Course & Section Nos.	**EDRL 618**
Course Title	**Teaching Literacy for the 21st Century**
Class Roster No.	**23213**
Course Day(s)	**Sunday to Sunday**
Time	**Online**
Course Location	**Online**
Semester / Year	**Spring 2021**
Instructor	**Dr. Christiane Wood**
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Office	**University Hall 425**
Office Hours	**By appointment**

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

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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 outcome

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 Master of Education Program

Course Objectives:
Knowledge
1. Students will understand and define 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

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REQUIRED - Text Assignments

Choice Text:
Choose one for Book
Share Assignment

• 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.

• Clark, H. & T. Avrith (2019) *The google infused classroom: A guide to making thinking visible and amplifying student voice* Elevate Books

• 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.

• Maslyk, J. (2019) *Remaking Literacy: Innovative Instructional Strategies for maker learning, Grades K-5: Classroom maker projects for elementary literacy education.* Solution Tree.

• Mattson, K. (2017). *Digital Citizenship in Action: Empowering students to engage in online communities*. ISTE.

• 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 and practice from New London to New Times.* Teachers College Press.

• Stockman, A. (2018) *Hacking the writer's workshop: Redesign with making in mind.* Times 10 publication.

• Wolf, M. (2018). *Reader, Come Home: The Reading Brain in a Digital World* (Harper)

• Wood, C. (2018) *The literacy of play and innovation: Children as makers.* Routledge. Full eText available through CSUSM Library **@ https://csusm-primo.hosted.exlibrisgroup.com/permalink/f/1905vc/01CALS_ALMA7150592 1000002901**

•. Ziemke, K & K Muhtaris (2020) *Read the world: Rethinking literacy for empathy and action in a digital age* (Heinemann)

Choose one for an online book club: Sign up here

1.   Dorfman, Lynne and Stacy Shubitz (2019) Welcome to Writing Workshop: Engaging Today's Students with a Model That Works

2.   Gallagher, K. and P. Kittle (2018) 180 days: Two teachers on a quest to engage and empower adolescents. Heinemann.

3.   Goudvis, A., S. Harvey and. B. Buhrow (2019) Inquiry illuminated: Researchers workshop across the curriculum. Heinemann.

4.   Meehan, Melanie. (2019) Every child can write Entry points, bridges, and pathways for striving writers. Crown

5.   Prather, L. (2019) Story Matters: Teaching Teens to Use the Tools of Narrative to Argue and Inform

6.   Wolpert-Gawron, H. (2014) Writing Behind every door: Teaching Common Core Writing in the Content Areas. Routledge

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 or Barnes and Noble.

Comprehensive Exit Portfolio (CEP)
The CEP requires that candidates demonstrate their understanding of the 12 guiding principles and their ability to create teaching and learning contexts reflective of those concepts. Throughout the program, candidates place examples of their understanding of the guiding principles into the CEP, which is found on the Cougar Courses Moodle platform and labeled as such. Each course has identified one signature assignment that is designed to show mastery of the Guiding Principles and will be placed in the Comprehensive Exit Portfolio. More information (and the rubric) about the CEP is provided in top section of the EDUC 606 Cougar Course container.

Expected Dispositions for the Education Profession
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.

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 SOE Governance Community, December, 1997).*

Attendance Policy for Online courses:

For this course: Completion of all tasks within each module constitutes "attendance" for that week. The learning activities in each module take the place of the time you would traditionally spend in class if this were a face-to-face course. The signature assignments are what traditionally constitute "homework." Modules run from Saturday to Saturday, and all learning activities must be completed each Saturday by 9 p.m. Students who leave two (2) modules incomplete cannot receive an A for the course. Students who leave three (3) modules incomplete cannot receive a B.

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 Disability Support 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 seventh 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

"Teacher Candidates will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Candidates are responsible for honest completion of their work including examinations. There will be no 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.

Course Format
Per the CSUSM Online Instruction Policy, EDRL 618 is considered to be online instruction. All course learning experiences will be communicated via the Internet, and students should plan on spending approximately 18 hours per week on course activities. Each module begins with a box on Cougar Courses called "Step-By-Step Instructions," which detail the guiding questions and learning outcomes, explains the learning activities in which students will engage, and describes what deliverables must be submitted to earn credit for completing that module.

Credit Hour Policy
Per the University Credit Hour Policy:
- The combination of face-to-face time, out-of-class online, and field time associated with the course totals to at least the minimum 45 hours per unit of credit, which means that 135 hours will be spent engaged with this course. Because this is a fully-online 8-week course, you should plan on spending approximately 16 hours per week engaged with the learning activities, deliverables, and signature (homework) assignments

Plagiarism:
As an educator, it is expected that each candidate 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.

Necessary Technical Competency Required of Students
Candidates are required to have the technical expertise to use online browsers (e.g., Explorer, Chrome, Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates. The following link: https://cc.csusm.edu/mod/page/view.php?id=27208: details the technical requirements necessary for online learning and identifies resources for support and technical assistance as necessary.

Please save a digital copy of 1-2 signature assignments for your use in your comprehensive evaluation portfolio (CEP). All signature assignments are submitted online at Cougar Courses; deliverables for the learning activities are submitted electronically in a variety of formats as described by each module's "Step-By-Step Instructions."

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/.
See information on the various ways in which students may get technical support at http://www.csusm.edu/sth/support/index.html

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.

GRADING

Book Share	25	Feb. 2	
PBL/Passion Project	40	Feb. 29	
Writing Portfolio & Reflection	20	Feb. 16	
Reading Responses	40	Each week	
Participation in online format	160	(20 pts each week)	
Digital Book Club	15	at least 3 meetings (TBD)	
TOTAL	300 PTS.		

GRADING SCALE:

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

COURSE 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 Sunday and all activities will

be due the following Sunday by 9 p.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 (per module) for completing them. These will not be qualitatively evaluated. You will receive the points for completing the activities and feedback will be provided.

Reading Responses using TWITTER

(40 PTS.) - It is expected that everyone will do the readings each week and respond. Write at least 1 comment or questions per reading. I am are interested in what you think. Do not summarize. If there are more than three articles to read, you may choose which three to read – and will provide one comment/question for each of the articles you read. For this class you will tweet your responses. If you don't have a twitter account , set one up. If you do have a twitter account, you may want to set up a separate account for this class, but that's up to you. To tweet your response, tweet at least one tweet per article. Feel free to do more. If you tweet a quote, be sure to cite the quote. A more effective tweet would be a learning from the article or a way you can apply it. If the thinking isn't entirely yours, you may want to cite the article. A fast way to cite is to search the author on twitter to see if he or she has a twitter handle and just use the twitter handle.

Tweets are due by Sunday evening at the end of the module (But you can tweet throughout the week).

Be sure to use this hashtag: **#CSUSM618SPR21 for each tweet. I will read your tweets in the hashtag and "like" and respond to them there. You can tag me @playimaginecre1**

BOOK SHARE
(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, Keynote or google slides! Please try to choose a tool that you have not used before. We are not expecting perfection! The goal is to try a new tool and share what you learned from your book or recommend it to others. 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
        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 tutorial   Tes blendspace (Use with Google Chrome)
•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
* Canva
*Mindmeister (mindmap):
If you have an idea for a different tool, check with Laurie or Chris first.

Book Share will be scored on:
Informative/Content (5)
Engaging (5)
Appropriate use of technology for task (5)
Risk Taking (5)
Combination of images and text (5)

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: February 7**

DIGITAL WRITING PORTFOLIO AND REFLECTION*:*
(20 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 us. 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 quick writes, 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? Write your reflections as a paper, not just a series of answers to questions.
Choose a quick write to share with colleagues during Module 6 the week of Feb. 7.

Digital Writing Portfolio will be scored on:
Organization (are all the quick writes in your folder?) (5 pts.)
Reflection on your writing process   (7 pts)
Reflection/application to your classroom   (8 pts.)
Final reflection and portfolio due: February 21

Digital Book Club
(15 pts.)
You will select a common book to read about teaching writing with 2, 3 or 4 colleagues. In this class you

will meet in your digital book clubs via zoom video conferencing.
Please note that the digital book club sign-up link is located on page 4 of this syllabus. I will set up your Zoom links after you identify when your book club discussions will be. These meetings will be recorded. Members of the book club will take turns assuming a leadership role. The book clubs must meet at least three times for about an hour, but you can meet more. Book club members will determine meeting times that are convenient for all members of your group, as well as what chapters will be read in common before

the book club meeting. Each meeting, one (or two) of you in your group will facilitate the discussion. One way you will do this is to provide the discussion questions before your Zoom meeting. Before each online Zoom meeting, book club participants should visit the "parking lot" to view questions for discussion and write some responses to the question prompts. Then go online and discuss your book and how it is impacting your practice. Make a copy of this google doc for your group and.post a link to your group's document in the forum. Titled "Post your Virtual Book Club Form. Here". Each member will contribute to the google doc discussion before talking online. I will read these documents and watch some of the recordings. Full points will be given for at least 3 book club meetings and a completed book club form. **Book Groups will determine meeting dates.**

Project Based Learning (PBL)

(40 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.

PBL - Passion Projects will be scored on:

A real question	5
Description of inquiry process	10
Reflection on inquiry project and application to classroom	10
Inquiry product	15

DUE   February 28

Weekly Course Schedule:

Read the step-by-step instructions for each module. The readings, learning activities, and assignments for each module are located in the EDRL 618 Cougar Course Container.

Date	Topic	Readings and Assignments
January 3 0 Module	Overview	Complete the Getting Started Activities
January 3 Module 1	21st Century Literacies New Literacies	Complete readings, activities, and assignments outlined in the step-by-step instructions
January 10 Module 2	Tech tools to support literacy	Complete readings, activities, and assignments outlined in the step-by-step instructions
January 17 Module 3	Project Based Learning Genius Hour Passion Projects Digital Writing	Complete readings, activities, and assignments outlined in the step-by-step instructions **Attend Virtual - Dr. Jon Spencer Topic: PBL on 1-23-21 From 9am-12pm**
January 24 Module 4	Digital Reading	Complete readings, activities, and assignments outlined in the step-by-step instructions
January 31 Module 5	Media Literacy Information Literacy	Complete readings, activities, and assignments outlined in the step-by-step instructions **Share Professional Book "Take a ways" Due Feb. 7**
February 7 Module 6	Digital Writing	Complete readings, activities, and assignments outlined in the step-by-step instructions
February 14 Module 7	Students as Meaning Makers: New Literacies, Design Thinking, and Makerspaces in Classroom Contexts	Complete readings, activities, and assignments outlined in the step-by-step instructions **Digital portfolio and reflection Due Feb. 21**
February 21 Module 8	Social Media in the classroom Professional Learning Networks (PLN) Digital Curation	Complete readings, activities, and assignments outlined in the step-by-step instructions **Presentation of Passion Project Due Feb. 28**