems visible in new media. The new media technologies build a new text through ‘the absorption and transformation of other texts but also by embedding the entirety of other texts seamlessly within the new’ (Nayer, 2008, pp. 2 - 3)*

**COURSE STRUCTURE**

Weekly in-class three- hour meetings consisting of lectures integrated with discussion (teacher-led presentations and teacher-led whole class discussions) (50% of time), small group discussions (25%) and guest speakers and student presentations (25% of time). On-line components include blogs and discussions on Connect.

**COURSE ASSIGNMENTS AND WEIGHT**

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| Assignment | Weighting |
| Learning Blog | 40 (parts 1 and 2 each 20%) |
| Participation | 10 |
| Presentation of One Article | 15 |
| Research Paper | 35 |