

School of Education
CITY COLLEGE of NEW YORK
City University of New York

The School of Education prepares knowledgeable, reflective, caring teachers and leaders for diverse communities.

Part I (Syllabus)

Semester: Summer II 2019

Course Number and Title: EDCE 1701E- *Critical Use of Technology for Literacy 5-Grade 12*

Instructor: Lou Lahana, Ed.D

Class Time: Monday & Wednesday 5:00-8:30 PM

Office: 6/204 Office Hours: Mondays 4:00-4:45 PM and by appt.

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Course Description:

In this course, students will develop competencies and skills in the critical use of technology for the teaching of literacy at the 5 – 12th Grade Levels. Throughout the course, students will utilize a variety of educational technologies to enhance and extend their literacy practices with respect to the teaching of reading and writing-- including strategies for differentiation. We will read about, discuss, and explore new literacies, how educational technology impacts literacy, and ways to integrate technology into the curriculum. Issues of diversity and equity will be central to many of these discussions. Students will also engage with educators outside of the classroom who are implementing best practices in the critical use of technology for literacy.

2. Prerequisites: None

3. Co-requisites: none

4. Place of course in curriculum: Required

5. Working themes of the Conceptual Framework of the School of Education and how addressed in the course.

Educating for and About Diversity:

Beyond the practical implementation of educational technology into the literacy curricula, this course encourages participants to explore how issues of diversity and equity can impact these practices. Race, socioeconomics, culture, gender, sexual orientation, ability, and language will be among the lenses through which we will view our literacy and technology practices. Students will read, critique and develop strategies for improving their pedagogy in ways that best support their diverse student populations.

Developing In-depth Knowledge About the World

Throughout this course, students will investigate how educational technology is used to promote literacy within and outside of the United States. Through the use of Internet research, social media, serious games, and online discussion, students will become more adept at using technology as a tool for enhancing knowledge of literacy teaching and learning.

Becoming Skillful, Reflective Practitioners:

In order to increase participants' understanding of issues and best practices surrounding the integration of educational technology and literacy, we will be creating projects throughout the course. Through hands-on work with technologies such as animation, game design, music creation, and craftwork, we will experience educational technology's potential for igniting the passions of our students. Zero prior experience is necessary for these activities. As we make these projects, the class will reflect on next steps, revisions, and pedagogical practices specific to our individual classrooms. In doing so, participants will develop their capacities to become reflective practitioners by making literacy instruction more engaging and impactful.

Nurturing Leadership for Learning:

Accountability among classmates will be an important part of this class. Through group work, students will provide each other with constructive feedback, suggestions, and guidance. Each student will select resources for their peers, develop and implement technology workshops for their fellow students, and critique the curriculum development of their classmates.

Building Caring Communities:

Students will work as members of a learning community to support, enhance, and critique each other in order to develop their literacy practices, further their understanding of diversity issues, and grow their technology skills. Participants will see themselves as part of multiple communities and understand how their learning and teaching has the potential to positively impact these communities. Collaborative activities, online discussion forums, classroom demonstrations, and workshops will enable candidates to share new knowledge, question, critique and respond to their peers.

6. Candidate outcomes expected upon completion of course

Upon successful completion of the course the student will evidence beginning, developing, or proficient competence in the following:

- Methods to support literacy development through educational technology
 - Utilizing reading strategies across modalities
 - Utilizing writing strategies across modalities
 - Assessing student knowledge when utilizing educational technology
 - Using technology-based assessments to evaluate student literacy and inform teaching practices
 - Articulate how educational technology supports literacy and aligns with standards including the Common Core
 - Evaluate and implement research-based pedagogical approaches that utilize technology to support literacy
 - Articulate issues of diversity and equity with respect to educational technology and literacy
 - Critically evaluate educational technology resources
 - Use social media such as blogs and Twitter to document and reflect on teaching practices
 - Develop curricula utilizing educational technologies including serious games, Online forms, animation, game design, music creation, and craftwork
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7. Instructional methods implemented in the course:

- Expository instruction on theories of new literacies
- Group collaboration
- Web-based activities
- Candidate leadership workshops
- Computer-based instruction for literacy skills: Web-based research, applications, and serious games
- Review of best practices
- Online discussion forums
- Formative feedback
- Following an educator(s) on social media
- Interviewing an educator with strong technology background
- Reflection through discussion and writing, structured whole group and small group activities
- Literacy and technology-related teaching and reflection on same;
- Individualized and collective critique and feedback
- Use of Online resources and technology specifically related to course content;
- Demonstrations on various issues, literacy/technology strategies/approaches and challenges
- Writing assignments in and out of class
- Presentations

8. Methods of assessing candidates

• Attendance & Participation		180 pts.
	Each class is worth	20 pts.
	Absence	-20 pts.
	Lateness 10 min or less	-3 pt.
	Lateness 10-30 min.	-5 pts.
	Lateness 30 min or more	-10 pts.
	Unprepared for class	-10 pts
	Do not participate in class	-10 pts.
• Creating/ maintaining a blog as a pedagogical notebook		50 pts.
• Tech Expert Interview		50 pts.
• “Maker Time” project development and reflection		40 pts.
• Written reflection of following an educator online		50 pts.
• Modified Curriculum Project		215 pts.
Total		585pts.

Final Letter Grade equivalents as follows:

585-573 pts.	A+
572-544 pts.	A
543-527 pts.	A-
526-509 pts.	B+
508-486 pts.	B
485-468 pts.	B-
467-450 pts.	C+
449-410 pts.	C
409 and under	F

98-100%	=	A+	79%-77%	=	C+
93%-97%	=	A	76%-70%	=	C
90%-92%	=	A-	69% & below	=	F
89%-87%	=	B+			
86%-83%	=	B			
82%-80%	=	B-			

9. Required Texts:

The Poet X by Elizabeth Acevedo

CUNY Policy on Academic Integrity

As stated in the CUNY Policy on Academic Integrity: “**Plagiarism** is the act of presenting another person's ideas, research or writings as your own.” The following are some examples of plagiarism:

'Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source;

'Presenting another person's ideas or theories in your own words without acknowledging the source;

'Using information that is not common knowledge without acknowledging the source;

'Failing to acknowledge collaborators on homework and laboratory assignments.

'**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.'

A student who plagiarizes may incur academic and disciplinary penalties, including failing grades, suspensions, and expulsion.

A complete copy of the CUNY Policy on Academic Integrity may be downloaded from the College's home page.

CUNY Policy on Disability

Students who have a documented disability or any special needs should inform The Office of Student Disability Services, Transformative Literacy Program Office, and me.

Attendance is mandatory for all classes. One absence, in case of an emergency, will be tolerated, provided you notify me before class begins. More than one absence will result in an automatic failure of the course. Students are still responsible for all handouts, class work, and assignments due that day. Lateness to class will result in point deduction.

Participation Students are expected to arrive to class with all readings completed in order to be able to participate fully in class activities. Failure to do so will negatively impact your participation grade. The best way to prepare for class is to read and mark up your text, or take notes, so that you are ready to participate fully in the class activities. If you are absent you will not receive a participation grade for that day.

Assignments are expected to be completed on time. Lateness will result in an automatic point deduction. Plan your time accordingly.

Incompletes are negotiated with the final authority of the professor. Incompletes are rarely given, but may be distributed as a result of emergencies. Failure to manage time and over extending one's self do not qualify as emergencies. In order for an incomplete to be given, the candidate must adhere to the program policy for incompletes. All candidates must meet with their instructor and/or program director to fill out an incomplete form that details the criteria necessary to fulfill the incomplete. Official copies of the incomplete agreement are then given to the candidate and instructor and are also placed in the candidate's file. In the event that the candidate is not in the Literacy Program, a copy will be sent to the program director of the program in which that candidate is enrolled.

Candidate Expectations are as follows:

- Communicate with me throughout the course.
- Work with me as a resource outside of class during office hours or via e-mail.
- Develop and maintain the professionalism and scholarship of a graduate student and educational leader.
- Participate in the pedagogy of accountability, challenge and thoughtfulness.
- **You are required to meet with me if receiving a grade of B or below. You must schedule the meeting.**

Revision Policy: With the exception of in-class assignments, or presentations, you may revise assignments to incorporate feedback from myself, or your peers. **You must include the original assignment and feedback along with any resubmitted or revised assignments.** This means that you may not email revisions, unless the feedback for the original was given in an electronic format. Revisions will only be accepted through session 7, no exceptions.

Part II (Course Outline)

This is a rough outline of what will occur in our class. Please visit the course blog at Techbrarian.com/CCNY for a detailed description of each class session.

Session	Where	Foci	Homework Due Next Session
1 7/1/19	PC lab 4/221	<ul style="list-style-type: none"> Class structure and expectations Getting to know each other The role of technology in the classroom Reading: Critical literacy, critical engagement, and digital technology, Pages 3-5 Critical literacy in practice: Mind Mapping with Padlet Comprehension and interpretation strategies: Google Forms Introduction to Blogs as a tool for reflection 	<ul style="list-style-type: none"> The Poet X, Pages 1-92 (Part 1) Blog Post Entry 1 Add your name to student blog spreadsheet
2 7/03/19	PC lab 4/221	<ul style="list-style-type: none"> Discussion: The Poet X Discussion: What is the Maker Movement? In-class reading: The Philosophy of Educational Makerspaces Maker Activity: Social Activism Button Making Reading: Ada Twist, Scientist Critical literacy in practice: Kahoot! for an Ada Twist, Scientist discussion 	<ul style="list-style-type: none"> Second blog post The Poet X, Pages 95-183 Begin following educator/theme Reading: Meaningful Making- Pick one chapter from each of the five sections.
3 7/08/19	PC lab 4/221	<ul style="list-style-type: none"> Critical in practice: Sketchnotes Critical literacy in practice: Powtoon animation for The Poet X In-class viewing: Nichole Pinkard on Digital Literacy Critical Literacy Strategy: 6 Thinking Hats Discussion: ISTE and Common Core standards lesson alignment 	<ul style="list-style-type: none"> Third blog post First draft of interview questions The Poet X, Pages 184-248 Follow an Educator Log, Week 1 DRAFT of First Technology Modified Lesson
4 7/10/19	PC lab 4/221	<ul style="list-style-type: none"> Activity: Implicit Bias Test Discussion: Culturally Responsive Teaching 	<ul style="list-style-type: none"> Third blog post Follow an Educator Log, Week 2

		<ul style="list-style-type: none"> Critical literacy in practice: Song creation and podcasting with Soundtrap Interviewing: best practices and literacy connections— ReadWriteThink 	<ul style="list-style-type: none"> The Poet X, Pages 249-361 (End of Book)
5 7/15/19	PC lab 4/221	<ul style="list-style-type: none"> Reading: Destination, Imagination and the Fires Within Comprehension and interpretation strategies: Found Poetry Reading: Making Through the Lens of Culture and Power Comprehension and interpretation strategies: comics/graphic novels with StoryboardThat 	<ul style="list-style-type: none"> Fourth blog post First Modified Curriculum lesson Reading: Cultivating Creative Production in Urban Communities, Pages 1-10
6 7/17/19	PC lab 4/221	<ul style="list-style-type: none"> Critical literacy in practice: Serious Games with AgainstAllOdds and SweetXHeart Critical literacy in practice: Serious games with Scratch-Create an Anti-Stereotype Game Video: Mitch Resnick and Digital Fluency Discussion: Evaluating hardware, applications, and Internet resources Rubric development for Apps using Rubistar In-class reading: How To Choose A Learning Game (Shapiro, 2014) 	<ul style="list-style-type: none"> Fifth blog post Second modified curriculum lesson “Tech expert” write-up Follow an Educator Log, Week 3
7 7/22/19	PC lab 4/221	<ul style="list-style-type: none"> In-class reading: Hands on, Hands Off: Gendered Access in Crafting and Electronics Practices Comprehension and interpretation strategies: Embroidery 	<ul style="list-style-type: none"> Sixth blog post Follow an educator write-up

<p>8 7/24/19</p>	<p>PC lab 4/221</p>	<ul style="list-style-type: none"> • Discussion: Social Media and Digital Citizenship • Critical literacy in practice: Digital Compass • In Class Reading: Goodnight Stories for Rebel Girls • Critical literacy in practice: Theme analysis through Clay, metal, cardboard, and LED's 	<ul style="list-style-type: none"> • Maker Project • Third Technology Modified Curriculum lesson + Modified Curriculum Unit Project
<p>9 7/29/19</p>	<p>PC lab 4/221</p>	<ul style="list-style-type: none"> • Discussion: setting personal technology goals and forming personal learning networks • Share and receive feedback on technology-integrated lessons • Share and receive feedback on "Maker" projects • Discussion: Lessons learned from following educator/theme 	