

State University of New York at Potsdam
GRDG 625: Using Technology to Teach Literacy Fall 2013

Instructor: Eric Sharlow

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Class Location: Sheard Literacy Center Computer lab

Class meeting time: Mondays 4:45 pm - 7:15 pm August 26– December 13

Office hours: I will be available prior to the start of class and following class. If students need to contact me please feel free to e-mail or call.

Credit hours: 3

Class online folder: <http://www2.potsdam.edu/sharloes>

Overview and Purpose

This course is a survey of computer based technology for use in instructional settings, focussing on delivering and teaching literacy. A primary focus in the course is to examine critical issues and technological tools related to promoting comprehensive literacy development of students with a range of abilities. Although no formal pre-requisite course is required, this course is designed as an intermediate level course, and is not an introductory course. Students should be comfortable working with technology, especially computers, and ready to explore intermediate technology topics including: audio, video, and student centered on-line activities.

Course Goals

- 1) Students will acquire a working knowledge of various technologies, as well as appropriate theories for integrating technology into instructional settings. The focus is on how to integrate technology to deliver literacy instruction. The focus should not be on teaching the technology, but on content specific final products that enhance literacy instruction.
- 2) Students will prepare a holistic plan for integrating technology (including, but not limited to, the topics covered in class) into an instructional setting.
- 3) Students will prepare materials that meet the Conceptual Frameworks of SUNY Potsdam as well as the initial standards set forth by the International Reading Association, 2010..

Course Requirements

Students will have a flash drive, Ipod, portable hard drive or other mass storage device. A noise cancellation microphone. Access to a digital video recorder (with usb cable). Also students will have online website access (This can be through Taskstream, Google or Time Warner). Students will also need to create different on-line accounts and activate their www2 access.

Objectives and Frameworks

Specific Objectives:

Upon completion of the course, the student will be able to:

1. Prepare an instructional design and lesson plan that demonstrates the effective use of technology in literacy instruction incorporating web quests, presentations and multimedia technology.
2. Identify and use the microcomputer hardware and software appropriate to an educational environment during all course projects.
3. Evaluate the effectiveness of technology as related to students learning specific literacy components.
4. Describe and demonstrate the application of key Internet and World Wide Web resources in teaching and learning including web quest development, research and presentation material.
5. Demonstrate an understanding of the critical educational, ethical, and social issues relating to technology in instruction as will be demonstrated in determining the usefulness of using specific techniques to teach literacy.
6. Identify and describe how key emerging technologies are likely to have an impact on literacy education as will be demonstrated in projects dealing with audio, video, blogging, and literary creation.

SUNY Potsdam Education Unit Conceptual Framework A Tradition of Excellence: Preparing Creative and Reflective Practitioners

This course supports the SUNY Potsdam Teacher Education Conceptual Framework in a number of ways. As "Well Educated Citizens" students will take part in a variety of presentations requiring organized thought and effective communication(CF 1.2)

With a good deal of 'hands on' experience, appropriate use of technology will be discussed and used(CF 1.6) leading to becoming more comfortable with technologies such as 'PowerPoint', Digital Video, WebQuests, and On-Line Software.

Students will make extensive use of the Internet focusing on appropriate resources for Web Quests and a host of other projects. Through lesson preparation and Web Quests students will practice creating positive learning environments for all meeting the diverse learning needs of all, along with web site creation.(CF 2.3), (CF 2.7).

Students will continue to develop their lives as "Principled Educators" as they behave professionally (CF 3.1), taking responsibility for their own actions (CF 3.5) as class expectations will be made clear allowing students to all do well if they so choose. In a group project of designing and building a Web Quest, a digital video presentation and use of other technologies group members will practice working well together (CF 3.4) and behaving in professional manner that maintains a high level of competence and integrity in their practice (CF 3.2).

Students will develop into a reflective practitioner by applying the knowledge of local, state and national standards in all projects and research. Focus will be placed upon the Common Core Standards and preparing students for **college preparedness in reading, writing, speaking and listening, and language.**

Course Assignments

This course is designed as a project-based course. You must submit a variety of projects to demonstrate your competencies and complete the course requirements. These projects will be organized into and submitted in seven

different activities. For that reason, the majority of your grade will be determined by the quality of the projects that you turn in. You will also be assigned five reading assignments that you will prepare a position paper on. These are all weighted, as specified below, in determining final grades. Specifics of each assignment are found by accessing the links above or their titles below.

Projects

1. WebQuest (10 pts) date due: Class 3
2. Wordle, Tagzedeo (10 pts) date due: Class 4 (with lesson plan)
3. Interactive Presentation (10 pts) date due: Class 5 (with lesson plan)
4. Audio Project (10 pts) date due: Class 6 (with lesson plan)
5. Video Project (10 pts) date due: Class 8 (with lesson plan)
6. Glog Project (10 pts) date due: Class 9 (with lesson plan)
7. Website Project (10 pts) due: Class 10 (with lesson plan)
8. Final Project (20 pts) date due tbd

Reading Assignments (total 10 pts)

each reading assignment will be handed in at the beginning of class on the day that it is due. Since we will be discussing the content of the assigned readings in class that day, no late papers will be accepted. Your paper will be a brief, consisting of your interpretation of the article and your substantiated opinion of the subject matter.

1. (2.5 pts) date due: Class 3

<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li300.htm>

2. (2.5 pts) date due: Class 4

Hear or See a Story: Getting Started Engage in richer literacy experiences by having students "write" with text, audio, and video. Here are the hardware and software tools you need to get started. [Read More](#)

Hear or See a Story: Classroom Examples View examples of how students use multimedia to present their stories.[Read More](#)

Hear or See a Story: Making It Happen in Your Classroom Review the initial steps you need to take to begin a lesson that will include having students create movies or podcasts.[Read More](#)

Hear or See a Story: Assessment Suggestions When students are involved in authentic learning like using movies or podcasts to share their digital stories, a rubric can help you assess students' progress. See suggestions on creating the right rubric for your assignments.[Read More](#)

3. (2.5 pts) date due: Class 5

<http://www.ascd.org/publications/newsletters/education-update/oct08/vol50/num10/Leveraging-Technology-to-Improve-Literacy.aspx>

4. (2.5 pts) date due: Class 6

http://www.pbs.org/teachers/learning.now/2006/12/facing_up_to_facebook.html

<http://www.emergingedtech.com/2011/03/facebook-in-the-classroom-seriously/>

<http://www.itworld.com/internet/62126/remark-highlights-problems-faced-educators-facebook>

Grade Calculation:

100 points max

90 (90%) = 4.0

87 (87%) = 3.7

83 (83%) = 3.3

80 (80%) = 3.0

77 (77%) = 2.7

73 (73%) = 2.3

70 (70%) = 2.0

Below 40 = 0.0

Attendance:

You are expected to attend each scheduled class meeting because material covered in the lecture may not be available in other venues. Troubleshooting and in class demonstrations will expand the learning experience.

Participation:

Because of the nature of the course, there will be considerable discussion of course topics. You are expected to voice opinions and ideas as well as participate in regular question and answer sessions. Please feel free to contribute past technological experiences and familiarity with different software programs.

Course Ethics:

Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments, falsifying records or cheating on exams. You will be held to the college's policy on academic honesty as stated in the Graduate Catalog.

Students with Disabilities:

Students with a disability needing academic adjustments or accommodations should speak with the professor as early as possible. Students with disabilities should also contact: Sharon House, Coordinator of Accommodative Services at 267-3267, Sisson 112, or e-mail her at houseese@potssdam.edu for further assistance. All disclosures will remain confidential.

[You can explore the college grading policy and academic honesty criteria here.](#)