

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ELEMENTARY EDUCATION**

**EDCI 546
Integrating Technology in Elementary Classrooms: Literacy**

Fall 2011, Fridays 4:00-7:30 PM, Robinson A350	1 Credit Hour, Sec. 002
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COURSE DESCRIPTION:

- A. Prerequisites: Admission to the Elementary Licensure Program.
- B. Corequisites: Enrollment in EDCI 554.
- C. Course description from the university catalog: This course studies the development and integration of technology in the elementary education literacy curriculum.

NATURE OF COURSE DELIVERY:

Students in this course will participate in individual and group activities that focus on the integration of technology by using computers in class. Students will also participate in large group discussions led by the instructor and in small group discussions and activities with their classmates.

LEARNER 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 Social Studies 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.

PROFESSIONAL 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.

Other INTASC Standards identified on rubric are addressed in the companion method course.

The [Virginia State Technology Standards for Instructional Personnel](#):

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.
5. Instructional personnel shall 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. Instructional personnel shall be able to use educational technologies for data collection, information management, problem solving, decision making, communication, and presentation within the curriculum.
7. Instructional personnel shall 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. Instructional personnel shall 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

REQUIRED TEXT:

Solomon, G. and Schrum, L. (2010). Web 2.0 How-To for Educators. Eugene, OR: ISTE.
Additional articles provided.

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: Exploring Web 2.0 Tools for Literacy, 27 points, due by noon on 9/23 and 10/7:**

Students will explore five technologies for teaching literacy in the Elementary classroom: Blogs, Collaborative Writing Tools, Publishing Tools, Social Networking, and Wikis. Students will choose of two of these tools to explore fully. This will allow students to choose the technologies they wish to learn more about. During specific weeks, students will post in the Discussion Board (<http://mymason.gmu.edu>) their own ideas and opinions about each of these tools for developing literacy skills. Postings done on time (within the week requested) will receive 3-15 points. Postings a week late will receive 0-9 points. Postings more than a week after the due will not receive credit. (total points possible 30)

Assignment #2: 20 points, Fan Fiction, due 11/25, comments due 12/2:

Students will explore the concept of Fan Fiction. They will write a short story in the Fan Fiction motif and post it on <http://www.fanfiction.net>. Students will read and comment on two other students' stories.

Assignment #3: Digital Story, 40 points, due 12/9:

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, 10 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 and in class. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class. Late assignments will not be accepted without making arrangements with the instructor.

The following criteria will be used in the form of a grading criteria sheet or a rubric:

- Is the required information presented?
- Is the content of the submission accurate?
- Does the paper cover the issues discussed in class and in the readings?
- Are the ideas presented in a thoughtful, integrated manner?
- Does the project show creativity and original thought?

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.
- The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

ASSIGNMENT #1
Exploring Web 2.0 Tools for Literacy
30 Points

The purpose of this assignment is to explore five technologies for teaching literacy in the Elementary classroom: Blogs, Collaborative Writing Tools, Publishing Tools, Social Networking, and Wikis. Students will choose two technologies to explore thoroughly. This will allow students to focus on the technologies they wish to learn more about. Students will post in the Discussion Board (<http://mymason.gmu.edu>) their own ideas and opinions about each of these tools for developing literacy skills. Postings done on time (within the week requested) will receive 3-15 points. Postings a week late will receive 0-9 points. Postings more than a week after the due date will not receive credit.

Procedure:

- Complete the readings related to each technology.
- Choose three technologies to discuss.
- Explore these various technologies and look at examples of ways the technology is used. Solomom and Schrum provide a list of sites for some of these various technologies:
 Blogs, pg. 241-243, 251
 Collaborative Writing Tools, pg 243-244
 Social Networking, pg 246-247
 Publishing Tools, 255-258
 Wikis, p. 263
- Think about how these technologies can be used in the classroom.
- Post your ideas on the Discussion Board at <http://mymason.gmu.edu> before the week is over.

Evaluation Criteria:

	Meets Requirements (5 Points if on time) (3 Points if late)	Partial Requirements (3 points if on time) (1 Point if late)	Needs Improvement (1 point if on time) (0 points if late)
Integration of Technology	Posting includes two different suggestions for integrating the technology into the classroom.	Posting includes one suggestion for integrating the technology into the classroom.	Posting discusses the tool, but does not include a suggestion for integrating the technology into the classroom.
Quality	The posting reflects a clear understanding of the technology and the type of literacy it supports.	The posting reflects a general understanding of the technology, but does not address the type of literacy it supports.	The posting shows a lack of understanding of the tool and the type of literacy it supports.
Creativity	The suggestions for use in the classroom are creative and focus on students using the technology.	The suggestions for use allow for students to use the technology, but support a very traditional way of teaching.	The suggestions for use are not creative and focus on the teacher using the tool.

ASSIGNMENT #2
Fan Fiction
20 Points

The purpose of this assignment is to explore fan fiction as a tool for developing elementary students' literacy skills.

Procedure:

- Read "The Boy Who Lived Forever." (Handed out in class.)
- View FanFiction Site List at <http://www.squidoo.com/fanfictionsites> Be sure to scroll to the bottom to read more about the rules of fan fiction.
- Explore two fan fiction sites to develop an understanding of the genre.
- Register on FanFiction.Net at <http://www.fanfiction.net/> You will need to do this to post your stories and comments. It is a good idea to make up a screen name (see names used by other authors).
- Write a fan fiction story. Be sure to proof read it as spelling and grammar are important in this genre. Since we are exploring the use of this tool for children please refrain from using adult themes and language. Also avoid the work of authors who have indicated they do not support fan fiction (see *Time Magazine* article).
- When ready, post your story to FanFiction. Net at <http://www.fanfiction.net/>
- Post the title of your story and the fiction that inspired it in MyMason at <http://mymason.gmu.edu>.
- Read two of your classmates' stories and post comments (what you liked and suggestions for improvement) on to FanFiction. Net at <http://www.fanfiction.net/> To be sure everyone gets feedback, no more than two responses per story. Be professional in your comments as everyone on Fanfiction.Net will be able to read them.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 Points)	Needs Improvement (1 Point)
Fan Fiction	The story reflects the fan fiction genre. There is a clear connection to another author's work.	The story partially reflects the fan fiction genre. Although it is based on another author's work, it does not stay within the boundary of that work.	The story does not reflect the fan fiction genre. It is not based on another author's work.
Spelling and Grammar	There are no spelling or grammar errors present.	There are 1-3 errors, but they do not interfere with the meaning of the story.	There are more than three errors or the errors interfere with the meaning of the story.
Postings	Responded to two other students' stories. Posted the title and the fiction that inspired the story in MyMason.	Responded to one other student's story. Posted the title of the story or the fiction that inspired it in MyMason.	Did not respond to any other students' story. Did not post title or fiction that inspired it in MyMason.
Comments to Others	Response included what was liked and suggestions for improvement.	Response included what was liked or suggestions for improvement, but not both.	Response did not include either what was liked or suggestions for improvement.

ASSIGNMENT #3 Digital Story
40 points (four points earned for turning in on time)

	No Evidence 0	Beginning 2	Developing 4	Accomplished 6	SCORE
Is the digital story engaging? INTASC 6 NETS 3 Virginia 1, 2	Not at all engaging. There is nothing to hold the reader's attention.	Includes a storyline that could interest the reader, but lacks other forms of engagement,	Somewhat engaging. It holds most of the reader's attention. All components are well integrated.	Compelling and engaging. The focus of the storyline holds reader's attention. It draw the reader in.	
Does the story produce an emotional impact? INTASC 6 NETS 3 Virginia 1, 2	There is no emotional impact from the story. Reader is not drawn in emotionally.	Little emotional impact. Although the reader may feel some emotion, there is little concern for the main character.	There is an emotional impact from the story. The reader is drawn in emotionally and is made to care about the main character.	There is a strong, appropriate emotional impact from the story. The reader cares about the main character.	
Is the story original? INTASC 6 NETS 3 Virginia 1, 2	The story is not original. It is adapted from a well-known story	The story is primarily adapted from a well-known story, but has some original components (i.e. changes the ending).	The story is primarily original. Although there may be components from a well-known story, the majority is unique or puts a different spin on the story.	The story is completely original and includes no adaptation of a published story.	
Is the music well integrated with the story? INTASC 6, NETS 3 Virginia 1, 2	No music is included.	The music is not well integrated and does not seem appropriate.	The music is well integrated and is appropriate.	The music is very well integrated. The tempo fits well with the story.	
Are the images well chosen and support the story? INTASC 6 NETS 3 Virginia 1, 2	Images are not well chosen. It is not clear how they fit with the story.	Images are not well chosen. Less than 50% appear to fit with the story. Images distract from the story.	Images are well chosen. Between 50-80% fit well with the story. Images enhance the story.	Images are very well chosen. 81-100% fit with the story. Images enhance the story and help to convey meaning.	
Is the narrative clear and loud enough to hear? INTASC 6 NETS 3 Virginia 1, 2	Narrative is unclear and not loud enough to hear. Narrator mumbles throughout.	Either unclear or not loud enough. Narrator may speak clearly, but the reader 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.	

ASSIGNMENT #4
Class Participation
10 points possible

Class Participation: Ongoing

Purpose: When students read assignments prior to each class session, they will be better able to participate in discussions. In addition, active engagement, critical reflections, and thoughtful participation in class sessions are important for each student’s learning and for the group as a whole.

Procedure: Throughout the semester:

- Students should arrive **on time** for each class and stay for the **entire** class session.
- In case of sickness or an emergency, please **notify** Dr. Weinberg via email prior to the class session.
- **Absences** can adversely affect a student’s final grade.
- **Read** assignments prior to each class session.
- **Late** assignments will not be accepted without prior consent of the instructor.
- Plan to **participate** in class discussions and activities

Evaluation Criteria:

	Meets Requirements (2 Points)	Partial Requirements (1 Point)	Needs Improvement (0 Points)
Arrives On Time	Arrived on time for all classes.	Arrived late once, but notified the instructor or had a viable excuse.	Arrived late more than once, no viable excuse provided.
Attendance	Attend all classes, except in the case of sickness or emergency.	Missed one class. Did not notify the instructor ahead of time.	Missed two or more classes.
Participation	Participated in all class discussions and activities.	Participated in some of the class discussions and activities. Seemed distracted part of the time.	Rarely or never participated in class discussions or activities. Frequently seemed distracted.
Prepared for Class	Came prepared for class each time. It is clear that readings were completed.	Came prepared for class most times. It is clear that some of readings were completed.	Rarely came to class prepared. Seldom or never completed readings.
Assignments on Time	All assignments were turned in on time,	Prior arrangements were made with the instructor to turn in assignment late.	Assignments were turned in late without prior arrangements being made with the instructor.

Class Schedule and Assignments

Access Blackboard for additional information, links, and documents for the class at

<http://mymason.gmu.edu>

Date	Readings and Assignments to Complete Before Class	In-Class Topic/Learning Experiences
9/9	Access this course on Blackboard. Print the syllabus. Read “Connecting the Digital Dots: Literacy of the 21 st Century” at http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ConnectingtheDigitalDotsLitera/157395	Overview of class and review syllabus. Discussion of various technologies that promote literacy (blogs, collaborative writing tools).
9/16	Read Solomon and Schrum, Ch.1, 2, 4, and 5, pg. 199-205, 218-220.	Discussion of social networking and wikis as tools to promote literacy.
9/23	First technology (Assignment #1) post due by noon. Read “The Boy Who Lived Forever.” Read Solomon and Schrum, Ch. 8, pg. 174-179	Explore fan fiction websites listed under Assignment #2.
9/30	Work on fan fiction story. Read Solomon and Schrum, Ch. 6, pg. 180-184, 221-223, 252 Explore the Center for Digital Storytelling website. - http://www.storycenter.org/ For those with Windows Computers, download and install Photo Story. This will enable you to work on digital stories at home. http://www.microsoft.com/download/en/details.aspx?id=11132 Mac users may use iMovie. Bring digital pictures to use in your story.	Exploring digital stories. http://digitalstorytelling.coe.uh.edu Storyboarding. Work on digital stories.
10/7	Fan Fiction (Assignment #2) due by noon. Second technology post (Assignment #1) due by noon. Read “Constructing Digital Stories” Read “The Educational Use of Digital Storytelling” available at http://digitalliteracyintheclassroom.pbworks.com/f/Educ-Uses-DS.pdf Work on digital stories.	Work on digital stories.
10/14	Read and post comments to two other students fan fiction stories by noon. Work on digital stories. Digital Stories (Assignment #3) due and share them in class	Share Digital Stories Wrap It Up