Education 618
Teaching Literacy for the 21st Century
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Online

Professor:	Laurie Stowell, Ph.D.	Christiane Wood, Ph.D.
Office:	University Hall 427	University Hall
Phone:	760. 750-4286 (Office)	760.750-8235
	760. 591-4295 (Home)	414.731.9663 (Cell)
Fax:	760. 750-3352	760. 750-3352
e-mail:	lstowell@csusm.edu	cwood@csusm.edu
Twitter :	@lauriestowell	@christianewood
Office Hours:		by appointment

WELCOME

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

This course examines and demonstrates what it means to read, write, view, listen and communicate in the 21st century. Teachers will expand and improve familiar literacy teaching and assessment by incorporating new technologies.

Course Prerequisites

Admission to the SOE Masters of Education Program

Course Objectives

Knowledge
1. Students will understand new literacies
2. Students will gain an understanding of 21st century technology skills and use a variety of tools and strategies to support them.
3. Students will understand how to evaluate technology tools to meet their teaching and learning needs.
4. Students will understand 21st century learners and their needs
5. Students will understand how digital reading has impacted readers.
6. Students will understand how to enhance the teaching of reading and writing through technology.
7. Students will understand levels of technology integration
8. Students will understand information literacy, media literacy, visual literacy and network literacy
9. Students will understand the 4 Cs of 21st century skills: creating, collaborating, communicating and critical thinking.

Attitudes/Values
1. Students will display a positive, interested stance toward using technology to support literacy
2. Students will display a commitment to the use of effective tech tools to support literacy development.
4. Students will value keeping students safe while they are learning online.
5. Students will value social media as a tool for learning and teaching

Skills
1. Students will practice strategies for utilizing technology tools to support and develop literacy
2. Students will design and develop 21st century learning experiences and assessments, incorporating digital tools and resources.
5. Students will use tech tools to consume and produce literacy.
6. Students will identify credible sources online and how to teach students to find credible sources.
7. Students will curate their own Professional Learning Network
8. Students will engage in Project Based Learning

CHOICE TEXTS

(Choose one)
- Avila, J. & J. Zacher Pandya (eds.) (2012) *Critical digital literacies as social praxis: Intersections and challenges* Peter Lang, Inc.
- Bass, W. L. & F. Sibberson, (2015) *Digital reading: What's essential in grades 3-8.* NCTE.
- Beddard, C. & C. Fuhrken. (2013) *When writing with technology matters.* Stenhouse.
- Gee, J.P. (2nd.ed.) (2007). *What video games have to teach us about learning and literacy.* St. Martin's Griffin.
- Hicks, T. (2009) *Digital writing workshop.* Heinemann.
- Hicks, T. (2013) *Crafting digital writing: Composing texts across media and genres* Heinemann.

- Hawley Turner, K. & T. Hicks. (2016) *Argument in the real world: Teaching adolescents to read and write digital texts.* Heinemann.
- Hawley Turner, K. & T. Hicks (2015) *Connected Reading: Teaching adolescent readers in a digital world.* NCTE.
- Johnson, D. (2014) *Reading, writing and literacy 2.0: Teaching with online texts, tools and resources.* International Literacy Association
- Kajder, S. (2010) *Adolescents and Digital literacies: Learning alongside our students.* NCTE.
- Miller, L. (2010) *Make me a story: Teaching writing through digital storytelling.* Stenhouse.
- Miller, S. & M. McVee (eds.) (2012) *Multimodal composing in classrooms: Learning and teaching for the digital world.* Routledge.
- Muhtaris, K. & K.Ziemke (2015) *Amplify: Digital teaching and learning in the K-6 classrooms.* Heinemann.
- Serafini, F. & E. Gee (eds.) (2017) *Remixing multiliteracies: Theory ad practice from New London to New Times* Teachers College Press.

Although it would be worthwhile to have these books in your personal and/or classroom library, it is not essential that you buy them. The book you choose can probably be found in the university library, your school library or you can order on Amazon.

GENERAL CONSIDERATIONS

This syllabus is subject to change.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

For this course: Students missing two class sessions will see their grades reduced by one full grade. Students missing three or more class sessions will see their grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes one absence. Illness and emergencies are considered on a case-by-case basis; however, notification of an absence does not constitute an excuse.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the

American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Class Behavior Expectations

Students in this class are expected to follow these basic principles:
- Demonstrate respect for oneself and for others.
- Treat others with dignity and behave in a way which promotes a physically and psychologically safe, secure, and supportive climate.
- Allow all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

Credit Hour Policy

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Assume that technology will fail at some point. Do not assume that everything will go smoothly when it comes to computers. Plan ahead. Do not leave completion/submission of assignments/projects for the last possible moment.

Contact Information for Technical Support Assistance

If you need any technical support, contact IITS Student Help Desk: http://www.csusm.edu/sth/.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Grading

Book Share	25	Sept. 24
Passion Project	50	Oct. 8
Writing Portfolio & Reflection	25	Oct. 15
Reading Responses	40	Each week
Participation in online format	160	(20 pts each week)
TOTAL	300 PTS.	

Grading Scale:

A	285-300
A-	270-284
B+	264-269
B	258-263
B-	240-257
C+	234-239
C	222-233
C-	210-221

Requirements:

***PARTICIPATION (160 points)**: **Participation is key in an online environment.** You will need to participate in online discussions, ask questions, share insights and ideas. Each new module will be available Saturday and all activities will be due the following Saturday by 9 a.m. Occasionally forum posts may need to be posted earlier in the week so others can read and respond. Be sure to check due dates for each activity in the module. The activities for each module will be worth 20 points for completing them. These will not be qualitatively evaluated. You will receive the points for completing the activities.

<u>Expected Dispositions for the Education Profession:</u> Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

*<u>READING RESPONSES</u> (40 PTS.) - It is expected that everyone will do the readings each week and respond. To be prepared, write at least 3-6 comments or questions about the readings for that session in the labeled folder "reading response" in the Cougar Courses container. This is informal (not a paper) and really about your responses to the readings. I'm interested in what you think. **Do not summarize**. Comment on more than one article. If there are more than three articles to read, you may choose which three to read. **You have one free pass**.

*<u>BOOK Share</u> (25 pts) You will choose one book to read from the list in the syllabus. You will choose a web based tech tool (from the list below) to share what you learned (and you think other teachers should know), your "take aways". No PowerPoint, Prezi or google slides! Please try to choose a tool that you have not used before. We are not expecting perfection! Choose from:
* piktochart: https://piktochart.com Make an infographic
* popplet: http://popplet.com present a web or visual
* Storyboard That: Digital storytelling: http://www.storyboardthat.com
  Explain everything: https://explaineverything.com
* blog post: Create a blog using Kidblog, Edublog or any blogging platform. Set the blog up and just do one blog post about your book. Sell it to other teachers!
        https://kidblog.org/home/
        https://wordpress.org
        https://www.blogger.com/about/?r=1-null_user
        https://www.weebly.com
        http://www.wikispaces.com
        https://www.squarespace.com
* video using iMovie, Zoom or video with your phone and upload to YouTube (You could make your own TED talk!)
* glogster: http://edu.glogster.com/?ref=com Make an interactive poster
* Powtoon: https://www.powtoon.com Make an animated video
Blendspace (https://www.youtube.com/watch?v=ICw-MlgPAlI):
https://www.tes.com/lessons?utm_campaign=RES-1731&utm_content=testeach&utm_source=google&utm_medium=ad&gclid=CjwKCAjw5uTMBRAYEiwA5HxQNsgUgOix-GBI1pd3di2dERlg5PgLaMcB_I81Dix3Rz4fN1cJtsTN4hoC9oIQAvD_BwE
Voice Thread: https://voicethread.com/products/k12/ Record your learnings.
Skitch/Evernote: https://evernote.com/products/skitch (can create on Mac or ipad)
Haiku Deck: https://www.haikudeck.com
Mindmeister (mindmap):
https://www.mindmeister.com/?gad_campaign=US_brand&gclid=CjwKCAjw5uTMBRAYEiwA5HxQNmYQjYCW6oQM3ni7UL_r7jBVKlAZgTZ6gbn724XceJd-yeCNaeyBdhoCC0gQAvD_BwE

Book Share will be scored on:
Informative/Content
Engaging
Appropriate use of technology for task
Risk Taking
Combination of images and text

Post the link to your project in the folder at the top of Cougar Courses as an assignment. I will respond and grade in that folder. Also post the link in the Book Share Forum so everyone in the class can see them and can take advantage of the work you have done! **DUE: Sept. 24**

DIGITAL WRITING PORTFOLIO AND REFLECTION: (25 pts) We will be doing several pieces of different kinds of writing during each module. You will keep all drafts in a digital folder. You will need to create a portfolio in google and provide access to me. Not every piece of writing will be finished, but at least one or more will be completed. We will provide feedback to each other during the Digital Writing Module. At least one draft that you started during a 6 minute write needs to be in google docs. We will also discuss some revision strategies. You will write a reflection about your portfolio, your writing process and how digital tools can support writing. Your reflection will identify which pieces you think are your best writing. When you reflect upon your process please address the following questions: How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? Did the feedback help? How did you make revision decisions? How did tech tools support (or not) your writing process. Please think about the quickwrites, creation of your digital story, blogs, and any other digital writing you worked on during this course. **Especially respond to: What did you learn about fostering student's writing in your classroom?**
Choose a quickwrite to share with colleagues during Module 6 the week of Sept. 30.
Final reflection and portfolio due: Oct. 8

PASSION PROJECT (PBL) (50 pts): We will begin this project during week 3 and you will be supported for some of the activities. But you will need to do some of the work outside of the modules. You will:
1. Choose a real (driving) question: A need to know and something that serves others
2. Utilize your own voice and make choices
3. Use 21st c. skills
4. Pursue inquiry online
5. Get feedback and revision
6. Publicly present a product

You will write up a description of your process and present your findings, what you discovered in your search for an answer (or answers) to your question in week 8.
Your final paper should describe your process in each of the steps listed above. The final paragraphs of your paper should include a description of how you might apply this process to your own classroom. If you teach young children, you could pursue a question as a class. You can describe how you might adapt these principals to pursue Project Based Learning in your classroom.
This is the signature assignment that goes in your Comprehensive Exit Portfolio.
DUE Oct. 15

SCHEDULE:

** The articles listed may be subject to change. As the modules are posted articles may be added or deleted for you to read so please double check

Date	Topic	Readings and Assignments
August 20 0 Module	Introductions Overview	* Complete the activities in the module instructions
August 26 Module 1	21st Century Literacies New Literacies	• New London Group, "A pedagogy of Multiliteracies" • Prensky, M."Digital Immigrants, Digital Natives" • Koutropoulos, A. "Digital Natives: Ten years after" • Beach, R. G.Hull & D. O'Brien, "Transforming English Language Arts in a Web 2.0 World" • Kist, W. "Web 2.0 in the elementary classroom: Portraits of possibilities" • Ferlazzo, L. "Student Engagement: Key to Personalized Learning". • Cope, B. & M. Kalantzis, "Multiliteracies: New literacies, new learning"
Sept. 2 Module 2	Tech tools to support literacy	**Required Readings:** Coiro, J., Karchmer, R., & Walpole, S. (2006). Critically evaluating educational technologies for literacy learning: Current trends and new paradigms. *International handbook of literacy and technology*, *2*, 145-161. Hutchison, A., & Woodward, L. (2014). A Planning Cycle for Integrating Digital Technology Into Literacy Instruction. *Reading Teacher*, *67*(6), 455-464. **Choose 2 Optional Readings from the list below:** https://www.edutopia.org/practice/tech-literacy-making-it-relevant-through-content-learning Price-Dennis, D. & S. Carrion, "Leveraging digital Literacies for social justice". • Mallette, M. & D. Barone, "On using google forms" • McTighe, J. & T. March, "Choosing Apps by design" • Tucker, C. "5 tips for managing mobile devices" Calvert, H. "Letting go of stand-alone technology: How to blend technology into literacy stations" • Fisher, D. & N. Frey, "Checking for understanding digitally during content area learning" • Heins Israelson, M. "The App Map: A tool for systematic evaluation of apps for early literacy learning" • Steckel, B. V. Harlow Shinas, L. Van Vaerenewyck, "Artistic technology integration: Stories from primary and elementary classrooms".
Sept. 9 Module 3	Project Based Learning Genius Hour Digital Writing	• Hicks, T. "Why digital writing matters" • Dwyer, B. "Engaging all students in internet research and inquiry"

		• Doerr-Stevens, C. R. Beach & E. Boeser, "Using online role-play to promote collaborative argument and collective action"
		• Ciampa, K. "Implementing a digital reading and writing workshop model for content literacy in an urban elementary school"
		• Project Based Learning Research: : https://www.edutopia.org/pbl-research-learning-outcomes
		• Melville, K. "'Where's my story?' Reflecting all students in children's literature".
		• Spencer, J. "The genius of design"
		• Sweeny, S. "Writing for the instant messaging and text messaging generation: Using new literacies to support writing instruction".
		• Coiro, J. "The magic of wondering: Building understanding through online inquiry"
Sept. 16 Module 4	Digital Reading	• Liu, Z. "Digital Reading"
		• Liu, Z. "Reading behavior in the digital environment: Changes in reading behavior over the past ten years.
		• Compton-Lillly, C. "What can video games teach us about teaching reading?"
		• Bates, C., A. Kein, B. Schubert, L. McGee, N. Anderson, et al. "E-Books and E-Apps: Considerations for Beginning Readers"
		• Salyer, D. "Reading the web: Internet guided reading with young children"
		• Larson, L. "E-Books and audiobooks: Extending the digital reading experience".
		• Harrison, C. "Are computers, Smartphones and the internet a boon or a barrier for the weaker reader?"
Sept. 23 Module 5	Media Literacy Information Literacy	• Saunders, J. G. E. Ash, I. Salazar, et. Al "We're already somebody': High School Students Practicing Critial Medial Literacy IRL"
		• Stanford History Education Group, "Evaluating information: The cornerstone of civic online reasoning"
		• Cercone, J. "'Standing at the Crossroads': Content creation in the 21st c. English classroom"
		• Sewell, W. & S. Denton, "Multimodl literacies in the secondary classroom'.
		• Ayotte, L. & C. Collins "Using short videos to enhance reading and writing in the ELA curriculum"
		• Bedley, S. "I taught my 5th graders how to spot fake news. Now they won't stop fact checking me."
		Share Professional Book "Take aways" Sept. 24
Sept. 30 Module 6	Digital Writing	• Ciampa, K. "Implementing a digital reading and writing workshop model for content literacy instruction in an urban elementary (K-8) school.
		• NWP, "Revisitng the writing process: Learning to write in a digital world"
		• Diamond, J. "Blogging: Writing in the real world"
		• Stover, K., L. Yearta & C. Harris, "Formative assessment in the digital age: Blogging with third graders"

		• Werderick, D., M. Manderino, G. Godinez "Leveraging digital mentor texts to write like a digital writer" • Reed, L. "New literacies and digital video poems in a seventh grade classroom" • Pullinger, K, A. Havard, & M. Hundel, "Digital storyworlds: Transmedia literature in the ELA classroom • Emert, T. "Interactive digital storytelling with refugee children" • Hicks, T. & F. Sibberson, "Students as writers and composers: Workshopping in the digital age" • Pytash, K. W. Kist & E. Testa, "Remixing my life: the multimodal literacy memoir assignment and STEM" • Hicks, T. "Beyond the book response: Digital Writing and reflection for deeper engagement"
Oct. 7 Module 7	Makerspace	• Rosenfeld Halverson, E. & K. Sheridan "The maker movement in education" - Wardrip, P. & Brams, L. "Taking Making to School: A Model for Integrating Making into Classrooms" - IDEO – Design Thinking for Educators https://designthinkingforeducators.com • Manderino, M. & J. .Castek, "Making it social: Considering the purpose of literacy to support participation in making and engineering" **Digital portfolio and reflection due Oct. 8**
Oct. 14 Module 8	Social Media in the classroom Professional Learning Networks (PLN) Digital Curation	• Marich, H. "Twitter in the elementary classroom: A teacher's journey" • Doerr-Stevens, C. R. Beach & E. Boeser "Using online role-play to promote collaborative argument and collective action" • Amaro-Jimenez, H. Hungerford-Kresser, & K. Pole, "Teaching with a technological twist: Exit tickers via twitter in literacy classrooms" • Kist, W. "Exit tweets and wiki blue books: Assessment possibilities" • Williams, L. K. Scott & D. Simone, "#Socialnetworks: Making nonfiction trend in your classroom" **Presentation of Project Based Learning Due Oct. 15**