I. Locator Information:
Instructor: Dr. Chuck Tryon  
Email address: ctryon@uncfsu.edu
Course # and Name: English 518  
Office Location: Butler 126
Semester Credit Hours: 3  
Office hours: 8-9:30, 11-12:30 T/H (and 5-6 PM T/H after October 4)
Day and Time Class Meets: online  
Office Phone: 672-2223

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: The course will provide students with the ability to use emerging technologies, especially the computer and the videodisc, to enhance the language arts classroom. Word processing and composition; the use of style checkers and editing programs, computer-assisted and computer-managed instruction, the electronic bulletin board, and video discs will be examined in the light of recent research into their effectiveness as pedagogical tools. Students will design and implement syllabi for a computer intensive language arts course [catalog description].

English 518 will function as a “workshop course.” In order to complete the stated objectives of the course, we will be authoring texts and communicating within a variety of digital formats, including blogs and wikis. We will also communicate via Twitter and experiment with other online services, including Tumblr and Storify, as well. All of the products we will be using in class, including Blogger and PBwiki, have free versions. We will create PowerPoints and discuss ways of equipping students with the skills necessary to use these technologies. As we communicate via these technologies, we will also theorize their effectiveness as tools for managing a classroom, as well as for communicating with other scholars and teachers. The course will also help to fulfill requirements for the graduate-level professional writing certificate, and students who are seeking the certificate are invited to use the course to develop their online writing skills and portfolio. All students are strongly encouraged to engage with a wide range of resources on technology and education.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.
IV. Textbooks: All of our readings will be available online or on library reserves.

V. Student Learning Outcomes: Upon completion of this course, students will be able to:

- Produce texts in a variety of digital formats, including blogs and wikis
- Create assignments for elementary and secondary education students using digital media
- Evaluate the effectiveness of various digital technologies in teaching writing and reading
- Appraise various debates in the field of the digital humanities
- Design lesson plans or other pedagogical tools that might be used in the classroom, whether at the elementary, secondary, or collegiate level

VI. Course Requirements and Evaluation Criteria:

Grading Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, and 0-59=F.

Attendance Requirements:
Like all graduate-level courses, your consistent attendance and participation is important. I realize that you may face extenuating circumstances that will cause you to miss class. If you know in advance that you will likely miss class, be sure to let me know, preferably by email so that I can provide you with information about any upcoming assignments.

Graded Assignments:
In order to gain an understanding of digital media work, it is important to gain some practice in how to use them. To that end, I will require you to participate in several different online compositions. These projects will range from the creation of a small wiki about topics pertaining to media and technology studies, blog entries about course readings, and Google Map mashups that might tell us something about our community.

This may require developing an understanding of other kinds of online texts and tools. To build the wiki, we may find that we want to include non-written texts, such as photographs and video, which may also include learning how to use sites such as Flickr and YouTube. If we decide that it will be beneficial, we can also choose to incorporate workshops that will help us better understand how to use the technologies that are available to us.

Class Participation: (15%)
As might be expected in a seminar class, you should always come to class prepared to discuss assigned readings. Your class participation grade will be determined not only by the quantity of your responses but also the quality. This grade also includes your experiments with tools such as Pinterest and Zamzar.

Blog: (25%).
Blogs have increasingly become an important tool in managing classes and in facilitating discussion. To that end, I will require that you post approximately one blog entry per week to the course blog (or to your individual blogs, whatever the class decides). All posts due on a week-to-week basis. Do two posts per week responding to each of the readings.
Wiki: (10%).
You will also be responsible for the production of a small wiki space about topics related to course themes. This may include short wiki entries on different technologies, practices, and/or authors who address issues related to technology and education. You will be required to produce five substantial wiki entries (approximately 300 words) over the course of the semester and to work with other classmates on editing theirs. **Wiki should be finished by September 24, 2015.**

Storify Project: (10%).
One of your projects will require you to create a Storify, either about a current event or an issue related to technology and education. The Storify will be evaluated based on the ability of the creator to compile a wide variety of media sources (YouTube, GIFs, tweets, etc) and on establishing a clear timeline for the narrative under discussion. Your Storify should be completed by **October 7, 2015.**

Prezi Presentation: (10%).
Because most students may already be familiar with PowerPoint, you should instead experiment with the free online presentation tool, Prezi. Your Prezi should serve as a means of presenting your “Big Project” (see below). The Prezi will be evaluated on your ability to make use of Prezi’s added features (movement within slides, etc). Your Prezi will be submitted alongside of your Big Project on the last regular day of class. Your Prezi should be completed by **October 10, 2015.**

Final Project: (30%).
The final project is a “big” project that we will define differently for each student. It should involve a significant written text, but it can also be supplemented with other visual materials. It can be written on paper or produced as a hypertext or wiki. It can be a series of lesson plans (with brief annotations or explanations offering a rationale for class activities, etc). Or it can be a long paper on a topic pertinent to the course. Are course management systems such as Blackboard effective tools? How do they “construct” the experience between teacher and student? What role should technology play in the classroom? Any question you want to consider is fair game. Part of your final grade will involve presenting your conclusions to the class in our interactive, verbal final exam (more details on that coming soon). **Papers are due October 12, 2015.**

Policy on Missed or Late Assignments: all work is due by the course deadlines. If you discover that you will not be able to turn in an assignment on time, please let me know.

Academic Support Resources: While most of the technologies we will be using will be supported elsewhere, the Information Technology and Telecommunications Services (ITTS) offices may be able to provide some assistance. In addition, I would advise all students to work with the research librarians, Evelyn Council and Jan Whitfield, for assistance in locating sources for your papers. We may also work with the Center for Innovation in Teaching and Learning in order to take advantage of their seminars and series on digital technologies.
Course Outline and Assignments

Key:
LR=Library Reserves
OL=Online

Week One:
August 17-21:
Technology Overview: Blogging, Twitter, and wikis
Watch: “A Vision of K-12 Students Today,” YouTube, OL.
Anastasia Salter, “Are We Solving the Right Problems?” Prof Hacker, May 29, 2014.

Media Tool: Blogger
Watch: Common Craft, “Protecting Reputations Online in Plain English.”

Week Two:
August 24-28:
Media Tool: Twitter
View: Twenty Nine Interesting Ways to Use Twitter in the Classroom, OL.
Johnson, Steven, “How Twitter Will Change the Way We Live,” Time, OL.

Media tools: Wikipedia, pbWiki
Tryon, Chuck, “Wikipedia Discussion Project,” The Chutry Experiment, OL.
Wikipedia sources: Verifiability and Reliable sources and Neutral POV, OL.
Adeline Koh, “Teaching with Wikipedia?” Profhacker, OL.
Workshop: Create a Wiki document

Week Three:
August 31-September 4:
Media Tools: Diigo.
Lomas, Cyprien, “7 Things You Should Know about Social Bookmarking,” Educause, OL.
Fried, Carrie, “In-class laptop use and its effects on student learning,” Computers & Education, OL.
Nichols, Tom, “The Death of Expertise,” The Federalist, OL.

Media Tools: Google Search, Internet Archive, Library of Congress, Flickr, Creative Commons
Purcell, Kristin, “How Teens Do Research in the Digital World,” Pew Internet and American Life Project, OL.
Holland, Beth, “Didn’t Your Mother Tell You Not To Google?” Edutopia, OL.
Vertesi, Janet, "My Experiment Opting Out of Big Data." Time, OL.
Workshop: Compile resources from Internet Archive, Flickr, Getty Museum, and Library of Congress
**Week Four:**  
**September 7-11:**  
Media Tools: Open Office, Google Docs, GradeMark, Zamzar, Word Counters  
Watch: Common Craft, “Google Docs in Plain English.”  
Houston, Natalie, “Paperless Grading with GradeMark,” ProfHacker, OL.  
Purcell, Kristen, “The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools,” Pew Internet and American Life Project, OL.  
Workshop: Create a collaborative document using Google Docs  
Media Tools: Blackboard, Google, Moodle, Apple  
Lane, Lisa, “Insidious Pedagogy,” First Monday. OL.  
Bolluyt, Jess, “How Google, Apple, and Other Tech Firms Envision Education,” OL.  
TeachThought Staff, “25 Teaching Tools for the Digital Classroom,” OL.  
National Telecommunications and Information Administration, Exploring the Digital Nation, 1-17, OL.

**Week Five:**  
**September 14-18:**  
Media Tool: Pinterest and Tumblr  
Jarvis, Kendra Cameron, “Teachers Stuck on Pinterest,” OL.  
Holstead, Carol and Doug Ward, “Using Facebook and Tumblr to Engage Students,” Prof Hacker Blog, OL.  
Dudenhoffer, Cynthia, "Pin It! Pinterest as a Library Marketing and Information Literacy Tool," College & Research Libraries News, OL.  
Media Tool: Storify  
Rorabaugh, Pete and Jesse Stommel, “How to Storify. Why to Storify,” Hybrid Pedagogy, OL.  
Cordell, Ryan, “Telling Social Stories with Storify,” Prof Hacker, OL.  
Baume, Matt, “Storify’s best uses turn news into conversations,” Poynter, OL.  
Make a Short Storify

**Week Six:**  
**September 21-25:**  
Media Tool: Prezi  
Tufte, Edward, “PowerPoint is Evil,” Wired 11.09 (2003), OL.  
Parker, Ian, “Absolute PowerPoint,” The New Yorker, OL.  
Bruder, Patricia, “Prezi Presentations Engage and Motivate Students,” New Jersey Education Association, OL.  
Myers, Katy, “Prezi: A Dynamic Presentation or Nauseating Experience?” Grad Hacker, OL.  
Workshop: Work on Prezi for Final Project  
Media Tool: Facebook/Edmodo  
Singel, Ryan, “Rogue Marketers Can Mine Your Info on Facebook,” Wired.com, OL.  
Morgan, Elan, “I Quit Liking Everything,” Medium.com, OL.  
Bazelon, Emily, “How to Stop the Bullies,” The Atlantic, OL.  
Common Sense Media, “Stand Up to Cyberbullying,” OL.  
Keith Rispin, “Edmodo Review,” OL.

**Week Seven:**  
**September 28-October 2:**  
Media Tools: Podcasting, iMovie
Dietrich, Pat, “Using iMovie to Enhance Learning,” OL.
Christi, Alice, et al, “Language Arts Comes Alive as MiddleSchool Learners Become Information Producers,” Meridian, OL.
Tryon, Chuck, “Recording and Hosting Podcasts Using the Internet Archive,” Prof Hacker, OL.

Media Tool: Gamification
Yenigun, Sami, “At Libraries across America, It’s Game On,” NPR, OL.
Hertz, Mary Beth, “Games Can Make ‘Real Life’ More Rewarding,” Edutopia, OL.
Salter, Anastasia, “Making an Impact with Games?” Profhacker, OL.

Week Eight:
October 5-9:
Concept: Interactive Fiction
Anastasia Salter, “Starter Exercises for Interactive Storytelling,” Profhacker, OL.

Media Tool: Google Earth
Teaching History, “Google Earth,” OL.