

Fayetteville State University
College of Arts and Sciences
Department of English
English 518: Technology in the Language Arts Curriculum
Spring 2012

I. Locator Information:

Instructor: Dr. Chuck Tryon

Course # and Name: English 518

Semester Credit Hours: 3

Day and Time Class Meets: Th. 6-8:50 PM

Location: LSA 304E

Email address: ctryon@uncfsu.edu

Office Location: Butler 126

Office hours: 8-9:30, 10:45-12:30, 5-6 T/Th

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].

In many ways, 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 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. In addition, we will treat English 518 as a “hybrid course,” which means that we will combine in-class meetings with online “meetings.”

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. Because many of our meetings will take place online, you must participate in the online activities in order to make your presence felt in the class.

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: (10%)

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 to quality. Because this is a “hybrid” course, you will be given quite a bit more flexibility when it comes to regular participation, but you should attend all in-class sessions and complete all of the workshops and graded activities. This grade will include “smaller” projects such as the Google Docs activity, the Scratch program, and the Weebly activity.

Blog: (20%).

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.**

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 April 14, 2012.**

Storify Project: (10%).

Your Storify Project will appear on your blog as an extended blog post. In the post, you will identify a current event (or a recent historic event) or some other situation that could be tracked using Storify. You will need to include some tweets, a news article, and some audio or video (i.e., a link to a YouTube video). Once you have written the Storify post, you should write a second blog post reflecting on its usefulness for the classroom.

Prezi Presentation: (10%).

A Prezi is a more flexible type of PowerPoint that allows users to make more extensive use of images and movement in order to relate a story or some information. It is easier to embed video and images and allows you to use space on the screen much more effectively. You should create a medium-length Prezi with at least ten “steps” and then, once it is completed, post it to your blog with a brief reflection on its usefulness as a teaching tool.

Narrated PowerPoint or iMovie: (10%).

For this project, you do either a “Narrated PowerPoint” (i.e, a PowerPoint with embedded audio) or a short video. You may use Michael Wesch’s “A Vision of Students Today” as a model. The video or PowerPoint should be approximately four minutes and can focus on any subject related to technology and pedagogy. We will talk about some of the challenges of making video (permissions, etc) over the course of the next few weeks.

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 April 29, 2009.** I will return papers during the final exam period.

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.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus. Also, some of the reading assignments *may* change, depending upon student needs.

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:

January 12: Introduction to English 518

Technology Overview: Blogging, Twitter, and wikis

Watch: "A Vision of K-12 Students Today," YouTube.

Rushkoff, Douglas, "Why Johnny Can't Program," *Huffington Post*, OL.

Week Two:

January 19: Blogging

Media Tool: Word Press and Glogster

Watch: Common Craft, "Protecting Reputations Online in Plain English."

Jenkins, Henry. "Why Heather Can Write," *Technology Review* (February 6, 2004). OL.

Tryon, Chuck, "Writing and Citizenship," *Pedagogy* 6.1 (Winter 2006): 128-32. LR.

Start your course blog in Word Press and create one Glogster post.

Week Three:

January 26: Twitter

Media Tool: Twitter

View: Twenty Nine Interesting Ways to Use Twitter in the Classroom, OL.

Thompson, Clive, "Brave New World of Digital Intimacy," *New York Times*, OL.

Johnson, Steven, "How Twitter Will Change the Way We Live," *Time*, OL.

Heffernan, Virginia, "Hashing Things Out," *New York Times*, OL.

Ito, Mizuko, *Living and Learning with New Media*, xiii-xx, OL.

boyd, danah, "Teens Don't Tweet... or Do They?" *apophenia*, OL.

Week Four:

February 2: Wikipedia/Wikis

Media tools: Wikipedia, pbWiki

Mackey, Robert, "Wikipedia's Rapid Reaction to Outburst During Obama's Speech," *New York Times*, OL.

Parry, David. "Wikipedia and the New Curriculum." *Science Progress*, February 11, 2008. OL.

Terdiman, Daniel, "Study: Wikipedia as Accurate as Britannica," CNET News, OL.

Tryon, Chuck, "Wikipedia Discussion Project," The Chutry Experiment, OL.

Ito, Mizuko, et al, *Living and Learning with New Media*, Part 1, pp, 19-42, OL.

Workshop: Create a Wiki document

Week Five:

February 9: RSS Feeds, Social Bookmarking, and Web Research Part I

Media Tools: Delicious, Google Reader, Diigo.

Watch: Common Craft, "Social Bookmarking in Plain English," YouTube.

Lomas, Cyprien, "7 Things You Should Know about Social Bookmarking," *Educause*, OL.

DesRoches, Donna, "Social Bookmarking Offers a New way to Store and Share Web Sites," *School Library Journal*, OL.

Week Six:**February 16: Web Research Part II**

Media Tools: Google Search

Carr, Nicholas. "Is Google Making Us Stupid?" *The Atlantic*. July/August 2008, OL.

Sutter, John D., "Google Search Undergoes 'Most Radical Transformation Ever'," *CNN.com*, OL.

Week Seven:**February 23: Document Design, Grading Online**

Media Tools: Open Office, Google Docs, GradeMark, Zamzar

Watch: Common Craft, "Google Docs in Plain English."

Houston, Natalie, "Paperless Grading with GradeMark," ProfHacker, OL.

Workshop: Create a collaborative document using Google Docs

Week Eight:**March 1: Course Management Systems**

Media Tools: Blackboard, Moodle, Weebly.

boyd, danah, "What I Mean when I Say 'Email is Dead,'" apopenia, OL.

Lane, Lisa, "Toolbox or Trap? Course Management Systems and Pedagogy." *Educause Quarterly Magazine* 31.2 (April-June 2006). OL.

Dabbagh, Nada, "Using a Web-Based CMT to Support Face-to-Face Instruction," *The Technology Source* Archives, OL.

Kate Klingensmith, "Using Weebly to Build Your Classroom Website," OL.

Start a Weebly website.

March 8: Spring Break**Week Nine:****March 15: Research/Narrative:**

Media Tool: Storify

Matthew Ingram, "Storify and the Curatorial Instinct," OL.

Roland Legrand, "How Storify Helps Integrate Social Streams Into Articles," OL.

Workshop: Create a Storify posting.

Week Ten:**March 22: Podcasting and Video**

Media Tools: Podcasting, PowerPoint, iMovie, Prezi

Teachers Teaching Teachers, "Radio Rookies Finding Where Their Passions Make Good Stories," OL.

Tufte, Edward, "PowerPoint is Evil," *Wired* 11.09 (2003), OL.

Dietrich, Pat, "Using iMovie to Enhance Learning," OL.

Christi, Alice, et al, "Language Arts Comes Alive as Middle School Learners Become Information Producers," *Meridian*, OL.

Workshop: Make a short Prezi

Week Eleven:**March 29: Branding Education**

Media Tool: Facebook

Oppenheimer, Eilsabeth, "Citizens of Farmville," *The Future of the Internet Blog*, OL.

Singel, Ryan, "Rogue Marketers Can Mine Your Info on Facebook," *Wired.com*, OL.

Raynes-Goldie, Kate, "Aliases, Creeping, and Wall-Cleaning," *First Monday* 15.1 (January 2010), OL.

Parry, David, "The iPad and Higher Education," OL.

Week Twelve:

April 5: Animating Education

Media Tool: Scratch

Maloney, John, et al, "The Scratch Programming Language and Environment," *ACM Transactions on Computing Education* (2010), OL.

Resnick, Mitchel, et al, "Scratch: Programming for All," *Communications of the ACM* (2009), OL.

Workshop: Make a short Scratch Program

Week Thirteen:

April 12: Google Maps

Media Tool: Google Maps

Grover, Shuchi, "Map Your World: Google Maps in the Classroom," OL.

Kreutz, Christian, "Maptivism: Maps for Activism, Transparency, and Engagement," OL.

Castiglione, Chris, "Using Google Maps," OL.

Complete iMovie or Narrated PowerPoint

Week Fourteen:

April 19: Wireless/Mobile

Media Tools: iPod Touch

Fang, Berlin, "From Distraction to Engagement: Wireless Devices in the Classroom," *Educause Quarterly*, OL.

Quillen, Ian, "Educators Evaluate Learning Benefits of iPad," *Education Week*, OL.

Week Fifteen:

April 26: New Directions

Parry, David, "Teaching in the Age of Distraction," Academhack, OL.

Reid, Alex. "Welcome to Badge World," Digital Digs, OL.

Present your "Big Project" to the class.