Course
EDCI 546-001 - Integrating Technology in Elementary Classrooms: Literacy
Spring 2011
One Credit

Meeting Time
7:20-10:00
Robinson A 350
February 2, 9, 16, 23 & March 2

Instructor
Seth Parsons
sparson5@gmu.edu
Office hours by appointment

Course Description
   A. Prerequisites: Admission to the Elementary Licensure Program.
   B. Co-requisite: Enrollment in EDCI 556.
   C. Course description: This one credit course studies the development and integration of technology in the Elementary Education Literacy curriculum.

Nature of Course Delivery
This course is structured around using computers for individual and group activities that focus on the integration of technology. Students will participate in large group discussions led by the instructor and in small group discussions and activities with their classmates. In addition, students will create and/or participate in the creation of three technology products: a blog, Wiki, and a digital story.

Student Outcomes
This course is designed to enable teacher candidates to:
   1. plan interdisciplinary learning experiences that enable elementary students to integrate knowledge, skills, and methods of inquiry within the Literacy curriculum;
   2. identify how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
   3. select appropriate materials, tools, and technologies to achieve instructional goals with all learners.

Standards:
This course addresses the following national and state standards:

INTASC Standards:
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The Virginia State Technology Standards for Instructional Personnel:
Instructional personnel shall…
1. be able to demonstrate effective use of a computer system and utilize computer software.
2. be able to apply knowledge of terms associated with educational computing and technology.
3. be able to apply computer productivity tools for professional use.
4. be able to use electronic technologies to access and exchange information.
5. be able to identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and other instructional objectives.
6. be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
7. be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.
8. demonstrate knowledge of ethical and legal issues relating to the use of technology.

International Society for Technology in Education (ISTE) National Educational Technology Standards 2008:
1. Facilitate and inspire student learning and creativity
2. Design and develop digital-age learning experiences and assessments
3. Model digital-age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

Grading Scale:

A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	Below 70

Description of Assignments:
    Assignment #1: Blog, 25 points, Ongoing:
    Students will create and maintain their own blog. Students will post to their blog by the designated deadlines as well as comment on other students' blogs. Postings will be graded on the quality and depth of entries as well as punctuality.

    Assignment #2: Wiki, 20 points, Ongoing:
    Students will contribute to a class Wiki. Students will add entries to the Wiki according to a pre-determined schedule. Wiki entries will be graded on quality, depth, accuracy, and punctuality.

Assignment #3: Digital Story, 40 points, due March 2:
Students will design and create an original digital story. The digital story will be graded on the quality of the product, originality, creativity, depth, and impact of the story. This assignment is the designated performance-based assessment.

Assignment #4: Class Participation, 15 points, Ongoing:
Students will read assignments prior to class meetings and will be prepared to participate in discussions as well as in-class activities. Points will be awarded for participation and completion of these activities.

Criteria for Evaluation:
Since this is a graduate level course, high quality work is expected on all assignments. Points for all graded assignments will be based on the scope, quality, depth, and creativity of the assignments. All online assignments are due by the deadline designated in the schedule. Late assignments will not be accepted without making prior arrangements with the instructor.

Mason Mission Statement

George Mason University will be an institution of international academic reputation providing a superior education enabling students to develop critical, analytical, and imaginative thinking and to make well founded ethical decisions. It will respond to the call for interdisciplinary research and teaching not simply by adding programs but by rethinking the traditional structure of the academy.

The University will prepare students to address the complex issues facing them in society and to discover meaning in their own lives. It will encourage diversity in its student body and will meet the needs of students by providing them with undergraduate, graduate, and professional courses of study that are interdisciplinary and innovative. The University will energetically seek ways to interact with and serve the needs of the student body.

The University will nurture and support a faculty that is diverse, innovative and excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community. The faculty will embody the University's interactive approach to change both in the academy and in the world. The University will be a resource of the Commonwealth of Virginia serving private and public sectors and will be an intellectual and cultural nexus between Northern Virginia, the nation, and the world. (Adopted January 1991)

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

ASSIGNMENT #1
Blog
25 points possible

Blog posts due: Various dates (below)

Purpose: This assignment provides students the opportunity to create a blog, to write blog entries and respond to others' entries, and to reflect on the experience of blogging.

Procedure: Students will create and maintain their own blog on Blogger.com. Students will post to their blog by the designated deadlines. In addition, students will respond to and comment on other students' blogs. Postings will be graded on the quality and depth of entries as well as punctuality.

Evaluation Criteria	Date Due	Points				
Posting #1	February 2 during class	1	2	3	4	5
Posting #2 with hyperlink	February 9 by noon	1	2	3	4	5
Peer Response #1	February 16 by noon	1	2	3	4	5
Posting #3 with image	February 23 by noon	1	2	3	4	5
Peer Response #2 w/hyperlink	March 2 by noon	1	2	3	4	5
Total points earned						

ASSIGNMENT #2
Wiki
20 points possible

Wiki posts due: Various dates (below)

Purpose: This assignment allows students to participate in a class Wiki. Students will learn how to set up a Wiki, how to edit entries, and the purposes of a Wiki.

Procedure: Students will contribute to a class Wiki on PB Works. Students will create pages, edit entries, and participate in creating class content on the Wiki. Students will be graded on the quality and depth of entries, creating pages, editing entries, discussions on the Wiki, and punctuality.

Evaluation Criteria	Date Due	Points				
Author information with hyperlink	February 9 by noon	1	2	3	4	5
Contribute to Wiki assignment	February 16 by noon	1	2	3	4	5
Contribute to Wiki assignment (again)	February 23 by noon	1	2	3	4	5
Contribute to Wiki assignment (again)	March 2 by noon	1	2	3	4	5
Total points earned						

ASSIGNMENT #3
Digital Story
40 points possible

	No Evidence 0	**Beginning** Limited evidence 2	**Developing** Clear evidence 4	**Accomplished** Substantial evidence 6	**Score**
Is the digital story engaging? INTASC 6 NETS 3 Virginia 1, 2	Not at all engaging. Nothing to hold the viewers' attention.	Storyline could interest the reader, but lacks other forms of engagement, such as sound, music, graphics, etc.	Story is somewhat engaging. Holds most viewers' attention. All components are well integrated.	Story is compelling and engaging. The focus of the storyline holds viewers' It draws the viewers in.	
Does the story produce an emotional impact? INTASC 6 NETS 3 Virginia 1, 2	No emotional impact. Viewer is not drawn in emotionally.	Very little emotional impact. Viewer may feel some emotion but has little concern for the main character/the story.	There is an emotional impact from the story. The viewer is drawn in emotionally and is made to care about the main character/the story.	There is a strong, appropriate emotional impact from the story. The viewer cares about the main character/story.	
Is the story original? INTASC 6 NETS 3 Virginia 1, 2	The story is not original. It is adapted from a well-known story or is an unoriginal topic.	The story is primarily adapted from a well-known story or topic, but has some original components.	The story/topic is primarily original or puts a different spin on it.	The story/topic is completely original and unique.	
Is the music well integrated? INTASC 6 NETS 3 Virginia 1, 2	No music is included.	The music is not well integrated is does not seem appropriate for the story/topic.	The music is well integrated and is appropriate.	The music is very well integrated. The tempo fits well with the story. It enhances the product.	
Do the images support the story? INTASC 6 NETS 3 Virginia 1, 2	Images are not well chosen and do not clearly fit with the story/topic.	Images are not well chosen. Less than 50% of images fit well with the story/topic and distract from it.	Images are well chosen. 50-80% of images fit well with the story/topic and enhance it.	Images are very well chosen. 81-100% of images are well chosen and enhance the story. They help to convey its meaning.	
Is the narrative clear? INTASC 6 NETS 3 Virginia 1, 2	Narrative is unclear and not loud enough to hear. Narrator mumbles throughout.	Narrative is either unclear or not loud enough. The viewer has to strain to hear.	Narrative is clear and loud enough. The narrator tells the story and captivates the reader.	Narrative is clear and loud enough. The narrator tells the story using appropriate inflections.	

*4 additional points can be added for turning in the assignment on time.

Class Schedule and Assignments

Access Blackboard for additional information, links, and documents for this class at https://courses.gmu.edu

Week	Readings and Assignments to Complete Before Class	In-Class Topic/Learning Experiences
#1 **2/2/11**	1. Access this course on Blackboard 2. Print the syllabus	• Overview of class and review syllabus • Introduce blogs and create a blog • First **blog post** during class • Introduction to digital storytelling
#2 **2/9/11**	1. Read Chapter 2 (Penrod), "Blogging and New Literacies" 2. Second **blog posting w/hyperlink** due by noon	• Discuss Penrod chapter • Educational uses of digital storytelling • Introduce Wikis
#3 **2/16/11**	1. **Author information w/hyperlink** on Wiki due by noon 2. First **blog peer response** due by noon 3. Think of a topic for your digital story 4. Read Chapter 4 (Richardson), "Wikis: Easy Collaboration for All"	• Discuss Richardson chapter and Wikis • Discuss blogs • Work on digital stories
#4 **2/23/11**	1. **Contribute to Wiki** due by noon 2. Third **blog posting w/image** due by noon	• Discuss blog posts • Discuss Wikis • Work on digital story • Other technologies to use when teaching Literacy
#5 **3/2/11**	1. **Contribute to Wiki** due by noon 2. Second **blog peer response** due by noon 3. Work on **digital stories**	• Discuss blogs • Discuss Wikis • Work on digital story • Share digital stories