This course is a fully online course. Please carefully note the dates for online sessions in the course schedule.

Required:


Taskstream account for M.Ed. Literacy Education majors

Please select one (1) of the following texts as your self-selected text for the semester:


Using Technology to Enhance Reading: Innovative Approaches to Literacy Instruction ISBN: 978-1-936764-99-0

Additional texts such as articles from Reading Online, The Reading Teacher, Educational Leadership will be assigned. These materials or links will be made available through Blackboard.

Course Description:
This course examines what literacy leaders need to know in order to enhance literacy instruction through the use of technology. An emphasis on instructive, adaptive, and administrative use of technology as a means to plan and teach literacy skills, assess data, and communicate information in order to promote student learning at the classroom, school, and district level will be also a focus of this course. Candidates will work to discover ways to prepare students for society’s new literacy demands and to integrate 21st century technology skills into the literacy curriculum. Participants will be exposed to various 21st century technology tools and will experiment with some of these new tools each week. The course incorporates research-based practices across print and digital literacy worlds into engaging learning communities in Pre-K – 12 Literacy Education.

Key Assessment: Assessment 6: PD Reflection & Action Plan
Course Purpose:
This fully online course, designed as a core course for the M.Ed. in Literacy Education program, will support candidates’ development of knowledge, skills and dispositions relative to new literacies required for success in modern society. Candidates in this course will understand that literacy educators must be dedicated to the successful development of all students’ abilities to use technology as communication tools, acting as literacy leaders in providing students with opportunities to use technology to identify questions, locate resources, evaluate the quality of information, synthesize that information to answer the identified questions and to communicate with others. In addition, literacy educators can be reflective in their instructional decisions regarding the integration of technology and literacy.

Course Outcomes and Assessments:
Upon successful completion of this course, the candidate will be able to demonstrate the following knowledge, skill, and disposition outcomes, as determined by the International Literacy Association’s Standards for Literacy Professionals (2010).

<table>
<thead>
<tr>
<th>Outcome: ILA Standard (Learner will be able to demonstrate)</th>
<th>MTTS</th>
<th>InTASC</th>
<th>Course Assessment</th>
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<tr>
<td>Knowledge Of:</td>
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| 1.1.2 Environments that support individual motivation to read and write (e.g., access to online and offline resources, choice, challenge, interests) | II.B.1 III.A.4 | 1, 2, 3 | a. Multimedia Literacy Collection  
  b. PD Reflection and Action Plan |
| 1.1.3 Scholarship in the reading profession and an understanding of the theoretical knowledge relative to reading and writing instruction | II.A.1 III.A.3 VII.A.1,3 | 4 | a. Inquiry Blog Project: Literacy Topics  
  b. PD Reflection and Action Plan |
| 1.2.1 Perceptions of reading and writing process, components and development within online and offline contexts | II.B.1 II.A.1 VII.A.1,3 | 4, 8 | a. Multimedia Literacy Collection  
  b. Inquiry Blog Project: Literacy Topics |
| Skills In:                                                 |      |       |                   |
| 2.2.1 Incorporate online resources as an instructional tool to enhance student learning. | II.B.1 III.A.4 V.A.2 VII.A.1,3 | 8, 9 | a. Multimedia Literacy Collection  
  b. Flipped Instruction Presentation  
  c. PD Self Statement  
  d. PD Reflection and Action Plan |
| 2.3.1 Select quality online and offline materials guided by an evidence-based rationale | II.B.1 V.A.2 | 8 | a. Flipped Instruction Presentation  
  b. Multimedia Literacy Collection  
  c. PD Reflection and Action Plan |
| 2.3.2 Use online and offline sources, professional associations, and colleagues to locate a wide range of instructional materials. | II.B.1 II.A.1 V.A.1,2,3,4,6,7 VII.A.1,3 | 8, 7 | a. Flipped Instruction Presentation  
  b. Inquiry Blog Project: Literacy Topics  
  c. Lesson Flow Assignment  
  d. Multimedia Literacy Collection  
  e. PD Reflection and Action Plan |
| 2.3.3 Build an online and offline classroom materials library that is accessible, multi-level and diverse. | II.B.1 | 8 | a. Multimedia Literacy Collection  
  b. PD Reflection and Action Plan |
3.2.1 Use assessment data to systematically plan instruction for those who struggle with reading and writing and to select appropriate online and offline reading materials.

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<tr>
<th>Dispositions To:</th>
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<tbody>
<tr>
<td>V.A.1,2,3,4,6,7</td>
</tr>
<tr>
<td>6, 7</td>
</tr>
<tr>
<td>a. Online Assessment Resource</td>
</tr>
<tr>
<td>b. Lesson Flow Assignment</td>
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DIVERSITY:

It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners.

In this course, teacher candidates will explore the cultural and social influences on language and literacy development. Teacher candidates will study the social, cultural, and environment factors that can foster language and literacy skills. The course will also explore the importance of family/home support and communication in the development of these skills. The course will investigate reading development and teacher candidate will consider differentiation with regards to specific learners and their needs. Teacher candidates will learn how to support and scaffold language learning for English Language Learners. Specific activities that will explore diversity topics include in class activities, field experiences, video-based discussions, and assigned readings. Teacher candidates will be assessed on their understanding of these topics through written exams, the book file assignment, the vocabulary lesson plan, the running record and fluency plan assignment, and the caregiver newsletter assignment.

Academic Dishonesty:

The University considers academic dishonesty to be impermissible and subject to disciplinary actions.

“Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes but is not limited to, such acts as stealing or altering testing instrument; falsifying the identity of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses or conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do” (The Pathfinder, Frostburg State University). To avoid plagiarism of online materials, all source information must be clearly stated in APA format (see www.citationmachine.net).

REPORTING OF CHILD ABUSE:

Please be aware that according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.
Course Expectations:

1) All candidates enrolling in the course must complete an orientation experience. An online orientation will be available through Blackboard and should be completed the first week of class. Candidates not completing a course orientation by the first day of the session will be dropped from the class.

2) Each candidate is expected to be consistently involved in the online activities and to contribute to the community of learners by being a positive participant in discussions, activities and other assigned tasks.

3) Consistent log-ins to the Blackboard site is expected. It is recommended that candidates should plan to visit course site at least twice a week during the course.

4) In a graduate level course, responses within Bb posts and course assignments should cite and quote current readings. To avoid plagiarism, information should be cited using APA 6th edition format.

5) All tasks should be completed and assignments submitted by **11:59 pm on Sunday** of the assigned module (except during the last week of the course). Extensions will granted, based upon an email request before the stated due date. **Assignments turned in late are subject to a 20% point deduction from the final score. Assignments submitted more than one week late will not be accepted.** All assignments should be word-processed, formatted appropriately (.doc, .docx, .rtf, .pdf) and submitted to the correct location on Blackboard (Assignment Center, Discussion Board, etc). Assignments submitted incorrectly (digital dropbox, e-mail) without prior approval will be counted as late.

6) Assignments receiving below a C may be resubmitted. A due date for the resubmission will be provided. In the case of a resubmission, the assignment’s original grade will be averaged with the resubmission grade. Late submissions and assignments submitted during the last week of class will not be eligible for resubmission.

Module Expectations:

For each bi-weekly module materials will be provided via a link to a journal/article/website etc. This information will be provided to extend/enrich course experiences. Some assignments may have you reflect on the information or possibly create a sample project based on the topic. You will share your work in small group forums. Comments will not always be expected but are always welcomed. By commenting within your small group it will continue to grow your experience and knowledge of the topic. They may be occasions when you are asked to provide feedback to one another within your small groups, or possibly within a whole group Discussion Board.

If this course were a face-to-face course, these activities would be completed in class and the candidate would be given a check for participating in class. In an online course, when you are asked
to post to these bi-weekly activities, you will see a checkmark appear in the gradebook to track participation.

**Course Assessments:**

**Assessment 1: PD Self Statement  Point Value: 15  Due Date: Sept. 18, 2016.**

At the beginning of the course, candidates will consider their current use of technology integrated literacy instruction. Candidates will identify their professional development goals regarding new literacies in their teaching and will identify how specific goals might be addressed through the course. Candidates can post a written description of their statement in the discussion board or can use a multimedia platform of their own choice to share this information. If a multimedia platform is chosen, please share the link in the discussion board (Db).

**Assessment 2: Inquiry Blog Project: Literacy Topics**  
*This is an ongoing project for the entire semester*

**Point Value: 10 pts per entry**

**Due dates: Posts are due every two weeks on Sunday when the module closes**

**Final entry is due on Dec. 11th**

Candidates will identify a specific question related to literacy-technology integration. This question will be addressed through a course-long individual inquiry, in which the candidate will use locate and consult a variety of electronic resources relative to the question. Candidate will share their inquiry process through a weblog on the Edublog.com or WordPress.com website. For each bi-weekly module, candidates will post an entry concerning their progress on the project. Occasionally, candidates will provide feedback to a groupmate.

**Assessment 3: Online Assessment Resource “Podcast”  Point Value: 25**

**Due Dates: Group #1 Oct. 16th, Group #2: Oct. 30th and Group #3: Nov. 13th, 2016**

Candidates will locate an online resource that could be used for classroom literacy assessment. Using an online podcasting tool such as Facebook.com Live or Screencast-o-matic.com, candidates will describe the assessment tool, explain how it might be used in the classroom and describe how he/she would use the resulting data for instructional decision making in literacy instruction. This “podcast” should be brief, and in order to be more engaging, it is recommended that your “podcast” be one in which we see you and/or your resources as opposed to a voice streaming “podcast.” Candidates will select dates to share their “podcast” live so other candidates can view their presentation live. The link to the “podcast” is what will be posted to Bb for scoring.

You will want to go to the Doodle Poll to select your due date.

http://doodle.com/poll/fypv9fstizzb35ah

There are five slots for each of the three due dates. Select one and click submit. As the dates are chosen, they will disappear. The sooner you sign up the greater chance you will have to get your first date.

Note: The times are not when your presentation is due, all presentations are due on the date
selected by midnight. However, if you want us to join your presentation live, you will want to let us know when we can tune in to watch. This can be any time before or on your due date.

**Assessment 4: Lesson Flow Assignment**  
**Point Value:** 50  
**Due Date:** Nov. 13th, 2016

Step 1: Candidates will explore the website: Graphite.org and review the different Lesson Flows posted there.  
Step 2: Candidates will create their own Literacy Lesson Flow addressing each of the five components of a lesson plan and add technology into the plan with intent and purpose. Lesson Flow will be shared via link to our Bb. Candidates will be placed in small groups and asked to review and comment on one another’s work.

**Assessment 5: Flipped Instruction Presentation**  
**Point Value:** 20  
**Due Date:** Dec. 4th, 2016

Choose one technology tool, website, or app that could be utilized in reading instruction and share it with the class. Candidates will create a short video presentation to introduce, explain, model the tool, website, or app. The presentation must incorporate: A demonstration of the tech tool either using it or sharing a PowerPoint, Prezi or other tech-based presentation format with screenshots, recorded demo, etc. In your presentation, you must share what are the benefits of the tool for educational use and what are the drawbacks in a literacy setting. A handout should provide an overview and simple steps (including screenshots) for utilizing the tool. Be approximately 5-10 minutes long and must include opportunity for virtual class discussion.

**Assessment 6: PD Reflection & Action Plan**  
**Point Value:** 15  
**Due Date:** Dec. 11th, 2016

Key Assessment: Submitted to Taskstream not Bb.

At the close of the semester, candidates will reflect on their growth concerning new literacies. As literacy leaders, candidates will craft a potential action plan for continued professional development in the area of literacy-technology integration. Candidates will post the draft of the action plan on Bb and discuss within small groups. The Action Plan Focus: Literacy and Technology Family Night. Write a plan as to how you would introduce your literacy and technology to your school colleagues and families. You do not have to create the actual Literacy and Technology Family Night presentation you will only be developing the plan or outline of how the presentation would progress that evening. You will include all resources and multimedia platforms you would include with the presentation.

**Grading Scale:** *Scoring materials for all assignments will be available on Blackboard.*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93% to 100%</td>
<td>Outstanding achievement; for only the highest accomplishment</td>
</tr>
<tr>
<td>B</td>
<td>83% to 92%</td>
<td>Praiseworthy performance; above average</td>
</tr>
<tr>
<td>C</td>
<td>73% to 82%</td>
<td>Average; for satisfactory performance</td>
</tr>
<tr>
<td>D</td>
<td>63% to 72%</td>
<td>Below average achievement</td>
</tr>
<tr>
<td>F</td>
<td>Below 63%</td>
<td>Very unsatisfactory performance</td>
</tr>
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### Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading</th>
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</table>
| **Orientation Module 1:** This module and your final module (M8) will be the only modules that are one 1 week long. Aug.29- Sept.4 | Orientation Guide  
Course Introduction via Professor Screencast  
Remind: Text to: @newlit15 to the number 81010 | Familiarize yourself with Bb posting and navigation. The Orientation Guide is chocked full of information for successfully participating in an online course. Be sure to read and review all of the information and success tips provided.  
Begin reading your self-selected text. We will be sharing this information in our next module. |
| **Course modules will last for two weeks beginning with Module 2:** Sept. 6- Sept 18. (Sept. 5 is a holiday, so the module will not open until Tuesday.) | “What Is Literacy 2.0?”  
“A Framework for Literacy 2.0 Thinking.”  
Edublog information and launch | Reading: course text, *Reading, Writing and Literacy*, chapters 1 and 2.  
Self selected text reading.  
Assigned readings that are not in the required text will be provided in that week’s module. |
| **Module 3:** Sept. 19- Oct. 2nd | “Creating Classroom Community and Connecting with Families” | Reading: course text, *Reading, Writing and Literacy*, chapter 3.  
Self selected text reading. |
| **Module 4:** Oct. 3- Oct.16 | “Vocabulary and Fluency”  
“Sites and Selection Criteria for Ebooks” | Reading: course text, *Reading, Writing and Literacy*, chapter 4 and 5.  
Self selected text reading. |
| **Module 5:** Oct.17- Oct. 30 | “Using E-Tools to Scaffold Comprehension of E-Literature”  
“Writing Online” | Reading: course text, *Reading, Writing and Literacy*, chapter 6 and 7.  
Self selected text reading. |
| **Module 6:** Oct. 31- Nov.13 | “Assessment in a Literacy 2.0 Environment” | Reading: course text, *Reading, Writing and Literacy*, chapter 9.  
Self selected text reading. |
| **First week of Module 7:** Nov. 14- Nov. 20  
Thanksgiving Break is the week of Nov.21-Nov.27  
The second week of Module 6: Nov. 28- Dec. 4 | “Technology Across the Curriculum” | Reading: course text, *Reading, Writing and Literacy*, chapter 8.  
Self selected text reading. |
| **The final module will be one (1) week long. Module 8:** Dec. 5- 11 | “What About Literacy 3.0? Continuing Professional Development” | Reading: course text, *Reading, Writing and Literacy*, chapter 10.  
Complete self selected text reading. |

### Resources:

- International Literacy Association  
  [https://www.literacyworldwide.org/](https://www.literacyworldwide.org/)  
- Google Search Engine and Applications  
  [www.google.com](http://www.google.com)  
- IRA/NCTE ReadWriteThink Website  
  [www.readwritethink.org](http://www.readwritethink.org)
Edublogs Website
http://edublogs.org/
Glogster Edu
http://edu.glogster.com/
Prezi
http://prezi.com/