

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

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

Fall 2012, Fridays 4:00-7:30 PM, Thompson L018 Online	1 Credit Hour, Sec. 001
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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. Sixty percent of the course will be online.

**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:

ACEI Standards:

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

Other ACEI 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 READINGS:**

A list of required readings is available on MyMason. There are readings associated with each module. Some of the articles are available on GMU's e-Reserve at <http://furbo.gmu.edu/cgi-bin/ers/OSCRgen.cgi>. The Course is EDCI 546, Instructor is Sprague, Debra, Password is literacy.

## 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: Blogging, 30 points, ongoing:**

Students will read various educational blogs that focus on literacy and technology issues. Students will maintain their own blog and will post comments related to what they are reading in the educational blogs.

### **Assignment #2: Fan Fiction, 25 points, due 11/9:**

Students will explore the concept of Fan Fiction. They will write a short story in the Fan Fiction motif and post it on <https://kidfanfiction.pbworks.com>. Students will create a lesson plan that integrates Fan Fiction.

OR

Students will have their students write fan fiction in their classroom. At least one of the stories should be posted to <https://kidfanfiction.pbworks.com>. Students choosing this option will write a reflection on the lesson, the writing process, and reactions to fan fiction.

### **Assignment #3: Digital Story, 25 points, due 12/7:**

Students will design and create a digital story that will introduce their future K-6 students to them. The story should contain information about themselves, their likes and dislikes, and other useful information. The digital story should be appropriate for K-6 students to view. The digital story will be graded on the quality of the product, originality, creativity, depth, and impact of the story.

### **Assignment #4: Exploring Literacy Websites, 10 points, due 10/19:**

Students will explore a variety of literacy websites. They will choose one site they liked and one site they did not like. They will post these in the [My Mason discussion board](#) and explain why for each site.

### **Assignment #5: Participation in Online Discussions, 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

### *CEHD Student Expectations*

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. One cell phone will remain on in class that is registered with the Mason Alert System. Visit <https://alert.gmu.edu>, to find out more about Mason's alert system for GMU emergencies.

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

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

*Honor Code.* To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.

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.

**Please Note:** *Because this is a computer classroom, we will frequently be using the internet as a means to enhance our discussions. We will also be using the computers for our in-class writing assignments. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade.*

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/>].

#### *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/>].

The College of Education and Human Development strives to represent a set of core values that drive the work of faculty and students. These values of collaboration, ethical leadership, innovation, research-based practice, and social justice are further described on the CEHD website <http://cehd.gmu.edu/values/>.

**ASSIGNMENT #1**  
**Blogging**  
**30 Points**

The purpose of this assignment is to explore educational blogs and to develop an understanding of the educational topics being discussed.

Procedure:

- If you already have a blog established you may use it for this assignment. If you do not have a blog, set one up at <http://www.edublog.org>.
- Post the URL for your blog on <http://mymasonportal.gmu.edu>.
- Read the research on using blogs in the classroom. You will find resources for this under Research Focused on Blogs.
- Locate at least one Literacy blog and one Technology blog (a list is provided under Resources to Explore Blogs but you may choose to follow other writers). Read these blogs on a regular basis (at least weekly).
- Maintain your own blog regarding literacy and/or technology issues in the Elementary classroom at <http://www.edublog.org>. Using what you are reading and your field experiences, post to your own blog your thoughts and understandings about these issues . You should post at least five times during the course. At least one of the postings should discuss ways technology is used at your field experience site.
- Choose two of your classmates who are doing their field experiences at a different school. Read their blogs and post comments to their postings at least twice during the semester. Comments should be substantive and encourage a conversation. Share resources you find or experiences you have had.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (0 point)
Preparation of Blog Entry	Postings show evidence of thorough preparation through reading or reflection. Author speaks as one who has knowledge to share.	Postings show little evidence of preparation through reading or reflection.	Postings show no evidence of preparation through reading or reflection.
Content and Creativity	Postings provide comprehensive insight, understanding, and reflective thought about the topic by ...building a focused argument around a specific issue or ...asking a new related question or ...making an	Postings provide moderate insight, understanding and reflective thought about the topic.	Postings show no evidence of insight, understanding or reflective thought about the topic.

	oppositional statement supported by personal experience or related research.		
Viewpoint	Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information presented.	Postings present a specific viewpoint but lack supporting examples or links to websites or documents, or not all links enhance the information presented.	Postings present no specific viewpoint and no supporting examples or links to websites or documents are provided, or the links selected are of poor quality and do not add any value to the information presented.
Conventions	Postings show few, if any errors in standard written English that do not interfere with understanding.	Postings have several kinds of errors in standard written English that interfere with understanding.	Postings have frequent and severe errors in standard written English that interfere with understanding.
Timeliness	Updates blog as often or more often than required; all posts are date-stamped and the most recent posts are placed at the top of the page.	Updates blog when reminded; posts are often missing a date stamp.	Does not update blog within the required time frame.
Comments on Others' Entries	Comments to two classmates' blog entries. Reply shows careful thought given to other students' comments and they reply in a manner that promotes conversation. New reply challenges peers to think critically.	Comments to two classmates' blog entries. Reply shows some thought has been given to other students' comments and new reply promotes some conversation	Comments to two classmates' blog entries. Reply shows little thought has been given to students' comments and new reply promotes little conversation or comments to classmates' blog entries are not submitted.

**ASSIGNMENT #2**  
**Fan Fiction**  
**25 Points**

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

Procedure:

- Read “Where the Story Never Ends: Using Fanfiction with Elementary Students.” This will provide you with an overview of Fan Fiction and the Fan Fiction website we will use for this assignment.
- Read the articles in the folder Research focused on Fan Fiction.
- 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. These are listed on Squidoo and other sites are available in the folder Resources to Explore Fan Fiction.
- Request access on Kid Fanfiction at <https://kidfanfiction.pbworks.com/>
- Write a fan fiction story or have your students write fan fiction stories. Be sure to proof read it as spelling and grammar are important in this genre. Also, be sure to follow the canon of the original story. Since we are exploring the use of this tool for children please reframe from using adult themes and language. Also avoid the work of authors who have indicated they do not support fan fiction (see the articles under research. Known authors are also listed on the Kid fan fiction site).
- When ready, post your story or your students' stories to Kid Fanfiction at <https://kidfanfiction.pbworks.com/>
- Post the title of the story or stories 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 Kid Fanfiction at <https://kidfanfiction.pbworks.com/> To be sure everyone gets feedback, no more than two responses per story. Be professional in your comments as everyone on KidFanfiction will be able to read them.
- Write either a lesson plan (if you wrote your own story) or a reflection on fanfiction (if you had students write stories).



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.
Creativity	Although connected to another's work, the story reflects creativity. There is clear evidence that effort has been put into the story.	Although connected to another's work, the story reflects creativity. There is some evidence that some effort has been put into the story.	The story is too connected to another's work. Little creativity has been put into the story. There is little evidence that effort has been put into the story.
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.
Reflection/Lesson Plan	Shows a clear understanding of fanfiction and how it can be used in the classroom. Addresses positive and challenging aspects.	Shows a basic understanding of fanfiction and how to use it in the classroom. Addresses either positive or challenging aspects.	Does not show an understanding of fanfiction or how to use it in the classroom. Does not address the issues.
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**  
**25 points**

The purpose of this assignment is to explore the use of digital stories as a means to develop elementary children’s literacy skills.

Procedure:

- Read the articles and examine the websites in the folder Research focused on Digital Stories.
- Choose a technology to use for creating the digital story. Several programs and instructions for use are listed under Resources to Explore Digital Stories. You are welcome to use one of these programs or a different, similar program.
- Storyboard your digital story. The audience is your future students. What would you like them to know about you?
- Be creative. You are designing this for K-6 students, not for me or your classmates.
- Choose appropriate images to include.
- Record your narrative or write the narrative and include it with the images (for those choosing to use Glogster).
- Be prepared to share the digital story in class on December 7.

Evaluation Criteria:

	Meets Requirements (5 Points)	Partial Requirements (3 points)	Needs Improvement (1 Point)
Is the digital story engaging?	Compelling and engaging. The focus of the storyline holds reader’s attention. It draw the reader in.	Somewhat engaging. It holds most of the reader’s attention. All components are well integrated.	Not at all engaging. There is little to hold the reader’s attention.
Does the story produce an emotional impact?	There is a strong, appropriate emotional impact from the story. The reader cares about 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.	Little emotional impact. Although the reader may feel some emotion, there is little concern for the main character.
Are the images well chosen and support the story?	Images are very well chosen. 81-100% fit with the story. Images enhance the story and help to convey meaning.	Images are well chosen. Between 50-80% fit well with the story. Images enhance the story.	Images are not well chosen. Less than 50% appear to fit with the story. Images distract from the story.
Is the narrative clear and loud enough to hear?	Narrative is clear and loud enough. The narrator tells the story using appropriate inflections.	Narrative is either unclear or not loud enough. Narrator may speak clearly, but the reader has to strain to	Narrative is unclear and not loud enough to hear. Narrator mumbles throughout.

		hear.	
Is the pacing of the narrative appropriate?	The pace (rhythm and voice Punctuation fits the storyline and helps the audience really “get into” the story.	Occasionally speaks too fast or too slowly for the storyline. The pacing is relatively engaging for the audience.	No attempt to match the pace of the storytelling to the story line or the audience.

**ASSIGNMENT #4**  
**Exploring Literacy Websites**  
**10 points**

The purpose of this assignment is to explore a variety of websites that promote literacy skills and development. It is important for students to evaluate the quality of websites and their usefulness in the classroom.

Procedure:

- View the rubrics for evaluating websites.
- View the websites listed under the folder Literary Websites. These are broken down by different subtopics.
- Choose one website you really like and one website that you did not like.
- Using the rubrics provided, evaluate the two websites.
- Post on the [discussion board](#) the name and URL for each website and what you liked and disliked about them. Include ways to use the site in the classroom.
- Comment on two other students' postings.

Evaluation Criteria:

	Meets Requirements (2 Points)	Partial Requirements (1 Point)	Needs Improvement (0 Points)
Websites	Chose two websites to view in-depth.	Chose one website to view in-depth.	Chose no websites to view in-depth.
Positive Website	Explained why this was a useful site. Included design and organization features plus usefulness in the classroom.	Explained why this was a useful site. Focused mostly on design and organization features.	Did not explain why this was a useful site. Focus was mostly on student's opinion of the site.
Negative Website	Explained why this was not a useful site. Included design and organization features plus lack of usefulness in the classroom.	Explained why this was not a useful site. Focused mostly on design and organization features.	Did not explain why this was not a useful site. Focus was mostly on student's opinion of the site.
Supported by Rubric	Comments reflect criteria mentioned in the various rubrics. It is obvious the rubrics were consulted while evaluating the websites. The criteria are mentioned in the discussion of the websites.	Comments reflect some of the criteria mentioned in the various rubrics. It is obvious the rubrics were consulted while evaluating the websites. However, the criteria are not mentioned in the	Comments do not reflect criteria mentioned in the various rubrics. It is not clear if the rubrics were consulted while evaluating the websites.

		discussion of the websites.	
Additional Comments	Commented on two classmates postings. The comments include additional information about the websites and connect these comments to the rubric criteria.	Commented on two classmates postings. The comments include additional information about the websites, but do not connect these comments to the rubric criteria.	Commented on one or no classmates postings. The comments support the original postings, but do not provide any additional information about the websites.

**ASSIGNMENT #5**  
**Participation in Online Discussions**  
**10 points**

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 online discussions are important for each student’s learning and for the group as a whole.

Procedure: Throughout the semester:

- For face-to-face classes, 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. Sprague via email prior to the class session.
- For online classes, **read** assignments prior to each class session.
- **Turn in** assignments on time. **Late** assignments will not be accepted without prior consent of the instructor.
- **Participate** in all class discussions and activities.

Evaluation Criteria:

	Meets Requirements (2 Points)	Partial Requirements (1 Point)	Needs Improvement (0 Points)
Assignments turned in on time.	All assignments were turned in on time.	One assignment was late without notification and prior approval from the instructor.	Two or more assignments were late.
Prepared for Discussions	Student was prepared for all discussions. There is evidence that class readings were completed.	Student was prepared for the majority of the discussions. There is some evidence that class readings were completed.	Student was not prepared for the discussions. There is no evidence that class readings were completed.
Follow-up Postings	Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.	Elaborates on an existing posting with further comment or observation.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion or does not post to follow-up comments.
References and Citations	Uses references to literature, readings, or personal experience to support comments.	Uses personal experience, but no references to readings or research.	Includes no references or supporting experience.

Content Contribution	Posts factually correct, reflective and substantive contribution; advances discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is off-topic, incorrect, or irrelevant to discussion.
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### Class Schedule and Assignments

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

<http://mymason.gmu.edu>

Date	Assignment Due (work may be submitted early)	Module to Work On During this Time Period
9/7 Face-to-Face	Create your blog on <a href="http://www.edublog.org">http://www.edublog.org</a> . Post the URL in <a href="#">My Mason</a> .	Blogging
9/28 Online	First blog posting due. Comment on two other students' blog postings.	Blogging Evaluating Websites
10/19 Online	Second blog posting due. Comment on two other students' blog postings. Post evaluation of websites on <a href="#">My Mason</a> . Comment on two other students' postings.	Blogging Fan Fiction
11/9 Online	Third blog posting due. Comment on two other students' blog postings. Post fan fiction story on <a href="https://kidfanfiction.pbworks.com">https://kidfanfiction.pbworks.com</a> Post the title of your story and the original work that inspired it on <a href="#">My Mason</a> .	Blogging Fan Fiction Digital Stories
11/30 Online	Fourth blog posting due. Comment on two other students' blog postings. Comment on two classmates' fan fiction stories. Fan fiction lesson plan or reflection due. Post these in <a href="#">My Mason</a> .	Blogging Digital Stories
12/7 Face-to-Face	Fifth blog posting due. Comment on two other students' blog postings. Digital Stories due, present in class,	