LTCY 518
Literacy Education and Technology (3 Hours)

Western Kentucky University

<table>
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<tr>
<th>Instructor: Dr. Pam Petty</th>
<th>Office: TPH 425 and GRH 1103</th>
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<tr>
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Office Hours:

Electronic Hours: Evenings 7:00 - 10:00 p.m. Central Time Zone, 7 days a week

By Appointment in Office Tues, Wed, Thurs

Prerequisite: None

Course Description: Survey of use of technology to promote the development of reading, writing, and teaching and learning via electronic formats. Topics include integration of technology into literacy instruction that supports diverse literacy learners and designing appropriate reading and language arts technology-based projects for literacy learners.

Rationale: The purpose of this course is to present strategies for incorporating computer technology beyond simple word processing in the teaching of reading and writing. Students will have the opportunity to investigate, experiment with and use the following: Hypertext, presentation software, the Internet, educational software, email, web authoring software, and multimedia programs. Students will learn how to design writing assignments that follow the writing process and allow learning experiences to build upon each other and reinforce each other. They will learn how to use the computer's electronic ability to link information together, to create paths through collections of related material, to annotate existing texts, and to create notes that point readers to either other information or other points in the system. Software design considerations will be reviewed and students will learn how to critique their own designs and mass marketed software programs for possible incorporation into their course curriculums.

Learning Outcomes, Instructional Methods, and Assessment: Course objectives are part of a comprehensive program to meet KY advance-level teacher standards, InTASC 2011 Standards and Kentucky Framework of Teaching.*

The goal of this course is to present information on various aspects of literacy education and technology integration in instruction. The course objectives are stated in correspondence to Kentucky Advanced-Level Teacher Standards for Preparation and Certification. The course objectives and suggested instructional methods and activities to meet these objectives are listed
with suggested assessment strategies. However, additional methods/activities and assessment strategies that meet these course objectives may be employed.

* Kentucky Teacher Standards http://www.kyepsb.net/teacherprep/standards.asp
InTASC Model Core Teaching Standards, http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_Stat e_Dialogue_%28April_2011%29.html

Goals:
This course will emphasize the role of technology in literacy instruction. Students will critically review and analyze the assigned readings, as well as articles, books, and electronic sources brought in by individual students. They will exchange information and hold discussions on a variety methods of providing exemplary literacy instruction utilizing electronic media. They will examine the many ways that reading, writing, and the other language arts intersect with technology in classrooms in the 21st century. Technology projects, development of original web development, responses to assigned readings, and culminating events may be used to evaluate student learning.

Kentucky Teacher Standards

Kentucky Teacher Standards, Advanced –Level Performance

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research. 6.2, 6.3.

InTASC Standards:

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Kentucky Framework for Teaching:

Domain/Section 1B, 1D, 1E, 2E, 3C

Course Disposition Statement(s)
The teacher recognizes her/his professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

The teacher is committed to the continuous development of individual students’ abilities and considers how different motivational strategies are likely to encourage this development for each student.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student’s experiences, cultures, and community resources into instruction.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children’s learning of the discipline.

**Course Topics:**

- Be familiar with several popular writing software programs and environments and their relationship to the writing process.
- Locate and retrieve information on the Internet and be able to download and manipulate files from the Internet.
- Write, design, and publish web page or multi-media presentation for use in the classroom using annotated texts, paths, and notes to connect material.
- Understand how teachers learn technology skills and how to help them use technology in the classroom.
- Assess their own educational environment and develop a written plan for incorporating technology into their curriculums and training others in their buildings to do the same.
- Understand and explain the theoretical and research basis of using technology to increase the literacy development of K-8 students - specifically in the areas of word recognition, fluency, comprehension, vocabulary development, reading and writing across the curriculum, process writing, and building background and motivation.
- Identify and address the major issues surrounding the use of technology integration in classroom learning and teaching.
- Design appropriate curriculum integration projects for K-8 literacy learners.
- Identify and evaluate Internet sites for use in the literacy education of K-8 learners.
- Collect, bookmark and use many Internet sites that support literacy learning K-8.
- Help students plan, create and produce electronic literacy projects.
- Understand the principles of Professional Learning Networks for Educators and know how to design them for individual classrooms.
Participation and Course Requirements: **PLEASE read this section:**

A. All assignments are due on time. Late assignments will be penalized 20% of their possible point value if submitted within two work days of their due date. Assignments turned in beyond that point will receive 50% of their graded point value.

B. All assignments will be graded for content and mechanics.

C. It is expected that you will read and reflect on required course readings prior to Discussion Board Entry. Selected course readings will help you develop the knowledge and theoretical base needed for teaching reading in content areas.

D. Students are encouraged to conference with the instructor by phone or by email to clarify instructions or to ask questions – or just to chat and get to know your instructor.

E. All assignments must be typed. **Use APA format for assignments. You WILL lose points if you do not use APA format.** (12pt font, 1 inch margins, double-spaced)
   - [http://www.apastyle.org/elecgeneral.html](http://www.apastyle.org/elecgeneral.html)
   - [http://www.apastyle.org/elecsource.html](http://www.apastyle.org/elecsource.html)
   - [http://leo.stcloudstate.edu/research/apadocument.html](http://leo.stcloudstate.edu/research/apadocument.html)
   - Citation Machine: [http://citationmachine.net/](http://citationmachine.net/)

F. University policy on academic honesty will be strictly observed. Please see notes on PLAGIARISM.

G. **Keep a copy of all assignments. If an assignment is lost, the burden of proof that you completed the assignment rests with the student.**

**SPECIAL NOTE:**

During Winter Term face-to-face 3-hour courses meet on campus for 3 hours and 20 minutes per day x M-F = 16 hours and 40 minutes of instruction/class time per week. Typically, in a 3-hour graduate course it is expected that for every one hour of class time 2 hours of outside "efforts" would be required to be able to competently accomplish required assignments/projects/readings. Needless to say tackling the demands of a 3-hour graduate course in 3 weeks will be daunting for all involved. Scheduling of your time will be paramount to your success in this course. Absolutely NO "incompletes" will be issued for this course (barring some sort of documented health or family emergency). I am including a possible hour/day scheduling scenario that you might find useful in your planning:

- **Daily time for reading (includes text and Internet resources):** 2 - 3 hours per day
- **Daily time for working on projects:** 2 - 2.5 hours per day
**Evaluation and Grade Assignment:**

The final course grade will be based on the following grading scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>512 - 550</td>
</tr>
<tr>
<td>B</td>
<td>85-92%</td>
<td>468 - 511</td>
</tr>
<tr>
<td>C</td>
<td>77-84%</td>
<td>424 - 467</td>
</tr>
<tr>
<td>D</td>
<td>70-76%</td>
<td>385 - 423</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
<td>384 or below</td>
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**Course Assignments and Point Values:**

We are going to accomplish the goals set for this course by keeping our focus on two things:

- using what is already out there (technology and literacy)
- making our own contributions (technology and literacy)

We are going to use the following sets of guidelines to keep us focused on accomplishing those tasks:

- A report from Northeast and the Islands Regional Technology in Education Consortium (NEIRTEC):  [Technology and Teaching Children to Read](https://education.ucf.edu/mirc/Research/Technology%20and%20Teaching%20Children%20to%20Read.pdf)
- KY Common Core Standards for English/Language Arts:  [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

1. **Participation and Professionalism (30 pts)** Active participation through email is mandatory! This also includes participation in submitting surveys, collegiality, effort, etc. Professionalism is expected with regard to your electronic communications to one another and to the professor. Your communications should be polite and professional. All tasks will be explained via email, video, chat, and/or discussion boards as they are introduced in the course. Do not try to do this course in a weekend or a week - it will take every day of the entire 3 weeks.

2. **Required Reading: 80 points** --- participation in 4 discussion board prompts (20 points each) related to assigned readings and discussion of project development

   Must read and respond on discussion board (see prompts) to the following articles (found in Content in Blackboard):
1. The Tick-Tock Effect of Educational Technology
2. NEIRTEC: Technology and Teaching Children to Read
3. Technology Tools to Support Reading in the Digital Age

You MUST email Dr. Petty with your choice of article – first claimed/first reserved.
YOU CHOOSE ONE OF THE FOLLOWING for the 4th reading:
Digital Readers
eVocabulary Strategies
Electronic Reading Workshop
Extending Readers Theatre with Podcasting
ELL Jumpstarting Language and Schema Digitally
Technology and Adolescents
Technology Tools to Support Reading in the Digital Age

3. Model Reading and Integrated Technology Instruction Projects (5 x 70 = 350 points)
Full directions for this assignment are in Contents in Blackboard.

A. You will design projects to address each of the "Fab 5" (phonemic awareness, phonics, fluency, vocabulary, comprehension) as identified by the National Reading Panel. For the purposes of this course we will focus on the Fab 5 as noted on in the following report: NEIRTEC: Technology and Teaching Children to Read (https://education.ucf.edu/mirc/Research/Technology%20and%20Teaching%20Children%20to%20Read.pdf)

B. After you read the report, go to APPENDIX A and note the tables there.

C. All http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf (1-4 - # 5 is exempt from this assignment) must be met within the 5 project plans (not ALL in EACH, but across the projects for the Fab 5).

D. You must include connections in your project that indicate which of the reading or writing common core standards your project address (student learning from instruction). The KY Common Core Standards for English/Language Arts can be found here: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

F. At some point within your projects you must demonstrate that you can use the following:

- a scanner
- a digital camera
- photo editing software
- youtube (http://www.youtube.com)
- graphjam (http://graphjam.com/)
- digital storytelling (http://digitalstorytelling.coe.uh.edu/; http://www.squidoo.com/digital-storytelling); ds106.us
- video taping and editing
resources from the “resource” file in Contents in Blackboard.

RUBRIC and directions for these projects found in CONTENTS in Blackboard.

4. Culminating Literacy and Technology Integration Plan (90 points)

There is ONE CRITICAL PERFORMANCE for this course: Culminating Literacy and Technology Integration Plan

All directions and resources found in Contents in Blackboard.

This assignment MUST be posted to the Electronic Portfolio before a final grade can be given for this course. You must upload the assignment to the ASSIGNMENTS section of Blackboard AND to the Electronic Portfolio.

You may need to register in the EPS system before you will have access. In order for me to submit a final grade for you in LTCY 518 you must upload the Critical Performance (Culminating Literacy and Technology Integration Plan) to the Electronic Portfolio System as outlined below. Each student will need to register in the EPS system before you will have access.

Here are the important links to the New EPS system Main Portfolio:
http://edtech2.wku.edu/portfolio Student Registration:
http://edtech2.wku.edu/portfolio/student/register.php Student Help Page:
http://edtech2.wku.edu/portfolio/studenthelp.php

Disability Accommodations Statement:
"Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Plagiarism Policy:
To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Please read and know that you are responsible for the content on this webpage: http://www.pampetty.com/plagiarism.htm

As you begin your first assignments, be sure that you are not crossing the line into plagiarism. It is a serious issue and will not be taken lightly. Please read about Avoiding Plagiarism.
**Website Address:**

Teacher-oriented sites:

Kentucky Department of Education: [http://www.kde.state.ky.us](http://www.kde.state.ky.us)

International Reading Association: [http://www.reading.org](http://www.reading.org)

Children’s Literature Web Guide: [http://www.ucalgary.ca/~dkbrown](http://www.ucalgary.ca/~dkbrown)

ERIC Clearing on Reading, English & Communication: [http://www.indiana.edu/~eric_rec/index.html](http://www.indiana.edu/~eric_rec/index.html)

Booklist (reviews): [http://www.ala.org/booklist/](http://www.ala.org/booklist/)

**Instructional Framework: Introduction to Teaching Strategies:** [http://edservices.aae7.k12.ia.us/framework/strategies/](http://edservices.aae7.k12.ia.us/framework/strategies/)

**Instructional Framework: Introduction to Teaching Strategies**

Pam Petty’s Education Site: [http://www.pampetty.com](http://www.pampetty.com)

**Bibliography**


Journals

- Australian Educational Computing
- Australian Journal of Educational Technology
- Educational Technology and Society from the Journal of International Forum of Educational Technology & Society (IEEE) and IEEE Learning Technology Task Force
- Electronic Elementary E-LINK highlights the internet activities and creations of elementary grade students around the world. (1996-1997)
• **Electronic Learning** from Instructor magazine has links to many articles
• **Electronic School** from the American School Board Journal
• **eSchoolNews** online companion to the K-12 decision maker's technology & Internet newspaper
• **From Now On** The Educational Technology Journal by Jamie MacKenzie
• **Information Technology in Childhood Education** Table of contents and abstracts available; now in a new online version called **Educational Technology Review** (an International Forum on Educational Technology Issues & Applications)
• **International Journal of Educational Technology** from the University of Illinois at Urbana-Champaign and the University of Western Australia
• **Journal of Educational Multimedia and Hypermedia** Table of contents and abstracts available
• **Journal of Electronic Publishing** includes articles concerning theory, policy and practice of writing in an electronic medium
• **Journal of Special Education Technology**
• **Journal of Technology Education**
• **Language Learning and Technology** for second and foreign language educators
• **Learning and Leading with Technology** from ISTE
• **Learning Technology** (online newsletter from Learning Technology TaskForce)
• **Learning Online** (used to be Online Educator in print form)
• **Multimedia Schools Magazine**
• **TechKnowlogia** International Journal of Technologies for the Advancement of Knowledge and Learning
• **Technology and Learning**
• **Technological Horizons in Education** (T.H.E.)
• **Technology Teacher** (online for paid members of ITEA only); ITEA also publishes **Technology and Children** and **Teacher Chronicles** which you can download for free
• **The Technology Source** Articles focus on integrating information technology tools in teaching and in managing educational organizations.
• **TIES The Magazine of Design and Technology Education**

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**Dr. Pamela Petty**

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