Literacy Acquisition and Development Program  
5th – 12th Grade  
School of Education of The City College  
City University of New York

PART I  
(Syllabus)

The City College School of Education prepares knowledgeable, reflective, and caring educators who are qualified and committed to teach and lead in diverse communities.

Semester: Spring 2010, Feb. 3rd – May 26th 2010  
Course Number and Title: EDUC 1701E - Critical Use of Technology for Literacy Instructors of 5 to 12th Grade.  
Code: 2982, Section: 3FG  
Days: Wednesdays  
Time: 4:50 p.m. – 6:30 p.m.

Instructor: Dr. Leonard C. Lewis  
Office: NAC 3/226  
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Fax: 212-650-5803  
Email: llewis676@AOL.COM

Office Hours:  
Tue. 3:00 p.m. – 4:30 p.m.  
Wed. 3:00 p.m. – 4:30 p.m.  
Other times by Appointment

Office Location: NAC 3/226

1. Name and course description  

Critical Use of Technology for Literacy Instructors at the 5th – 12th Grade Level

In this course, you will develop competencies and skills in the critical use of technology for the teaching of literacy at the 5 – 12th Grade Level. You will examine relevant information technology resources for literacy learning; apply research findings to the appropriate application of information technology; demonstrate how new information technologies can be integrated into literacy instruction; learn the appropriate use of information technology to develop literacy skills (reading, writing, listening and speaking skills); and use information technology to conduct research on the development of literacy skills. In addition, you will engage in a variety of activities involving technology and literacy issues.

2. Prerequisites

Not open to Undergraduate Candidates. Department Permission Required.

3. Co-requisites

1308N – Writing for Teachers and Teacher Researchers

4. Place of course in curriculum

✓ Required  
_____ Elective
5. **Working themes of the Conceptual Framework of the School of Education and how addressed in this course**

- **Developing In-Depth Knowledge About the World**

  Your knowledge of information technologies (IT) will be addressed at the comprehensive level in this course. The course will develop your competence to use technology as an effective and efficient tool to develop and expand your knowledge base about media literacies. Through the use of the Internet, online discussion forums, instructional programs, bulletin boards, website development, and online collaboration, you will appreciate information technology (IT) as a tool for enhancing your knowledge of literacy development.

- **Becoming Skillful Reflective Practitioners**

  You will develop your capacity to become reflective practitioners at the comprehensive level in this course. This ability will be demonstrated by critically analyzing how information technologies are utilized in instructional settings. You will focus on the critical use of information & communication technologies (ICT) to make literacy instruction more effective; literacy learning more appropriate; literacy projects more authentic; and access to information more efficient. In addition, your reflections on your statement of beliefs about literacy, for the electronic portfolios, will enhance your development as reflective practitioners.

- **Educating For and About Diversity**

  This course addresses the theme of Diversity at the comprehensive level. The course will examine information technology’s potential for impacting on the disparities in the access and utilization of information among the dominant and minority groups in our multicultural society. It analyzes perceived technological disparities in the context of other disparities in society at large, and then critically explores information & communication technologies (ICT) methodologies that help to ameliorate such disparities.

- **Nurturing Leadership for Learning**

  Leadership for Learning will be addressed at the basic level in this course. The instructional methodologies will promote your leadership competencies by encouraging leadership roles within group projects, by developing proficiencies in the utilization of information & communication technologies (ICT), and by providing opportunities for you to model leadership roles in the use of information technologies in instructional settings.

- **Building Caring Communities**

  The theme of Building Caring Communities will be addressed at the basic level in this course. The focus on literacy projects that are transformative, online discussion forums involving participants from diverse cultural and linguistic backgrounds, and other activities utilizing information technologies (IT) provide opportunities for you to be involved in and to promote activities for communities that care.
6. **Performance Outcomes expected upon course completion and course alignment with Professional Standards (IRA Rev. 2003)**

*Upon successful completion of the course, candidates will evidence beginning, developing, or proficient competencies to:*

- Use basic and advanced internet search techniques, critically evaluate, and properly reference internet resources using recommended criteria [2.2, 3.2 (2003 Standards)].
- Evaluate the appropriate use of information technologies [radio, television, newspapers, music, games, cartoons, etc.] for the teaching of literacy skills (e.g. Vocabulary and Writing Skills, Reading and Thinking Skills, Graphic and Visual Literacy Skills [1.1, 1.2, 2.2, 4.2 (2003 Standards)].
- Develop and use web-based activities [e.g. Filamentality] for literacy instruction at the 5th – 12th grade level [2.4, 4.2 (2003 Standards)].
- Use the Taskstream Web Folio Builder to develop a professional electronic portfolio in which artifact entries illustrate candidates’ competency in specific IRA standards [2.2, 4.2, 5.3 (2003 Standards)].
- Use SmartBoard technology to demonstrate interactive learning of literacy skills at the 5th – 12th Grade level [2.2, 3.1 (2003 Standards)].
- Use Taskstream to develop and design a class web page [3.1 (2003 Standards)].
- Use technology to assess student learning at the 5th – 12th grade level [3.1, 3.3, 3.4 (2003 Standards)].
- Use social networking tools to promote collaboration and online reading and writing literacies [2.1, 2.2 (2003 Standards)].
- Use multimedia presentation software [PowerPoint, Movie Maker, iMovie etc.] to develop digital stories for instructional or motivational presentations. [2.2, 3.4 (2003 Standards)].

*[Based on IRA Standards for Reading Professionals- Rev. 2003]*.

7. **Methods of assessing candidates’ performance**

- **Performance Assessment**
  - Reflection on Beliefs about Literacy Learning.
  - Webliography resources for literacy.
  - Evaluation of available technology at school site.
  - The development and presentation of an interactive Smartboard-based Literacy activity.
  - Development of web-based literacy activities [WebQuests].
  - The design and development of a professional electronic portfolio.
  - Development and use of online web tools [blogs and wikis].
  - Presentation of projects.
- **Observation and evaluation of**
  - Classroom group interaction and online collaboration
  - Field observation critiques.
  - Individual and group presentations.
8. **Instructional methods used in this course:**

- Expository instruction on theories of new literacies;
- Group collaboration using social networking tools;
- Cooperative learning groups for web-based literacy projects;
- Master learning in new information technologies skills;
- Computer-based instruction for literacy skills: Games, Simulations, applications
- Review of Best Practices and classroom vignettes

9. **Supplemental learning options for Fieldwork Experience**

- Classroom observations of technology integration in Literacy classrooms
- Review of models of literacy instruction utilizing technology
- Online discussion forums
- Involvement in Professional Association activities (e.g. IRA, ACTE).
Part II  
(Schedule and Course Outline)

2/03/10  
Course Overview and Introduction to Blackboard

1. Course overview  
   a) Course expectations and objectives  
   b) Projects and assignments  
   c) Assessing candidates’ technology needs

2. Introduction to Blackboard  
   a) Accessing course information in BB  
   b) Using the digital dropbox  
   c) Using the discussion board

3. Introduction to Taskstream  
   a) Setting up a Taskstream account  
   b) Self-enrolling into the course  
   c) Using Taskstream in this course

4. Tech Skills: Computer Basics  
   a) Creating, selecting, and opening folders and files  
   b) Saving files in different locations and formats  
   c) Inserting and ejecting scan disks/jump drives

2/10/10  
Internet Searching: Basic & Advanced; Citing References

1. Internet search strategies  
   a) Basic and advanced search techniques  
   b) Evaluating search findings  
   c) Citing electronic sources

2. Referencing electronic sources  
   a) Crediting the source of online materials  
   b) Format for referencing online materials  
   c) Citing sources in written documents  
   d) Online referencing tools

3. Tech Skills: Developing a Webliography  
   a) Sample webliography  
   b) Elements of the webliography  
   c) Locating useful literacy resources

ASSIGNMENT DUE: Draft: Statement of Belief About Literacy  
Submit for Review via Taskstream
New Media Literacies

1. Exploring the Changing Nature of Literacy
   a) New Definitions of Literacy
      a. Media Literacies
   b) Impact of Electronic Features on Comprehension
   c) Discussion Forum – Visual Syntactic Text Formatting

2. The Importance of Critical Thinking and Critical Reading
   a) Examining author’s motives and credentials
   b) Critiquing the use of propaganda
   c) Examining advertisement strategies

3. Tech Skills: Designing a web-based class activity [WebQuest]
   a) Elements of an effective web-based activity.
   b) Designing a web-based class activity - WebQuest
   c) Modifying the activity.

Optional Reading: Valmont, pp. 1-30

ASSIGNMENT DUE: Statement of Belief about Literacy Instruction
Submit for Evaluation via Taskstream

Using Technology to Develop Reading & Thinking Skills

1. The Directed Reading-Thinking Activity
   a) Links between the Strategy and Electronic materials
   b) Assumptions Underlying the DRTA
   c) The Teacher’s Role in a group DRTA
   d) The Student’s Role in DRTA

2. Purposeful Use of DRTA and other Strategies with Electronic Materials
   a) Modeling the Use of Electronic DRTA
   b) Independent Electronic DRTA
   c) Reading Electronic Fiction & Nonfiction Materials

3. Online Media Resources
   a) Locating and using radio resources
   b) Locating and using music resources

ASSIGNMENT DUE: Field Assignment (1): Technology Resources at school site.
Submit via email in Taskstream
3/03/10 Strategies for Using the Smartboard
4:50 p.m. – 6:30 p.m

1. How to use the Smartboard
   a) Basic features of the Smartboard
   b) Learning how to use the major features
   c) Demonstrations of features using the Smartboard

2. How to integrate the Smartboard in instruction
   a) Demonstrating sample lessons
   b) Reviewing individual lessons using Smartboard features
   c) Practising with sample lessons

3. **Tech Skills**: *Hands-on practise using the Smartboard*
   a) Orienting the Smartboard
   b) Accessing programs and documents on the Smartboard screen
   c) Using the Smartboard Tools
   d) Demonstrating a lesson using the Smartboard

Optional Reading: Valmont, pp. 26-28; 86-125

**ASSIGNMENT DUE:** Web-based class activity
Submit for Evaluation via Taskstream

3/10/10 Developing an interactive Smartboard-based literacy activity
4:50 p.m. – 6:30 p.m

1. Modifying a smartboard lesson
   a) Accessing smartboard lesson activities
   b) Unlocking elements in the smartboard lesson activity
   c) Making changes to the lesson template

2. Learning about the tools used to develop a smartboard lesson
   a) Identifying the tools required
   b) Manipulating the tools
   c) Using the advanced tool features.

3. Designing an interactive smartboard lesson
   a) Designing a lesson activity
   b) Adding interactivity for class participation
   c) Adding multi-media features to the Lesson activity.

**ASSIGNMENT DUE:** Field Assignment (2).
Submit via email in Taskstream
3/17/10 Using Online Tools to Develop Reading Abilities
4:50 p.m. – 6:30 p.m

1. Visual literacy & electronic media
   a) Basic visual elements
   b) Media Literacy

2. Using media to enhance visual literacy
   a) Art activities and lessons
   b) Cartoons and comic strips
   c) Online museums

3. Tech Skill: Creating a class web page
   a) Creating a class web page using Taskstream
   b) Publishing the webpage on the Internet
   c) Updating the class webpage

Optional Reading: Valmont, pp. 161-189

ASSIGNMENT DUE: None

3/24/10 Using Online Tools to Develop Writing Abilities (I)
4:50 p.m. – 6:30 p.m

1. The value of using blogs
   a) Defining blogging
   b) Blogging and pedagogy
   c) Uses of weblogs in the classroom
   d) Blog safety

2. Using blogs to encourage writing
   a) How to create a blog
   b) Enhancing your blog
   c) Publishing your blog

ASSIGNMENT DUE: None

3/31/10 SPRING BREAK – SCHOOL CLOSED

4/07/10 Using Online Tools to Develop Writing Abilities (I)
4:50 p.m. – 6:30 p.m

1. Encouraging collaboration through wikis
   a) Popularity of Wikipedia
   b) Usefulness of wikis in schools
   c) Wiki tools and resources

2. Using wikis to encourage writing
   a) How to create a wiki
   b) Publishing your wiki
   c) Collaborating with wikis

ASSIGNMENT DUE: Smartboard Lesson Activity
Submit via Taskstream
4/14/10 Developing a Professional Electronic Portfolio
4:50 p.m. – 6:30 p.m

1. Reviewing the ePortfolio template in Taskstream
   a) How to access the portfolio template
   b) Basic elements of the template
   c) Requirements for the professional ePortfolio

2. Adding resources to the eportfolio
   a) Selecting work to be included to the eportfolio
   b) Attaching work already completed
   c) Scanning images and documents
   d) Adding video clips and weblinks

3. **Tech Skills**: Designing the Professional Electronic Portfolio

   Optional Reading: Valmont, pp. 213-243.

   ASSIGNMENT DUE: Class Webpage
   Submit via Taskstream

4/21/10 Using Technology to Develop Listening and Speaking Abilities
4:50 p.m. – 6:30 p.m

1. **Encouraging Listening and Speaking**
   a) Using Technology to Enhance Listening Opportunities
   b) E-materials to Engage Students in Listening
   c) Fiction Presentation and Choosing Stories for Storytelling
   d) Digital Storytelling (Reviewing online video clips on “Silence Speaks”)

2. **Tech Skills**: Creating a digital story
   a) Selecting a topic/experience for the presentation
   b) Storyboarding the presentation
   c) Developing the presentation

4/28/10 Developing a digital story – cont’d
4:50 p.m. – 6:30 p.m

1. How to add graphics, clip art and sound
   a) Adding click art and graphics
   b) Adding narration to the storyboard
   c) Adding background music to the production

2. **Tech Skills**: Creating a digital story
   a) Adding animation to the presentation
   b) Saving the production
   c) Burning the presentation to CD/DVD

   Optional Reading: Valmont, pp. 191-243
5/05/10 Using Powerpoint for group presentations
4:50 p.m. – 6:30 p.m

a) Designing and storyboarding a presentation
b) Developing a presentation
c) Adding graphics, clip art and sound
d) Adding animation to a presentation

Optional Reading: Valmont, pp. 191-243

ASSIGNMENT DUE: Professional Electronic Portfolio
Submit via Taskstream

5/12/10 Using Application Programs to enhance literacy
4:50 p.m. – 6:30 p.m

1. Inspiration for Concept Mapping
   a) Basic features of Inspiration software
   b) How to use the features of Inspiration
   c) Using Inspiration for concept mapping
   d) Using Inspiration for story telling

Optional Reading: Valmont, pp. 191-243

ASSIGNMENT DUE: Field Assignment 3: A digital story
Submit on CD/DVD

5/19/10 Presentations of Literacy Projects
4:50 p.m. – 6:30 p.m

a) Smartboard lesson activity
b) Class web pages
c) ePortfolios
d) Web-based Class Activity [WebQuest]
e) Digital story projects
12. **Course assignments and dates due**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Due</th>
<th>How to Submit</th>
<th>% Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Statement of Belief about Literacy Instruction</td>
<td>2/17/10</td>
<td>Taskstream</td>
<td>8%</td>
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<tr>
<td>2. Web-based Class Activity</td>
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<tr>
<td>a). WebQuest Project</td>
<td>3/03/10</td>
<td>Taskstream</td>
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<td>3. Smartboard Lesson Activity</td>
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<tr>
<td>• Design &amp; Usefulness</td>
<td>4/07/10</td>
<td>Taskstream</td>
<td>15%</td>
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<tr>
<td>• Using the Smartboard</td>
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<td></td>
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<tr>
<td>4. Class Web-Page Design</td>
<td>4/14/10</td>
<td>Taskstream</td>
<td>15%</td>
</tr>
<tr>
<td>5. Professional Electronic Portfolio</td>
<td>5/05/10</td>
<td>Taskstream</td>
<td>12%</td>
</tr>
<tr>
<td>6. Discussion forum participation</td>
<td>5/19/10</td>
<td>Taskstream</td>
<td>6%</td>
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<tr>
<td>(Minimum of three (3) postings on each of the discussion forum topics.)</td>
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<tr>
<td>7. Personal Weblog</td>
<td>5/19/10</td>
<td>Taskstream</td>
<td>12%</td>
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<tr>
<td>8. Field Experiences (8 hours)</td>
<td>Varies</td>
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<td>20%</td>
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<tr>
<td>a. Field Assignment (1) [6%]</td>
<td>2/24/10</td>
<td>Taskstream</td>
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<tr>
<td>b. Field Assignment (2) [6%]</td>
<td>3/10/10</td>
<td>Taskstream</td>
<td></td>
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<tr>
<td>c. Field Assignment (3) [8%]</td>
<td>5/12/10</td>
<td>CD/DVD</td>
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</table>
13. **Requirements:**


   b) One Scan disk or Jumpdrive (2GB min, 5GB preferred).

14. **Supplemental Course Readings**


