NEW LITERACIES AND EMERGING TECHNOLOGIES ACROSS THE CONTENT AREAS

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” --John Dewey, 1915
## Table of Contents

Contact Information ........................................................................................................ 2  
Course Description ........................................................................................................ 2  
Course Objectives .......................................................................................................... 2  
Course Readings ............................................................................................................. 2  
Relationship of this Course to Standards ..................................................................... 3  
Communication ............................................................................................................. 5  
Accommodations ........................................................................................................... 5  
Academic Honesty ......................................................................................................... 5  
Campus Closures/Extended Absences ......................................................................... 5  
TaskStream .................................................................................................................... 5  
Course Concept ............................................................................................................. 6  
Course Schedule .......................................................................................................... 9  
Bibliography ................................................................................................................. 14  
Rubrics ......................................................................................................................... 18  

*EDC G 648 New Literacies*
Contact Information

Instructor  Janna Jackson Kellinger  email  janna.kellinger@umb.edu  
Office  Wheatley 2-142-11  Phone  (617) 287-5972

Course Description
This course explores the changing landscape of reading and writing as emerging technologies place new demands, challenges, and opportunities for readers and writers. To do so, this course aims to deepen students’ understandings of the reading and writing processes with written, hyper, and multi-modal texts as well as content-specific strategies for assisting K-12 students’ development in these processes. This includes selecting developmentally appropriate reading materials and composition activities for a range of learners; identifying prerequisite skills, concepts, and vocabulary necessary for content-specific learning activities; and determining which strategies best meet particular content learning objectives. In doing so, techniques for incorporating new technologies into teaching as well as the legal and ethical challenges for both teachers and students will be examined. Essential question: How can teachers best prepare students for the new literacies and emerging technologies that shape and will shape their world?

Course Objectives
By the end of the course, students will be able to (course task that assesses objective):
1) Articulate a nuanced definition of literacy which includes examination of multiple perspectives on literacy and multiple types of literacy and their applications (what is literacy video, discussion posts)
2) Identify the strengths and needs of students in terms of consuming and producing content-specific print and non-print texts (diagnostic assessment; beta testing)
3) Design curricular activities that embed a variety of content-based literacy strategies that address student needs. (scaffolded text, branched simulation, webquest)
4) Apply pedagogical knowledge, content knowledge, and pedagogical content knowledge by observing and analyzing these literacy strategies in a classroom setting and getting feedback from K-12 student(s) (observation and analysis, beta testing)
5) Evaluate and Modify the strengths and areas of improvement of these literacy strategies (beta testing)
6) Reflect on growth in this class in terms of changing views on literacy and its application to content-area teaching (what is literacy video)

Course Readings

Other readings: Other readings will be assigned on an as needed basis and made available through Blackboard. To access Blackboard, enter your username (UMB e-mail without @umb.edu) and password (UMB e-mail password) at http://umb.umassonline.net. Tech help is listed on the Blackboard homepage.

EDC G 648 New Literacies
**Relationship of this Course to Standards**

**CEHD’s Mission**

“The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs – and is informed by – CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy.” This course supports this mission by encouraging:

- **Academic excellence** which applies theory and evidence-based practice to produce effective and sustainable learning and development outcomes;
- **Social justice and inclusion** which involves equality of access and success for all students, especially those who historically have had limited educational opportunity because of education level, national origin, socio-economic status, gender, age, sexual orientation, disability, or ethnic, linguistic, or cultural background;
- **Community engagement** which integrates academic knowledge with community-based knowledge to address public and policy issues, improve quality of life, and support a just and inclusive democracy.”

Each discipline has its own national and state standards regarding curriculum. One of the goals of this course is to examine these various standards in terms of literacy needs.

**State Standards:** Pre-Service Performance Assessment (PPA)

This class addresses all elements of the PPA to varying degrees but in particular students will address the following indicators from Standard A by designing curricular products:

2. Draw on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught. *(Diagnostic Assessment/Analyzing Student Work)*

3. Identify appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. *(Scaffolded Text, WebQuest)*

4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills. *(Scaffolded Text)*

6. Draws on resources from colleagues, families, and the community to enhance learning. *(Observation)*

7. Incorporates appropriate technology and media in lesson planning. *(Scaffolded Text, Webquest, Branched Simulation, Trend Analysis Paper, What is Literacy Video)*

Students will address the following indicators from Standard B by applying their lesson plan:

2. Communicates high standards and expectations when carrying out the lesson by a) using a balanced approach to teaching skills and concepts of elementary reading and writing d) employing a variety of reading and writing strategies for addressing learning objectives, f) using instructional technology appropriately.

3. Communicates high standards and expectations when extending and completing the lesson by c) providing many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning by a) accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction and b) accurately measuring student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.

In addition, students will address the following standards and indicators by subscribing to the ASCD listserv and/or eSchool News, discussing in class how current research and theory applies to their teaching, and writing the Trend Analysis Paper:

E (3) Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
E (4) Collaborates with colleagues to improve instruction, assessment, and student achievement

By creating the What is Literacy Video and reflecting on all products, students will address Standard E indicator 6

E (6) Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.

By writing their own Acceptable Use Policy (AUP), students will address Standard E indicator 7

E(7) Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

*Instructional Technology Additional Licensure Requirements:*

This class addresses the following coverage areas:

- Technology tools for word processing, databases, spreadsheets, print/graphic utilities, multi- and hypermedias, presentations, videos for the purpose of formal and informal assessment, instruction, and administration for professional and instructional use
- Communications and research tools such as email, world wide web, web browsers, and other online applications that link to the state standards and requirements, for professional and instructional use
- Criteria for selection, evaluation, and use of appropriate computer/technology based materials to support a variety of instructional methods
- Ethical and social issues surrounding privacy, copyright, and crime relating to educational technology and resources
- Methods to support classroom teachers and other school personnel in improving student learning through appropriate use of technology in the classroom, including consultation techniques and professional development
**Communication**
Blackboard will be our primary means of communication outside of class time. Therefore, it is each student’s responsibility to check Blackboard regularly for announcements and e-mails as well as any changes to the course syllabus or assignments. In conformance with UMass Boston policy, UMass Boston e-mail will be used to communicate with individual students therefore, it is each student’s responsibility to check his or her UMass Boston e-mail account regularly as well. **Students can forward UMass Boston e-mail to personal accounts.** In addition, students should communicate with the professor through her UMass Boston e-mail account. Be aware that Blackboard will not be available after the end of the semester.

**Accommodations**
Section 504 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (617) 287-7430. The student must present and discuss these recommendations to each professor by end of the Drop/Add period.

**Academic Honesty**
Students are required to adhere to the [Code of Student Conduct](#), including requirements for academic honesty delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbooks.

**Campus Closures/Extended Absences**
In case of a campus closure or extended absences by students and/or by the professor, Blackboard will be used to communicate with and among students. Activities and lessons will be reconfigured to be done electronically through Blackboard and course due dates may change.

**TaskStream**
If you are enrolled in the middle/secondary ed program, you will need to upload the core assignment, in this case the Trend Analysis and Application paper, and the instructor feedback into your TaskStream Portfolio. To save a rubric from Blackboard, right-click and “Save As”. To upload your core assignment into Taskstream, log into TaskStream (if you don’t have an account yet, contact Gary Chan at gary.chan@umb.edu), click on the portfolio link (if this is your first time, scroll to the bottom of the home page, click “Enter Code” and enter the code BMXP9M (ask me for the code if you are in another program), click on the assignment, and then click on the attachment button at the bottom. Follow the instructions to browse your computer and upload the file. Then, click on the submit button.
Course Concept*

This course is designed to be a game where students role-play a private investigator who is posing as a new teacher in order to discover who defaced the principal’s Fakebook page. During the course of the game, students learn about literacy, technology, and pedagogy in order to progress. Posing as a new teacher involves getting hired as a content area literacy specialist.

During the hiring process, you will “apply”, be "interviewed" and "hired" as a teacher in your content area. However, the school district that hires you has a new requirement that all teachers also be content area literacy specialists. A content area literacy specialist is a content area teacher who has a thorough understanding of how to develop strategies to teach students skills they need to be successful at consuming (reading, interpreting, and analyzing) and producing (writing and presenting in various formats) texts in that subject area. The job description is available on Blackboard.

After being hired, you will go through several stages: Orientation, Pre-planning, Teaching, and Post-planning. During these stages, you will earn points by completing specific tasks. You can submit these as many times as you want (please highlight changes) as you will need a certain number of points to move on to the next stage. Most tasks can be completed at one of 4 levels: novice, apprentice, journeyman, or master. Tasks completed at the apprentice (1 point), journeyman (2 points), and master (3 points) levels will receive extra credit accordingly. All tasks can be completed using tools from the Microsoft Office Suite and free software tools (for some, indicate you are an educator and use your umb.edu e-mail account for verification). For some of the tasks, you will need to complete the associated professional development by viewing PowerPoint presentations and passing quick checks before being able to access the task.

The number of points earned is in Blackboard under grades. You will receive some form of an A if you receive 91 points or higher, (A- or A depends upon participation). Otherwise, your grade will be commensurate to the total number of points earned.

After being hired, you will attend orientation to teach you how to be a content area literacy specialist. Most orientation sessions have a check at the end to make sure you went through the material. You cannot move on to the next session until you pass the check. You may take them as many times as you need. There are two tasks that will be assigned during orientation:

1) **Observe a teacher (10 points):** Observe a teacher teaching in your content area either live or in a video. You will be looking for a specific teaching strategy that will be identified during orientation. You will turn in a description of strengths and suggestions for integrating the target strategy.

2) **Create and assess an online diagnostic assessment (15 points):** Create an online diagnostic assessment designed to assess content area literacy skills including reading comprehension, vocabulary, and factors beyond the text (metacognition, interests, attitudes, motivation, and prior knowledge) in your group’s content area by having students apply those skills to a content area text or excerpt. Each group will graybox test by going through the assessment as a user, alpha test by having a member of
another group think out loud while taking the assessment, and beta test by having a
middle or high school student think out loud while taking the assessment. The group
will then write up a reflection explaining how you used the playtesting results to
revise your diagnostic assessment along with an explanation of how you would
administer the assessment to a class, including how you would use the results (i.e.
various paths you might take depending on the outcome of the assessment). The
group will then be given a data set on which to perform various analyses.

You will not be able to move to the Pre-planning stage until you have earned at least 22 points
and chosen your school.

Your school follows the small school model and has three smaller schools within one school
building. Once you complete your orientation, you will then choose the school within a school
where you will work: Traditional Middle/High, Hybrid Middle/High, or New Literacies
Middle/High. All new hires are required to create and use three literacy-based curricular
products. Each school has the same set of curricular products, but how the teacher completes
them will differ. If you change your mind, you can go back and choose a different school but it
means starting over.

During pre-planning, you will scaffold a text, design a webquest, and create a branched
simulation. You may either design these for different topics or all for the same topic (e.g. to be
used in the same unit). You may turn them in in any order. Each task is worth 15 points and may
require professional development (i.e. reading and/or viewing material and passing quick checks)
in order to access the task.

3) Scaffolded Text (15 points): Annotate a pre-existing text with vocabulary and
reading comprehension strategies, background information, and your own thoughts.
(Traditional Middle/High will scaffold a text or text excerpt using a word processing
program; Hybrid Middle/High will scaffold a webpage(s) using an online tool such as
Glogster, Prezi, OneNote, Explain Everything; New Literacies Middle/High will
scaffold a picture, diagram, or graph using PowerPoint).

4) Webquest (15 points): Create an assignment where students have to synthesize
multiple online texts in order to create an original product by following the webquest
formula and include an AUP. (Traditional Middle/High will create a webquest using a
webquest design site such as Zunal, Weebly, or GoogleSites; Hybrid Middle/High
will design a webquest using a wiki such as wikispaces; New Literacies Middle/High
will create a webquest using a WYSIWYG HTML editor such as Kompozer).
Websites open to the public must adhere to guidelines outlined in the Legal and
Ethical Issues orientation session.

5) Branched Simulation (15 points): Create a branched simulation where students role-
play someone or something and have to make a series of meaningful decisions.
(Traditional Middle/High will do this using a wiki such as wikispaces; Hybrid will do
this using PowerPoint; New Literacies will use YouTube’s video editing tool)

All pre-planning tasks must go through the three phases of playtesting before being submitted.

EDC G 648 New Literacies
Graybox testing—assess your product using the rubric and go through it as if you are a user (graybox comes from the idea of blackbox—using something without knowing how something works and whitebox—knowing how something works)

Alpha testing—have someone from this class who is not in your content area think out loud as s/he uses your product (this can be done in person, through WIMBA or a free online screen sharing tool like join.me, or by having the person audio record or write up their thoughts)

Beta testing—have a student (or someone the same age/developmental level) think out loud as s/he uses your product (this can be done in person, through WIMBA or a free online screen sharing tool like join.me, or by having the person audio record or write up their thoughts)

Then, write up a reflection describing the changes you made to your product based on this feedback as well as details about how you would use this product in your teaching and submit it along with the assignment.

You will not be able to move on to the teaching phase until you have at least 63 points.

6) Trend Analysis and Application (15 points): An interdisciplinary group of 3 to 6 students will design or modify a lesson plan or unit plan using a new educational technology to create interdisciplinary connections and then write a commentary analyzing that trend by discussing its affordances and constraints in terms of literacy skills, its impact on students, and any surrounding legal and/or ethical issues. You must choose something written about within the past five years. Although you may find articles anywhere, the ASCD SmartBrief and eSchoolNews listservs may serve as good sources for current trends. Your group will then teach the class about this trend by using the trend itself. You will upload the lesson or unit plan and instructor feedback into TaskStream as a Core Assignment for this class.

You will not be able to move on to the post-planning phase until you have at least 77 points.

During post-planning you will reflect on your experiences by reflecting on the implications of your evolving understanding of literacy on your teaching and on education in general.

7) “What is Literacy?” (15 points): Redo your “what is literacy?” essay by creating a video using images, sounds, and narration. In the video, you will reflect on how your understanding of literacy has evolved and what that means for you as a consumer and producer of texts. (Traditional Middle/High will do this using PowerPoint (save as a video); Hybrid Middle/High will do this using a video editing tool; New Literacies will use an animation tool such as PowToon, Tellagami, or GoAnimate)

You will need to earn at least 91 points in order for your contract to be renewed.

* Unless “Do Not Use” is written on an assignment, I may use student assignments as examples in this class or future classes or for accreditation.
**Course Schedule** *(Subject to Change. Most updated version will be posted on Blackboard.)*: 
Course materials are located in Blackboard. Activities in italics are gateway activities that must be completed in order to unlock the next session in Blackboard or the associated assignment. Assignments are listed with the corresponding session, not on the due date. Each assignment is graded by points and can be revised and resubmitted for more points. Students must earn a certain number of cumulative points (noted in schedule) in order to move to the next phase.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (PPTs must be downloaded for interactivity)</th>
<th>In-Class Activities (students encouraged to preview PPTs)</th>
<th>Out of class activities</th>
</tr>
</thead>
</table>
| 1/28 | Hiring Process | Course syllabus  
SNOW DAY:  
-view **What is Literacy PPT**  
-read Ives (2011) **Spotting Foolbirds**  
-read ch. 1 from *Uncommon Core*  
-read Gee (2007) **What videogames have to teach us about learning and literacy**  
-get as far into the Blackboard course as possible (aim for all the Content Area Literacy readings to be visible so you can read them for class) | Pass Application Quick Check  
-Submit interview essay  
-Discussion: How do you think Common Core defines literacy?  
-View **What is Literacy? PPT**  
-Read Ives (2011) **Spotting Foolbirds**  
-Join your content area group | Describe your hidden literacies on the hidden literacies discussion board |
| 2/4  | Orientation | Smith, et al. (2014) *Uncommon Core*, Ch. 1  
-Gee (2007) *What video games have to teach us about learning and literacy*  
-Draper (2010) *(Re)imagining content area literacy* (subject area chapter)  
-McConachie & Petrosky (2009) *Content Matters* (subject area chapter)  
-Content-specific article  
-Skim your content area state and professional standards | Review **What is Literacy? PPT**  
-Discussion: How does Common Core define literacy? How do authors of our readings define it?  
-Annotate Text Excerpt in content area groups using comments feature in googledocs; then compare annotations across disciplines  
-Brainstorm list of content area literacy skills on the wiki  
-Develop class list of at least five common literacies  
-Discussion: How does Common Core’s definition of literacy impact various content areas and align with the literacy skills we just identified? | Subscribe to eSchoolNews and ASCD SmartBrief |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/11</td>
<td>Assessing Literacies</td>
<td>● Take some PARCC sample tests&lt;br&gt;● Discussion: How does Common Core/PARCC assess literacy skills?&lt;br&gt;● View Assessing Literacies PPT&lt;br&gt;● Find ten student hidden literacies&lt;br&gt;● Work on online diagnostic assessment in content area groups&lt;br&gt;● Post on the Assessing Assessments Discussion Board&lt;br&gt;● Pass Assessing Literacies Quick Check</td>
</tr>
<tr>
<td></td>
<td>(Online Diagnostic Assessment Content Area Group Task)</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Language Development</td>
<td>● View Oral Language Development PPT&lt;br&gt;● View Written Language Development PPT&lt;br&gt;● View Second Language Learning PPT&lt;br&gt;● Review Language Development PPTs discussing topics and doing activities&lt;br&gt;● View Analyzing Language PPT&lt;br&gt;● Practice learning a new language&lt;br&gt;● Identify a Common Hidden Literacy&lt;br&gt;● Discussion: Given what we know about language development, how can teachers best support all students, but particularly ELLs, in terms of PARCC?&lt;br&gt;● Post thoughts on the Language discussion board&lt;br&gt;● Pass the Language Development Quick Check</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/25</td>
<td>Observation</td>
<td>● Aguilar (2012) Instructional Rounds&lt;br&gt;● Swanson (2013) What should walkthroughs measure?&lt;br&gt;● View the Observation PPT&lt;br&gt;● Do the Practice Observation videos in content area groups&lt;br&gt;● Identify model of teaching in practice video&lt;br&gt;● Discussion: How can cultural modeling help students be successful in the Common Core era?&lt;br&gt;● Post on the Apprentice-ship of Observation Discussion Board&lt;br&gt;● Pass the Observation Quick Check</td>
</tr>
<tr>
<td></td>
<td>(Observation and Analysis Task)</td>
<td></td>
</tr>
</tbody>
</table>
- [eSchoolNews](2012) How to expand edtech  
- *Choose one or more to read:*
  - [eSchoolNews](2011) Whitewashing  
  - Gabriel (2010) Plagiarism lines blur  
  - [eSchoolNews](2011) Digital technology changes...  
  - Dante (2010) The Shadow Scholar  
  - Lee(2012) Tea party groups demand textbooks... | - View the [Legal and Ethical Issues PPT](#)  
- Do Legal and Ethical Case Studies  
- Do/Discuss 21st century ethics  
- *Create a Content Specific AUP* (save for upcoming webquest assignment)  
- Discussion: What legal and ethical issues surround the Common Core? | - Post on the Ethics discussion board  
- Pass Legal and Ethical Issues Quick Check |
| --- | --- | --- | --- | --- |
| 3/11 | Data Analysis | *Optional*  
- Do the Excel Tutorial (go as far as you can) | - View the [Databases and Spreadsheets PPT](#)  
- View [Analyzing Student Work PPT](#)  
- Analyze results of data for online diagnostic assessment  
- Discussion: How can teachers analyze data (their own and standardized) to best support students in this Common Core era? | - Sign up for your school |
| Pre-Planning | At least 22 points and school chosen |  |  |  |
- Jackson (2009) The reading/writing connection  
- National Institute for Literacy (2007) What content-area teachers should know...  
- Hanford (2011) Common Core Reading: “The New Colossus” | - View [Teaching Reading PPT](#)  
- Revisit and revise previously annotated text and practice scaffolding it in content area groups  
- Discussion: How can we use scaffolding to support critical thinking without subverting it, to encourage “close” readings of texts while still encouraging connections, and to support language learning in this Common Core era?  
- Identify the concept in *Uncommon Core* that Dr. Kellinger disagrees with. | - Pass [Teaching Reading Quick Check](#)  

*EDC G 648 New Literacies*
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Title</th>
<th>Suggested Readings</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1</td>
<td>Webquest: Multiple Texts (Webquest Task)</td>
<td>• Smith, et al. (2014) Uncommon Core, Ch. 5&lt;br&gt;• Lankshear &amp; Knobel (2008) Ch. 3&lt;br&gt;• November &amp; Mull (2012) Why schools aren’t…&lt;br&gt;• Starr (2000) Creating a webquest&lt;br&gt;• Dodge (2002) Webquest taxonomy&lt;br&gt;• November &amp; Mull (2012) Web literacy: Common Core meets Common Sense&lt;br&gt;• Atwell (1998) Teaching Writing&lt;br&gt;• Websearch Quick Reference Guide&lt;br&gt;• Google Search Education Site</td>
<td>• View the <a href="#">Multiple Texts PPT</a>&lt;br&gt;• View <a href="#">Teaching Composition Prezi</a>&lt;br&gt;• Practice constructing a webquest by school&lt;br&gt;• Discussion: How can we use multiple texts to support students in being successful at PARCC while also moving beyond the limitations of Common Core?</td>
</tr>
<tr>
<td>4/8</td>
<td>Simulation: Interactive Texts (Simulation Task)</td>
<td>• Executive summary of Jenkins’ (2009) Confronting the challenges of participatory culture</td>
<td>• View <a href="#">Simulation PPT</a>&lt;br&gt;• Diagram systems found in children’s literature&lt;br&gt;• Diagram system of content area&lt;br&gt;• Discussion: How can we use simulations to support students in being successful at PARCC while also moving beyond the limitations of Common Core?</td>
</tr>
<tr>
<td>4/15</td>
<td>Lab day</td>
<td></td>
<td>• Work on pre-planning tasks</td>
</tr>
<tr>
<td>4/22</td>
<td>Trend Analysis (Trend Analysis Application Inter-discipline -ary Group Task)</td>
<td>• Smith, et al. (2014) Uncommon Core, Ch. 7&lt;br&gt;• Kellinger (2012) The Flipside</td>
<td>• View the <a href="#">Trend Analysis PPT</a>&lt;br&gt;• Look through the <a href="#">Useful Educational Websites wiki</a> (and add your own)&lt;br&gt;• Look through the <a href="#">Free Software Tools wiki</a> (and add your own)&lt;br&gt;• Practice your analysis&lt;br&gt;• Brainstorm&lt;br&gt;• Discussion: How can we use technology to support students in being successful at PARCC while also moving beyond the limitations of Common Core?</td>
</tr>
<tr>
<td>4/29</td>
<td>Group work day</td>
<td></td>
<td>• Interdisciplinary groups work on Trend Analysis ten minute teaching</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>Trend Analysis Mini-Lessons</td>
<td>● Interdisciplinary groups will teach about their trend using their trend in a ten minute mini-lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5/13 | Future of Literacy (What’s Literacy? Video) | ● Future of Literacy discussion and timeline  
● Discussion: Do you think Common Core is here to stay or a point on the pendulum?  
● Debrief class |
|      |                  |       |
| 5/20 | Contract Renewal | At least 91 points |

**Post-Planning**

- Jackson (2009) Game-based teaching  
- Heick (2013) 30 incredible ways technology will change education  
- Beach & Doerr-Stevens (2009) Online Role-Play  
- Wagner (2008) Rigor Redefined  
- Partnership for 21st Century Skills
Bibliography


Beach, R., & Doerr-Stevens, C. (2009). Learning argument practices through online role-play: Toward a rhetoric of significance and transformation. Journal of Adolescent and Adult Literacy, 52(6), 460-468.


http://cscs.umich.edu/~crshalizi/how-to-talk-postmodern.html


CA: Corwin.


Swanson, K. (July 29th, 2013). What should walkthroughs measure? *SmartBlogs on Education.*


**Rubrics**

**Observation and Analysis**

**Directions:** View a teacher teaching (either a video or in person) and analyze the teacher’s literacy strategies in terms of cultural modeling. Write up feedback to that teacher outlining strengths and suggestions. One point will be added to score to make it worth 10 pts.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Master (3)</th>
<th>Experienced (2)</th>
<th>Novice (1)</th>
<th>Not Yet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Modeling</td>
<td>Analyzes teacher’s use of out of school literacies as a bridge to content area literacies OR makes creative suggestions for doing so</td>
<td>Describes how teacher uses out of school literacies as a bridge to content area literacies OR ways teacher could do so</td>
<td>Indicates whether or not teacher uses out of school literacies as a bridge to content area literacies</td>
<td>No mention of using out of school literacies as a bridge to content area literacies</td>
</tr>
<tr>
<td>Student Impact</td>
<td>Uses student behaviors, answers, and/or student work as evidence for conclusions</td>
<td>Describes student behaviors, answers, and/or student work but does not use as evidence of impact</td>
<td>Discusses student learning but lacks direct evidence</td>
<td>Focuses solely on teacher’s behavior; No description of impact on student learning</td>
</tr>
<tr>
<td>Scaffolding (comprehensible input, graphic organizers, modified texts, and so forth)</td>
<td>Evaluates student impact of scaffolding and suggests more scaffolding for all students including ELLs and students with special needs</td>
<td>Describes scaffolding used, evaluates its usefulness, and makes suggestions</td>
<td>Identifies scaffolding used</td>
<td>No mention of scaffolding</td>
</tr>
<tr>
<td><strong>Techie (1 extra point)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes a video of a teacher teaching found on the web (include link)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Savvy (2 extra points)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes a live teacher teaching (not “tech savvy”, but “savvy” to arrange it)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tech Guru (3 extra points)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video tapes self teaching and annotates video (I suggest using YouTube’s editing tool to do so)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*EDC G 648 New Literacies*
Online Diagnostic Assessment

**Directions:** Create an online diagnostic assessment designed to assess literacy skills including reading comprehension, vocabulary, text structures, and factors beyond the text (metacognition, interests, attitudes, and prior knowledge) in a content area by having students apply those skills to a content area text or excerpt.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Master (3)</th>
<th>Experienced (2)</th>
<th>Novice (1)</th>
<th>Not Yet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Comprehension</strong></td>
<td>A mixture of lower and higher order reading comprehension questions</td>
<td>Mostly higher order questions</td>
<td>Mostly lower order questions</td>
<td>Little to no reading comprehension assessment</td>
</tr>
<tr>
<td>(see Bloom’s taxonomy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Student identifies own vocabulary words</td>
<td>Assesses ability to use vocab words in context</td>
<td>Assesses knowledge of denotations</td>
<td>Little to no vocabulary assessment</td>
</tr>
<tr>
<td><strong>Structures of texts (grammar, syntax, organization)</strong></td>
<td>A variety of strategies for analyzing text structure assessed</td>
<td>Some text structure questions</td>
<td>A limited number of text structure questions</td>
<td>Little to no questions about the structure of the text</td>
</tr>
<tr>
<td><strong>Factors beyond the text</strong></td>
<td>Questions that assess at least three of the following: the reader’s interests, motivation, attitude, metacognition, and prior knowledge</td>
<td>Questions that assess two of the following: the reader’s interests, motivation, attitude, metacognition, and prior knowledge</td>
<td>Questions that assess one of the following: the reader’s interests, motivation, attitude, metacognition, and prior knowledge</td>
<td>Little to no questions that assess the reader’s interests, motivation, attitude, metacognition, and prior knowledge</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Insightful analysis of how results of graybox, alpha, and beta testing as well as data analysis used to revise product and implementation plans</td>
<td>Description of how results of graybox, alpha, and beta testing used to revise product and implementation plans without any data analysis</td>
<td>Only two levels of testing described OR only product revision or product implementation described</td>
<td>No reflection included</td>
</tr>
</tbody>
</table>

**Techie (1 extra point)**

Automatically grades itself (at least parts of it) using an automatic grading tool like Flubaroo

**Tech Savvy (2 extra points)**

Diagnostic Assessment branches depending on answers given

**Tech Guru (3 extra points)**

A spreadsheet like Excel used to grade results by using formulas

EDC G 648 New Literacies
**Scaffolded Text**

**Directions:** Select a text and annotate it with literacy strategies. (Traditional Middle/High will scaffold a text excerpt using a word processing program; Hybrid Middle/High will scaffold a webpage using an online tool such as Glogster, Prezi, OneNote, Explain Everything; New Literacies Middle/High will scaffold a picture, diagram, or graph using PowerPoint).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Master (3)</th>
<th>Experienced (2)</th>
<th>Novice (1)</th>
<th>Not Yet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formatting and organization</td>
<td>Challenges students to analyze text on their own with tiered scaffolding for support</td>
<td>Text formatted and organized logically, friendly, and accessible</td>
<td>Some of the formatting and organization confusing</td>
<td>Formatting and organization makes it difficult to follow</td>
</tr>
<tr>
<td>Background information</td>
<td>Well-placed background information internally and externally makes text come alive</td>
<td>Background information provides a strong foundation for understanding text</td>
<td>Background information gives some information about text</td>
<td>No background information or background information irrelevant</td>
</tr>
<tr>
<td>Vocabulary and Reading Comprehension</td>
<td>Vocabulary and reading comprehension strategies use cultural modeling to build bridges between academic and hidden literacies</td>
<td>Reading comprehension questions and explanations of vocabulary throughout text</td>
<td>Vocabulary words defined and/or reading comprehension questions at end of text</td>
<td>Little to no vocabulary or reading comprehension strategies or questions</td>
</tr>
<tr>
<td>Interactivity</td>
<td>Instructs reader to interact with text (e.g. circling examples in text, using morphemic analysis, etc.)</td>
<td>Instructs readers to do an activity outside the text to enhance understanding</td>
<td>User can experience text in a different mode</td>
<td>Little to no interaction between reader and text beyond answering questions</td>
</tr>
<tr>
<td>Reflection</td>
<td>Insightful analysis of how results of graybox, alpha, and beta testing used to revise product and implementation plans</td>
<td>Description of how results of graybox, alpha, and beta testing used to revise product and implementation plans</td>
<td>Only two levels of testing described OR only product revision or product implementation described</td>
<td>No reflection included</td>
</tr>
</tbody>
</table>

**Techie (1 extra point)**

Screentips/mouseovers used

**Tech Savvy (2 extra points)**

Bookmarks (Word)/Named Anchors (website)/internal links (PPT) used

**Tech Guru (3 extra points)**

Allows readers to choose type of scaffolding displayed (include instructions)
Webquest

**Directions:** Design a webquest where students must actively construct new knowledge. The webquest must include an acceptable use policy (AUP) and strategies for students to engage with multiple texts. (Traditional Middle/High will create a webquest using a webquest design site such as Zunal, Weebly, or GoogleSites; Hybrid Middle/High will design a webquest using a wiki such as wikispaces; New Literacies Middle/High will create a webquest using a WYSIWYG (What You See Is What You Get) HTML (HyperText Mark-Up Language) editor such as Kompozer). Public webquests must adhere to legal and ethical guidelines.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Master (3)</th>
<th>Experienced (2)</th>
<th>Novice (1)</th>
<th>Not Yet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Webquest task allows students to use hidden literacies to build academic literacy, i.e. cultural modeling</td>
<td>Webquest task requires students to use critical thinking skills (solve a problem, create a new product, etc.)</td>
<td>Webquest task requires students to compare and contrast information</td>
<td>Webquest task is really a webreport</td>
</tr>
<tr>
<td><strong>Multiple Text Strategies</strong></td>
<td>Multiple texts strategies embedded at key points helps guide students</td>
<td>Clear directions for engaging with multiple texts</td>
<td>Some multiple texts strategies included</td>
<td>No multiple text strategies included OR strategies are confusing</td>
</tr>
<tr>
<td><strong>Webdesign</strong> (see web aesthetics sheet)</td>
<td>Design looks professional</td>
<td>Design supports textual comprehension</td>
<td>Some aspects of design distract user</td>
<td>Design makes comprehension difficult</td>
</tr>
<tr>
<td><strong>Webquest elements</strong> (note: Acceptable Use Policy (AUP) may be original, adapted, or borrowed but you must cite source(s))</td>
<td>Webquest includes all elements and a conclusion requires students to see the topic/task from a new or different perspective</td>
<td>Webquest contains all elements (intro, task, process, resources, AUP, evaluation, conclusion)</td>
<td>Webquest lacks some elements (intro, task, process, resources, AUP, evaluation, conclusion)</td>
<td>Webquest lacks several elements (intro, task, process, resources, AUP, evaluation, conclusion)</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Insightful analysis of how results of gray-box, alpha, and beta testing used to revise product &amp;implementation plans</td>
<td>Description of how results of graybox, alpha, and beta testing used to revise product and implementation plans</td>
<td>Only two levels of testing described OR only product revision or product implementation described</td>
<td>No reflection included</td>
</tr>
</tbody>
</table>

**Techie (1 extra point)**

One of the multiple text strategies shows students how to use an online searchable database

**Tech Savvy (2 extra points)**

One of the multiple text strategies shows students how to use a spreadsheet to keep track of data

**Tech Guru (3 extra points)**

One of the multiple text strategies shows students how to use a spreadsheet to analyze data

EDC G 648 New Literacies
# Branched Simulation

**Directions:** Create a branched simulation where students role-play a fictional character, item, animal, historical figure, or idea. The simulation should be in second person and contain at least three critical decision points where the simulation branches depending on the choice made. (Traditional Middle/High will do this using a wiki such as wikispaces; Hybrid will do this using PowerPoint; New Literacies will use YouTube’s video editing tool)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Master (3)</th>
<th>Experienced (2)</th>
<th>Novice (1)</th>
<th>Not Yet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Decision Points</td>
<td>At least three decision points that require students to think critically about the topic</td>
<td>Two decision points that require meaningful choices</td>
<td>One decision point OR decision points only test students’ knowledge</td>
<td>No decision points OR decision points involve random or arbitrary choices</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presentation provides a compelling simulation that teaches and engages</td>
<td>Visual and audio elements complement content</td>
<td>Presentation makes decision-making choices clear</td>
<td>Formatting and organization makes decision-making choices unclear or is distracting</td>
</tr>
<tr>
<td>Content</td>
<td>Unique take on content includes cultural modeling</td>
<td>Content is made understandable</td>
<td>Content is confusing at times</td>
<td>Content is not relevant to content area or not in the form of a simulation</td>
</tr>
<tr>
<td>Reflective</td>
<td>Multiple prompts for students to critically reflect on their decision-making throughout</td>
<td>Opportunity for students to reflect on their decision-making at the end of simulation</td>
<td>Plans for student reflection described in reflection but not built into simulation itself</td>
<td>No opportunities for students to reflect on their decision-making</td>
</tr>
<tr>
<td>Reflection</td>
<td>Insightful analysis of how results of gray-box, alpha, and beta testing used to revise product &amp;implementation plans</td>
<td>Description of how results of graybox, alpha, and beta testing used to revise product and implementation plans</td>
<td>Only two levels of testing described OR only product revision or product implementation described</td>
<td>No reflection included</td>
</tr>
</tbody>
</table>

**Techie** (1 extra point)

Students are able to replay the simulation from another perspective

**Tech Savvy** (2 extra points)

Students are instructed to comment on each other’s reflections on decision-making online

**Tech Guru** (3 extra points)

Students are shown how to analyze their decision making process using an online flowchart tool
**Trend Analysis and Application**

**Directions:** You will modify or create a new lesson plan that uses a new educational technology. You must choose an educational technology trend published on within the past five years and that meets the professor’s approval. Although you may find articles about this new educational technology anywhere, the ASCD SmartBrief and eSchoolNews listservs (both free subscriptions) may serve as good sources for current trends in educational technology.

You can use one of your lesson plans from other core assignments OR find a pre-existing lesson plan (this could be from one of the teachers you are working with, from the internet (e.g. curriki.org), from curricular materials found in the Curriculum Resource Center in Healey Library, etc.). You must make it clear what changes you made by bolding them. As part of the lesson plan materials, you will develop an **Acceptable Use Policy (AUP)** for that educational trend and any other technologies used in that lesson plan that describes how students should and should not use that technology as well as spelling out consequences for violations of your AUP. Be sure to also include any subject specific guidelines (e.g. foreign language teachers would probably include guidelines for using translation software). While your AUP is hypothetical and specific to this educational trend and your subject area, you may want to examine AUPs of school districts for ideas. Be sure to give proper credit for both the AUP (e.g. you might say, "Adapted from . . .") and the lesson plan (give yourself credit as well by indicating if it is your own).

You will then **write a commentary** that discusses the affordances (what the educational trend allows someone to do) and constraints (what the educational trend prohibits someone from doing) of the educational technology. In addition to describing how you used it in this particular lesson plan, also describe how you would use it in other lessons plans, why you would use it that way, as well as ways other teachers could use it. Be sure to use **APA style** for all your citations.

*Face-to-face classes will do this in interdisciplinary groups and teach a mini-lesson (ten minutes) about the trend by using the trend.*
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Master (3)</th>
<th>Experienced (2)</th>
<th>Novice (1)</th>
<th>Not Yet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordances and Constraints</td>
<td>Affordances and constraints analysis includes how a constraint can also be an affordance</td>
<td>Affordances and constraints discussed drawn from current knowledge on literacy</td>
<td>Affordances or constraints listed; some aspects of literacy learning not taken into account</td>
<td>No affordances or constraints addressed</td>
</tr>
<tr>
<td>Lesson Plan or Unit Plan</td>
<td>Lesson plan modified in ways that facilitate interdisciplinary connections</td>
<td>Lesson plan modified in ways that facilitate meeting curricular goals</td>
<td>Limited modification of lesson plan</td>
<td>Lesson plan modification unrelated to trend</td>
</tr>
<tr>
<td>Legal and Ethical Issues</td>
<td>Ways to address legal and ethical issues analyzed</td>
<td>Legal and ethical issues discussed</td>
<td>Legal issues listed</td>
<td>No legal or ethical issues discussed</td>
</tr>
<tr>
<td>Impact on students</td>
<td>Describes how trend can tap into students’ hidden literacies to build academic literacies, i.e. cultural modeling</td>
<td>Potential impact on students with special needs and ELL students discussed</td>
<td>Impact on students in general discussed</td>
<td>No student impact described</td>
</tr>
<tr>
<td>Grammar, Organization, and Style</td>
<td>Grammar used correctly; clear organization; sophisticated style; APA used properly</td>
<td>A few grammar or APA mistakes; paper flows smoothly</td>
<td>Several grammar or APA mistakes; stylistically awkward</td>
<td>Grammar mistakes and style makes paper difficult to follow; APA not used</td>
</tr>
</tbody>
</table>

**Techie** (1 extra point)

Post a comment on one of the articles about this trend

**Tech Savvy** (2 extra points)

Posts analysis on a blog, listserv, or other online space that is either public or frequented by teachers (provide link)

**Tech Guru** (3 extra points)

Post your lesson or unit plan on a curriculum resource website. If you modified someone else's lesson or unit plan, be sure to give them credit and make it clear which parts were original and which are your additions. (provide link)
**What is Literacy? Video**

**Directions:** Redo your “What is literacy?” essay as a video. Include the implications of your definition for education and an analysis of how your definition of literacy has changed over the course of the semester and what this means for your teaching and for you as a consumer and producer of texts. (Traditional Middle/High will do this using PowerPoint (save as a video); Hybrid Middle/High will do this using a video editing tool; New Literacies will use an animation tool such as PowToon, Tellagami, or GoAnimate)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Master (3)</th>
<th>Experienced (2)</th>
<th>Novice (1)</th>
<th>Not Yet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy definition</td>
<td>Includes discussion of cultural modeling</td>
<td>Explores multiple perspectives on literacy</td>
<td>Definition of literacy clear</td>
<td>Definition of literacy unclear</td>
</tr>
<tr>
<td>Self-analysis</td>
<td>Unique insights into how your views on literacy have changed you as a consumer and producer of texts</td>
<td>Description of how your ideas about literacy have changed and what contributed to those changes</td>
<td>Description of your thinking at the beginning of the semester and your thoughts now</td>
<td>No reflection on how your view of literacy have changed</td>
</tr>
<tr>
<td>Implications for your teaching</td>
<td>Comparison includes impact on students</td>
<td>Comparison of how you taught or would have taught before taking this class to how you would teach now</td>
<td>Description of how you would teach with your new definition of literacy</td>
<td>No reflection on how these changes have changed your teaching</td>
</tr>
<tr>
<td>Implications for education</td>
<td>Unique insights into implications of definition</td>
<td>Implications of definition explored</td>
<td>Some implications mentioned</td>
<td>No implications examined</td>
</tr>
<tr>
<td>Organization and Formatting</td>
<td>Professional looking video makes content come alive</td>
<td>Video flows smoothly; various elements reinforce each content</td>
<td>Organization unclear; e.g. images don't match narration OR whole video is a talking head</td>
<td>Difficult to follow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Techie (1 extra point)</th>
<th>Music and narration at same time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Savvy (2 extra points)</td>
<td>Includes screencasting (recording of computer activity on the screen)</td>
</tr>
<tr>
<td>Tech Guru (3 extra points)</td>
<td>Video branches</td>
</tr>
</tbody>
</table>

**Note:** Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.