

George Mason University
College of Education and Human Development
Literacy Program

EDRD 625 DL1– Integrating Literacy and Technology for K-12 Learners
3 Credits, Spring 2023

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Provides insight into the use of digital technology to support the literacy development of children and adolescents, including, but not limited to, designing instruction in which students use digital technology for reading and writing, providing student choice with digital technology, encouraging self-expression, and teaching students to be safe and positive digital citizens.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using a mixture of synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January 16, 2023.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:

- <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** Because asynchronous class sessions do not have a “fixed” meeting day, our week will start on Tuesday, and finish on a Monday.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand major literacy theories, terms, and standards relative to the use of digital technology for children and adolescents.
2. Apply frameworks to create instruction in which students use digital technologies for reading, writing, communicating, and collaborating.
3. Create a variety of digital and print materials to engage and motivate learners and optimize access to materials that increase student choice.
4. Understand how to use digital technologies to personalize, enhance and adapt materials, activities, and learning environments to meet the needs of individual students.
5. Understand how to encourage student self-expression through the use of digital texts and tools and how to evaluate student-created digital artifacts.

- Analyze ways to explicitly teach children how to be safe and positive digital citizens (e.g., online safety and appropriate behaviors, protection of personal identity, proper use of digital tools, devices, and applications).

Professional Standards (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have addressed the following *Standards for the Preparation of Literacy Professionals 2017*:

5 – Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Required Texts

Turner, K. H., & Hicks, T. (2015). *Connected reading: Teaching adolescent readers in a digital world*. National Council of Teachers of English.

Book for Independent Reading and Engagement Activities - will be selected during week 1 of the course.

Additional readings will be made available on Blackboard and through GMU Library databases.

Course Performance Evaluation

Students are expected to submit all assignments on time via Blackboard.

Assignments and/or Examinations (See Blackboard for specific guidelines and evaluation rubrics for all assignments.)

1. Module Readings and Activities (40%)

Throughout the semester you will have ongoing online assignments that involve an array of activities, mostly including recording your thoughts, reactions, opinions, connections, and questions, related to assigned readings and videos. These activities are designed to encourage you to think deeply about the materials you read and reflect on and raise questions about the text. All instructions and due dates for these assignments will be posted to Blackboard.

2. Independent Reading & Engagement Activities (20%)

You will select a middle grade or high school level book from the provided list to read and respond to throughout the semester. You are welcome to read the print version, listen to an audiobook or read it on a digital platform. Choose whatever works best for you and your learning style.

For today's students, there is often an overlap among print and digital texts and assignments. During this course, you will be asked to respond to your independent reading novel using various digital tools and comprehension strategies. These activities can serve as models for future students and their reading assignments. In addition, you will create instructional suggestions using your independent reading text and various digital tools to teach grade level standards. Finally, at the end of the semester, you will create a digital Book Trailer. A trailer is a brief video synopsis of a book or movie, designed to entice viewers to read or see the entire work.

3. Reflection (20%)

Weekly Journals

At the end of each module, you will write a journal entry reflecting on your learning that week. Prompts will be given to support this process. Journal entries should be approximately 300-400 words, and address the assigned journal prompt. Make sure that you have completed the coursework and readings assigned in the

module before completing the journal entry. Refer to the journal rubric and prompt as you construct your entry.

Independent Reading & Engagement Activities Reflection

After completing all of the independent reading and engagement activities, you will be given the opportunity to reflect on this experience, both with regards to your own learning and to classroom instruction.

Note to Self-Digital Story

At the end of our semester, you will create a Note to Self-Digital Story that engages you in a self-assessment of what you have learned.

4. Instructional Planning (20%)

Digital Tool Box

One part of this course will be your engagement with a variety of digital tools. Each module will have a digital toolbox component which will give you the opportunity to engage with a specific digital tool. It is your responsibility to spend the time using these digital tools, and considering how they could be used in your classroom. At the end of this course, you will be asked to turn in a Digital Toolbox assignment which will include descriptions and uses of 20 different digital tools. Note, you can use the 13 digital toolbox components from each module as a part of this assignment. This means that you will need to find 7 digital tools independently.

Instructional Planning

In this class you will be learning about the Technology Integration Planning Cycle (TIPC) approach to planning culturally responsive literacy instruction that integrates digital technology. You will use the TIPC to plan a literacy lesson into which you integrate digital technology.

Text Set Project

A text set is a collection of related texts organized around a topic or line of inquiry. The line of inquiry of a given set is determined by an anchor text—a rich, complex grade-level text. The anchor text is the focus of a close reading with instructional supports in the classroom. The number of texts in a set can vary depending on purpose and resource availability around a given topic. What is important is that the texts in the set are connected meaningfully to each other to deepen student understanding of the anchor text. In a sense, the texts “talk to one another” so that in reading the set, students build a coherent body of knowledge around a topic. For the purpose of this assignment, this text set should be created specifically for this course and not used for any prior courses.

Grading

<i>Grading Scale</i>	
<u>Grade</u>	<u>Points</u>
A	= 94 – 100
A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 70 – 79
F	= below 70

Professional Dispositions

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

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Module	Date	Topics
Module 1	Jan 24	Digital Literacies
Module 2	Jan 31	New Literacies
Module 3	Feb 7	Frameworks for Digital Literacy Instruction
Module 4	Feb 14	Digital Reading & Connected Reading
Module 5	Feb 21	Connected Reading in Practice
Module 6	Feb 28	Digital Tools with Print Texts
Module 7	March 7	Digital Tools with Digital Texts
Module 8	March 21	Critical Media Literacy
Module 9	March 28	Ethics & Digital Citizenship
Module 10	April 4	Text Sets
Module 11	April 11	Coding and AI
Module 12	April 18	Multimodality and Graphic Novels
Module 13	April 25	Social Media & Video Games
Module 14	May 2	Remixing, Fanfiction and Assessment
Final Exam	May 10	Assignments due instead of final exam

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu>).

Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.