Course Description:
Educational technology is moving classroom instruction beyond its oral and print-based tradition to embrace online and electronic texts as well as multimedia. ICT tools have created opportunities for reading, writing and collaborating beyond the traditional classroom walls and practices. However with all of these changes taking place, there is debate as to how to provide authentic and effective educative experiences for students. In this course, students will investigate the organizing and integrating of media in school curricula and other educational programs. They will explore theories of media technology and identify instructional purposes and defining roles for technologies and media in learning and teaching, as well as examine and compare curricular designs for their concordance with the procedures of technology in education. Students will also investigate current school criteria for selection and evaluation of materials.

At the heart of this course are the following principles of action:
- Intellectual curiosity and rigor;
- Reflective, research-based practice;
- Collaboration and consensus building;
- Field-oriented service and community outreach;
- Cultural sensitivity and understanding.

Course Objectives:
All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency. These elements are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

A. UNDERSTANDING AND VALUING THE LEARNER
1. Define and defend personal and class definitions of language (INTASC 1; NAEYC 1; ACEI 1; NMSA 1; SOE Standards I & II).
2. Compare and Critique the models of language acquisition as well as the many theories concerning language development (INTASC 1; NAEYC 1; ACEI 1; NMSA 1; SOE Standards I & II).

3. Explore the impact of family and community upon language development and implement ways to include families and local communities within the classroom (INTASC 1, 5c; NAEYC 1, 2; ACEI 1 & 5.2; NMSA 1 & 6; SOE Standard V).

4. Describe how language instruction should be aligned with the patterns of child growth and development (INTASC 1; NAEYC 1; ACEI 1 & 2.1; NMSA 1; SOE Standard 1).

B. KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS

1. Match competencies necessary for appropriate language and reading development with required standards (INTASC 2b; NAEYC 4b; ACEI 1 & 2.1; NMSA 1; SOE Standard II; COMMON CORE Standards for Reading, Writing, Speaking & Listening, and Language, SC 7).

2. Recognize the impact of differing language patterns and dialects upon language use and success in school (INTASC 1 & 3a, 3b; NAEYC 1 & 4; ACEI 1 & 3.2; NMSA 1; SOE Standards I & III; SC 7, SC 12).

3. Recognize the importance of story/narrative in communication within every culture and every classroom (INTASC 1, 3b, & 5b, 5c; NAEYC 1, 4, & 2; ACEI 1, 2.1, &3.5; NMSA 1; SOE Standards III, V, VII).

4. Appreciate personal storytelling as an effective teaching tool for communication with students and parents and for incorporating the local community within the classroom (INTASC 1, 3b, 5b, 5d; NAEYC 1, 4, 5, 2; ACEI 1, 2.1, 3.5, & 5.2; NMSA 1 & 6; SOE Standards III, V, VII).

C. UNDERSTANDING YOURSELF AS A PROFESSIONAL

1. Model effective use of the English language (INTASC 1, 2b; NAEYC 6; ACEI 5.1; NMSA 7; SOE V; SC 5).

2. Evaluate changing self-perceptions about language use in teaching and learning (NCATE 5; NAEYC 5; ACEI 2.1, NMSA 1; SOE Standards I, IV, V, VI, VII; SC5).

3. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC 5 & 6; ACEI 5.1; NMSA 7; SOE Standards I, II, III, IV; SC 5 & SC 6).

4. Use technologies to optimize instruction (NCATE 5; NAEYC 3, 4, &5; ACEI 3.2, 3.4, & 3.5; NMSA 7; SOE I, II III, V; ISTE I A & B, V A & D, VI B; SC 16). 1. Define and defend personal and class definitions of language (INTASC 1; NAEYC 1; SOE Standards I & II; SC 16).

Required Text:
All required readings provided in online classroom.
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<tr>
<th>DATE</th>
<th>Assignments</th>
<th>Supplemental Materials</th>
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<tr>
<td>Week 1</td>
<td><strong>1/7</strong> Introductions Syllabus Who am I? Find yourself a website. Start investigating possibilities online.</td>
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<td>Week 2</td>
<td><strong>1/12 &amp; 1/14</strong> My Philosophy - Reflecting and blogging online What is the difference between a website, blog, etc.? Continue researching possibilities for an online website. This week play and build a “six word memoir” and share it in the Google+ Community.</td>
<td><a href="https://thimble.mozilla.org/">https://thimble.mozilla.org/</a> My old Memoir</td>
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<td>Week 3</td>
<td><strong>1/19 &amp; 21</strong> What are new, digital, or web literacies? <strong>Online reflective blogging:</strong> Start off your blog using your choice of blogging platforms available (WordPress, Weebly, Wix). If you select a different platform...please contact me to make sure it is acceptable. You will be using this blog to post openly during this class. It is hoped that you continue to use this blog throughout your career as well. You might want to CC license your work.</td>
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<td>Week 4</td>
<td><strong>1/26 &amp; 1/28</strong> Module One - Multimodal Tutorial <strong>Online reflective blogging:</strong> Share to the Google+ Community a response to the reflection question in Module One. Read and respond to the suggested readings. In a blog post, identify what you learned in this module about challenges and opportunities that exist in educating all students in the effective and authentic use of digital texts and tools in our classrooms. Respond to your peers. Learning Event #1 for #WalkMyWorld</td>
<td>A Pedagogy of Multiliteracies: Designing social futures. Is Google making us stupid?</td>
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<td>Week 5</td>
<td><strong>2/2 &amp; 2/4</strong> Module One - Multimodal Tutorial <strong>Online reflective blogging:</strong> Give us an update on what you have learned so far in your Networked Learning Project. Identify your goals and student learning objectives. <strong>Assignment:</strong> Module One (Multimodal Tutorial) due today.</td>
<td>7 things you should know about Screencasting The Screencasting</td>
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<td>Week</td>
<td>Module Two - Online Collaborative Inquiry</td>
<td>Example of an Internet Inquiry Project:</td>
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<td>6</td>
<td>Final work should be posted to the Google Group and the Google+ Community section for Module One. Submit your work product to the appropriate link in the Google Group for the digital badge.</td>
<td>2/9 &amp; 2/11 Online reflective blogging: Share to the Google+ Community a response to the Reflection question in Module Two. Read and respond to the suggested readings. In a blog post, create a story in Storify letting us know what you learned in this module about challenges and opportunities that exist as we empower students to construct a body of knowledge individually and collaboratively. Respond to your peers.</td>
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<td>7</td>
<td>2/16 &amp; 2/18 Online reflective blogging: Give us an update on what you have learned so far in your Networked Learning Project. Identify what you have learned online..and where you learned it. Where did you find these instructional resources? How are you saving and documenting what you have learned over time? Assignment: Module Two (Online Collaborative Inquiry) due today. Final work should be posted to the Google Group and the Google+ Community. Submit your work product to the appropriate link in the Google Group for the digital badge.</td>
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<td>8</td>
<td>2/23 &amp; 2/25 Online reflective blogging: Share to the Google+ Community a response to the Reflection question in Module Three. Read and respond to the suggested readings. In a blog post, create a story in Storify letting us know what you learned in this module about challenges and opportunities that exist as students search and sift relevant information from print and digital sources while assessing credibility of each text. Respond to your peers.</td>
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<td>9</td>
<td>3/1 &amp; 3/3 Online reflective blogging: Give us an update on what you have learned so far in your Networked Learning Project. Identify your assessment (formative and/or summative) techniques. How will you assess your own success in this activity?</td>
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<td>Week 10</td>
<td><strong>Module Four - Online Content Construction</strong></td>
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<td>3/15 &amp; 3/17</td>
<td><em>Online reflective blogging:</em> Share to the Google+ Community a response to the Reflection question in Module Four. Read and respond to the suggested readings. In a blog post, create a story in Storify letting us know what you learned in this module about challenges and opportunities as we empower students to actively encode and decode meaning through the use of multimodal texts to construct, redesign, or reinvent information. Respond to your peers.</td>
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<th>Week 11</th>
<th><strong>Module Four - Online Content Construction</strong></th>
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<td>3/22 &amp; 3/24</td>
<td><em>Online reflective blogging:</em> Give us an update on what you have learned so far in your Networked Learning Project. Identify your collection and curation process. How will you document learning over time? <em>Assignment:</em> Module Four (Online Content Construction) due today. Final work should be posted to the Google Group and the Google+ Community. Submit your work product to the appropriate link in the Google Group for the digital badge.</td>
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<th>Week 12</th>
<th><strong>Module Five - Digital Identity</strong></th>
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<td>3/29 &amp; 3/31</td>
<td><em>Online reflective blogging:</em> Share to the Google+ Community a response to the Reflection question in Module Five. Read and respond to the suggested readings. In a blog post, create a story in Storify letting us know what you learned in this module about challenges and opportunities as we work with our students to create and curate a digital identity to document learning over time. Respond to your peers.</td>
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<th>Week 13</th>
<th><strong>Module Five - Digital Identity</strong></th>
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<td>&amp; 4/7</td>
<td><em>Online reflective blogging:</em> Give us an update on what you have learned so far in your Networked Learning Project. What challenges or limitations have you encountered as you have engaged in this activity? <em>Assignment:</em> Module Five (Digital Identity) due today. Final work should be posted to the Google Group and the Google+ Community. Submit your work product to the appropriate link in the Google Group for the digital badge.</td>
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Community. Submit your work product to the appropriate link in the Google Group for the digital badge.

After being awarded all five of the badges for each of the five modules in the ORMS MOOC, you will automatically receive the ORMS MOOC Mentor badge.

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<th>Week 14</th>
<th><strong>What Did You Learn? - Networked Learning Project</strong></th>
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<td>4/12 &amp; 4/14</td>
<td><em>Online reflective blogging:</em> Final video and blog post for Networked Learning Project due. Develop an online space to collect and curate all of these resources you used to teach yourself this new skill/talent/competency. Show us what you learned. Post documentation of your learning in a video and embed to your blog post. Your video should be hosted on your YouTube channel. Share this post with the Google+ Community.</td>
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<th>Week 15</th>
<th><strong>Beta launch and feedback of website and portfolio</strong></th>
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<tr>
<td>4/19 &amp; 4/21</td>
<td>Buffer Week &amp; IGNITE talks</td>
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**Course Assignments:**

This course is designed to engage participants in literacy-based instruction. As future practitioners, your responsibility will be to support all learners in your classes and help them become increasingly more independent as readers, writers and thinkers. Becoming reflective about learning is the hallmark of an effective educator. The following will capture your thinking as you learn, provide opportunities for independent exploration of topics of interest, and support your learning through collaborative learning opportunities.

You will please submit the following on the appropriate due dates:

- Attendance, Preparedness, & Participation (10 points)
- Philosophy Statement/One minute commercial (15 points)
- Completed ORMS MOOC——— (20 points)
- Website Construction (30 points)
- Demonstration Lesson and Assessment Activity (20 points)
- Networked Learning Project (20 points)
- WalkMyWorld Project (20 points)

**Attendance, Preparedness, & Participation**

Literacy and teaching are a social process. You will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and


actively participate in class through sharing your reflections and responding to and building upon your classmates’ ideas.

**Online Reflective Blogging**
In this course you will be required to complete and share two projects that you share online. You are to post *at least twice per week* to your blog reflecting on what you have learned during your research, where you found your information, and challenges/opportunities that have popped up as you synthesize this information. This list of “prompts” is not exhaustive. You will weekly receive more guidance online. Content of these posts should be about 300 words, relate to the question of inquiry posed by the Instructor, and relate back to the readings from the course. A rubric for these posts will be attached to the class website.

**Complete all elements of the Online Research and Media Skills Model MOOC**
Complete all fives modules of the ORMS MOOC. Earn badges for all five modules and ultimately the Mentor Badge. All content submitted for the badges should be from your own content area or expertise. The end result will be five “lesson plans” that will support and inform a unit you already or a theme of your choice (e.g., Civil War, order of operations, a novel, poetry, etc). Once again...this means that you should be focusing on your content area, and the curriculum that you already teach. Please develop something that you plan on teaching to students or colleagues. Follow the guidance given in the MOOC and in class.

**Philosophy Statement/One minute commercial**
This assignment will have you produce and share a one minute max commercial about yourself. You will upload this to your YouTube channel and leave on your blog. I will have more materials to share about the assignment.

**Ignite Presentations**
We’ll discuss format, environment, and preparation in class.

**Networked Learning Project (EDFS 687 only)**
We are living, learning, and educating in an information-rich (Shirky), connected (Siemens), creative (Florida), participatory (Jenkins) culture. We make the bold statement that “the Internet is the dominant text for our students.” In this activity you will use the Internet, the connected learning community, and your own personal learning networks to teach yourself something new. You will collect, curate, and synthesize this information into a final “presentation” of what you have learned. This presentation will be uploaded to YouTube and shared on your blog. You will be evaluated on the basis of your organization, content, reflections, and thoughtful evaluation of the research literature. You should reflect on implications that you draw for classroom practice.

In this assignment you need to identify the following:

- What is your topic? Think of this as an Internet Inquiry Project...you pick the topic. What are you interested in?
- Identify your goals and student learning objectives. What do you think you’ll learn?
- Identify what you learned online...and where you learned it. Where did you find these different informational resources?
- Identify your assessment (formative and summative) assessment techniques. How will you assess your own success in this activity?
Identify your collection and curation process. How will you document your learning? What digital texts and tools did you include in your process? What challenges or limitations did you encounter?

Develop an online space to collect and curate all of these resources you used to teach yourself this new skill/talent/competency. Show us what you learned.

The #WalkMyWorld Project
This is an open learning activity on Twitter meant to expand our versions of text and sharing. You will need to create and use a Twitter account. I’ll share more in class...each week.

GENERAL INFORMATION

Attendance Policy:
Class attendance is expected. Students are responsible for all content and assignments for each class. Two absences for any reason are allowed, but you WILL NOT receive participation credit for that class (no matter what the reason for your absence). Upon a fifth absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.

Students who qualify for SNAP must present their official letter from the SNAP office to the professor within the first two weeks of the course if they wish special accommodations.

Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit the athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Students who miss more than 2 classes (one week) will receive a one point deduction for each additional missed class session. Multiple tardies will also result in loss of Attendance, Preparedness, & Professionalism points (after 2 tardies, a point is deducted for each following tardy). If you know that you will miss a class or be late for class, please notify me via email or text as soon as possible.

Grading:
Late submissions of assignments are unacceptable under normal circumstances. Assignments submitted late are automatically reduced by 10% of the total earned points for the assignments. Work more than one week late is not accepted.

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. A packet about writing and proofreading tips has been provided on WEBCT to assist
you. The Writing Lab (Education Center, Room 216) also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

**College of Charleston Honor Code and Academic Integrity:**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Student Accommodations:**
In compliance with the Americans with Disabilities Act (ADA) all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.
Grading Scale:
A = 93-100
B+ = 88-92
B = 83-87
C+ = 78-82
C = 74-77
F = <74

The point distribution for letter grades is pursuant to the UNH Education Department grading scale. According to the UNH Graduate Grading Scale, an A grade represents superior work, a B grade represents above average work, and a B- represents average work. Students who fall below this grade are required to repeat the course, as per University Graduate School Policy.

Professional Behavior/Dispositions: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

Honor Code: All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.