



ENG 7741: TECHNOLOGY AND DIGITAL MEDIA  
IN ENGLISH LANGUAGE ARTS  
SUMMER 2017 - ONLINE  
SYLLABUS

FACULTY AND COURSE INFORMATION

INSTRUCTOR

DR. CLARICE M. MORAN,  
Assistant Professor of English Education

INSTRUCTOR CONTACT INFORMATION

**Email:** cmoran6@kennesaw.edu

**Mobile Phone:** 919-539-7526

**Office Phone:**

**Office Location:** EB 120

**Office Hours:** online

CRN

85759

CLASS LOCATION

ONLINE

CLASS MEETING TIMES

ONLINE

COURSE COMMUNICATIONS

Students may contact me via email or Google Hangout for questions related to course work.

**Book (you need to buy):**

Hafner, C. A., & Jones, R. H. (2012). *Understanding digital literacies*. New York: Routledge.

**Other Resources (provided by me as PDFs):**

ENGL 7741 - Moran – Summer 2017

- Bruce, D. L. (2012). Learning video grammar: A multimodal approach to reading and writing video texts. *Multimodal composing in classrooms: Learning and teaching for the digital world*. Eds. Suzanne M. Miller and Mary B. McVee. New York: Routledge. 32-43.
- Curwood, J. S. (2013). Writing in the wild: Writers' motivation in fan-based affinity spaces. *Journal of Adolescent & Adult Literacy* 58(8), 677-685.
- Gee, J. P. (2004). *Situated language and learning: A critique of traditional schooling*. New York: Routledge.
- Leander, K. (2009). Composing with old and new media: Toward a parallel pedagogy. *Digital literacies: Social learning and classroom practices*. Eds. Victoria Carrington and Muriel Robinson. Thousand Oaks: SAGE Publications, 147-164.
- Mulcahy, C. M. The tangled web we weave: Critical literacy and critical thinking.
- Rish, R. M. Writing with each other: Using Google Drive to support dialogic writing with English teachers. 1-38.
- Rodesiler, L. (2014). Transforming professional lives through online participation. *English Journal* 103(6), 52-58.

## ADDITIONAL RESOURCES

- Access to Google Drive (through a free Gmail account) and KSU email account.
- Chalk & Wire account (for **Education majors**) purchased at the KSU Bookstore.
- Various online articles (through Google Drive).

## COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES

**Prerequisite:** Admission to graduate study in education

### **Catalog Course Description:**

3 Class Hours, 0 Laboratory Hours, 3 Credit Hours

Focus on the current effects and potential of technology and multimedia in writing, reading, and literature instruction. Students explore ways technology is changing reading and writing processes in school, the workplace, and in daily life and develop effective ways of integrating technology into instructional programs..

**Purpose and Rationale:** This course is designed to give you experiences with the ways in which digital media and technology can be taken up meaningfully in your personal lives and in the English Language Arts classroom. Students will consider, experiment, and play with specific technologies in order to develop comfort with and control over social and technological affordances of these tools. The ultimate purpose of the course is to prepare students to use technology to develop adolescents' literacy practices with technology in the English Language Arts classroom.

## COURSE GOALS/OBJECTIVES/STANDARDS/ACTIVITIES

This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards: Georgia Professional Standards Commission – Program Area Standards <http://www.gapsc.com/Rules/Current/EducatorPreparation/505E3E.17.pdf> Georgia Professional Standards Commission – Ethics Standards <http://www.gapsc.com/Ethics/Home.aspx>

ENGL 7741 - Moran – Summer 2017

CAEP – Council for the Accreditation of Educator Preparation

<http://www.caepnet.org/standards/introduction>

InTASC E Interstate Teacher Assessment and Support Consortium

[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

CAPS – Candidate Assessment on Performance Standards

[https://caepnet.files.wordpress.com/2014/10/breakout\\_iii\\_candidate\\_assessment\\_on\\_performance\\_standards.pdf](https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf)

Specialized Professional Associations <http://ncte.org>

This course is designed around active work and study that provides successful students with an opportunity to:

GOALS/OBJECTIVES	NCTE STANDARDS	ISTE STANDARDS (TEACHERS)	INTASC STANDARDS	CAEP STANDARDS	ACTIVITIES & ASSESSMENTS
analyze how the combination of semiotic modes influences and comprehending across communities and audiences.	1.1, 2.1	5.c	2, 4	1.1, 1.3, 1.5	1. Parallel Composing Project 2. Critical Digital Media 3. Affinity Space Video Essay 4. Critical Reflection on Teaching
compose and critique multimodal texts (e.g., video, graphic, photographic, audio, and other multimedia texts)	1.1, 2.1	3.d	4, 5	1.1, 1.5	1. Parallel Composing Project 2. Critical Digital Media 3. Affinity Space Video Essay 4. Critical Reflection on Teaching
create lessons that require students to use a critical lens to compose and critique multimodal texts.	1.1, 1.2, 2.1, 2.3, 4.1, 5.4	2.a, 2.b, 2.d	5, 7	1.1, 1.3, 1.5	1. Critical Digital Media LP 2. Digital Tutorial/HowETO Participatory Culture Activity
use digital tools to support and develop students' social and literacy practices.	1.2, 2.1, 2.3, 4.1, 5.2	4.c, 4.d, 5.a	2, 5, 7	1.1, 1.3, 1.5	1. Critical Digital Media LP 2. Digital Tutorial/HowETO Participatory Culture Activity
demonstrate facility and dexterity as a teacher	1.2, 2.1, 4.1	3.a			All assignments and

ENGL 7741 - Moran – Summer 2017

across digital tools and platforms.			4, 5	1.1, 1.5	learning activities
-------------------------------------	--	--	------	----------	---------------------

## COURSE OUTLINE AND REQUIREMENTS

### COURSE CONTENT

- Mediation and digital literacies
- Remixing texts
- Copyright and fair use
- Remediation and double exposure
- Composing and design decisions
- Tools and processes for creating digital multimodal compositions
- Affinity spaces, social networks, and online communities
- Critical digital media
- Examining representations of teaching
- Professional Learning Networks

### FINAL EXAM

All materials due by Thursday, July 20, 2017.

### EVALUATION & GRADING SCALE

The successful completion of this course requires that evidence be shown of achievement of each of the course objectives.

The student is responsible for providing the necessary evidence.

The following course assignments each will help the student show achievement of multiple course objectives.

### ASSIGNMENTS/REQUIREMENTS

ASSIGNMENT	POINTS
Learning Activities/Participation	260 points
Reading/Viewing Check Quizzes	90 points
Project A: Digital Poem	40 points
Project B: Parallel Composing Project	150 points

Project C: Lesson Plan Demo	100 points
Project D: Affinity Space Video	100 points
Project E: Digital Tutorial How-to	50 points
Project F: Critical Reflection on Teaching/Video Commentary	80 points
<b>TOTAL POINTS</b>	<b>870 points</b>

870-785 points (100-90%) - A

784-700 points (89-80%) - B

699-613 points (79-70%) - C

612-525 points (69-60%) – D

Below 525 points (<60%) - F

Assignments are due on date assigned. All written assignments must be typed in 12-point font with standard margins **in APA format**. *Work that is unedited or not submitted in APA format will be returned for revision with a 10-point automatic deduction.*

### 1. Learning Activities/Participation 260 points

For each of the weekly modules, you will complete one or two learning activities related to the learning objectives and content of the module. There are 18 learning activities total within the course. Each module includes a checklist for you to make sure you have completed all parts of the learning activity and module. Some of the learning tasks are directly related to the major projects listed below, and other learning tasks are indirectly related to major projects. Because learning activities cannot be recreated outside of our learning modules, your attendance is necessary to earn points for participation. If you are absent and miss a module, you may not make up the missed points; NO EXCEPTIONS. To receive full credit for participation, you must think critically about the activity, engage in it, and act in a respectful and professional manner toward your peers and instructor.

### 2. Reading/Viewing Check Quizzes 90 points

Each module will include a reading/viewing check quiz that is designed to hold you accountable for the assigned reading and viewing that supports the learning activity completion and major project development. You are asked to complete the quizzes on by the close of the module on Sunday. The quiz answers will be discussed in the weekly recording on Mondays.

### 3. Project A: Digital Poem 40 points

Using a video composing tool (ex:[www.wevideo.com](http://www.wevideo.com)), you are asked to remediate a poem you have taught or are likely to teach in the future. You will use a combination of recorded voice, images, video, transitions, sound, and/or text to create an interpretive reading/viewing of the poem. The emphasis will be on digital composing as an interpretive act.

#### **4. Project B: Parallel Composing Process 150 points**

This assignment is divided into three parts. It involves recording a Storycorps interview in accordance to NPR's guidelines, submitting the interview to NPR, and creating a digital multimodal composition by combining snippets of the interview and adding digital pictures and videos in intentional ways to add to the meaning of the interview.

#### **5. Project C: Lesson Plan Demo 100 points**

Each of you will develop/adapt a lesson plan demo that involves a "critical shift" within a digital literacy practice. You will video record or screencast your demo and share it with the online class members for feedback. You will then write a reflection based on this feedback.

#### **7. Project D: How-To-Text 50 points**

This project involves creating a digital how-to text that helps someone complete some type of task or learn to participate in a digital literacy practice. Emphasis will be on how to use multiple modes and media to provide instruction that are appropriate for the target audience. How-to videos as a genre on YouTube will be explored along these lines.

#### **8. Project E: Affinity Space Video 100 points**

This project involves investigating informal learning in and out-of-school context. You will use the concept of an affinity space to conduct the investigation and to consider the implications of what you learned on teaching and learning within classrooms. The product for this will be a video essay. If you completed this assignment as an undergrad at KSU, you will be asked to view other people's affinity space video essays and build upon them to consider how you could take up the implications on teaching and learning presented in the videos within your own classroom.

#### **9. Project F: Critical Reflection on Teaching: Video Commentary 80 points**

The purpose of this assignment is for students to identify or compose and critique a teaching video (in preparation for edTPA video analysis later in the program). Students will identify a video clip from a popular movie or TeacherTube and use a collaborative

annotation tool to provide commentary on the teaching within the video clip.

## COURSE POLICIES

### ATTENDANCE POLICY

This is an online course. You must participate in all learning modules to receive credit for the course. If you do not complete one learning module, your final grade will be lowered by one letter. If you do not complete two learning modules, your final grade will be lowered by two letters. If you do not complete more than two learning modules, you will fail the course.

Two repeated instances of partial participation in modules will count as one absence, resulting in your final grade being lowered by one letter.

Note: Discussion and activities within each module cannot be made up after the week during which they are assigned to be completed as indicated on the course schedule.

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

### MAKE-UP AND LATE WORK POLICY

A key component of professionalism is punctuality with regards not only to participation but to assignment due dates. As a general rule, late assignments of any nature (including drafts) will not be accepted for credit. All major assignments listed in the syllabus will be penalized one letter grade for every day they are late, including weekend days.

If you are having particular trouble with some aspect of the course—such as completing an assignment, keeping regular attendance, or otherwise meeting expectations—please speak to me as soon as possible. Make an appointment with me or email me. My “door” is always open to you. Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with me (and never on the day the assignment is due).

Please note, in order to pass the course, you must submit all assignments listed in the syllabus, even if they are late. Because you must turn in all major assignments in order to pass this course, you must turn in an assignment even though it is late and may receive an F. You are responsible for all work missed on these occasions. Not only are you responsible for all work missed when you do not participate in a module, but you are responsible for coming to the next module adequately prepared. Get to know your fellow students, exchange phone number and email addresses, and create a supportive network so that if you are absent, you can keep up to speed with the course.

### QUIZ/EXAM POLICY

Not applicable. Proctored exam requirements – <http://www.kennesaw.edu/dlc/virtualexam/> .

### COURSE TECHNOLOGY

Because this is an online course, you will use various online platforms, such as our Google

Drive course folder, to respond to the readings, post your work, comment on the work of your classmates, and receive feedback from your classmates and instructor. Any work posted after the deadline (Wednesdays and Sundays at 11:59 p.m.) will be considered “late” and penalized accordingly.

The minimum technical skills you will need to successfully participate in this course are: using Google Drive, creating and submitting files in Google Drive, copying and pasting, and navigating the web. You also need an open mind and a willingness to stretch your personal comfort level by tinkering with new technologies and platforms.

**Accessing Course Materials:**

If at any time you are having difficulty with a link or file (e.g., cannot access it, need an alternate format, etc.), please email me, and I will help to address those issues.

**Submission Guidelines:**

Most of your work will be submitted electronically via our Google Drive course folders. Please create a new document in the appropriate folder and compose your document there. It will automatically save. Use the following format to name your document: First InitialLast Name\_Course Number\_Assignment Name. (e.g., CMoran\_7741\_Affinity Essay is how mine would look for my Affinity Essay). This helps us all in identifying files in our Google Drive folders. If you misname a file, I may email you and ask you to rename it.

## OTHER POLICIES

**Professionalism:** The English Education courses you take provide you with the opportunity to further develop the habits essential to successful teachers. These include regular attendance and punctuality; successful completion of work prior to deadlines; active and engaged participation in class activities; careful revision and proofreading of your written work; proactive research and preparation of course and/or teaching content with which you are unfamiliar; and responsibly communicating with your instructors and/or supervisors when problems arise. It is vital for you to model the habits of work and of mind that you want your own students to have, and the English Education faculty expects you to demonstrate these habits throughout your coursework at KSU. Failure to do so will not only impact negatively on your grades in these courses, but course also affect your future success in your own English Language Arts classroom. Take this opportunity to stop seeing yourself as a student and start seeing yourself as a future teacher. The goal is to apprentice you into the profession of teaching. Making mistakes is part of the process; however, not addressing concerns after they have been identified is irresponsible and unprofessional.

**A Note on Being Realistic. . .**

Just like any commitment, this course requires substantial time and effort. Expect to spend at least six hours a module outside of class working on various assignments: reading, taking notes, possibly meeting with me virtually, working on projects and assignments, etc. Take realistic stock of the semester ahead, of your various obligations and responsibilities, to make sure you have the time available to devote yourself to this course.

**Quality of Work Submitted:** All written assignments require that students submit coherent, logical, and carefully edited prose. All written assignments should be typed as Microsoft Word documents and submitted electronically as specified by the assignment description. All written



assignments should include APA citations for information that is not originally from your own head/knowledge base.

**Feedback/Replies in a Timely Manner:** You can expect feedback on course assignments within a week of submitting them. You can expect a reply to emails and phone calls within 24 hours, Monday – Friday between 8:00 a.m. and 5:00 p.m.

**Course Withdrawal:** It is your responsibility to drop or withdraw from the course according to KSU policies, procedures, and deadlines should such action become necessary. Students who disappear without appropriately withdrawing from or dropping the class will earn a grade of F. ***The deadline for withdrawal without academic penalty for Summer 2017 is June 28.***

#### ACADEMIC INTEGRITY

Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.

Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

#### ACCESSIBILITY

Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

## CAMPUS RESOURCES

**KSU Online Student Resources** [<http://learnonline.kennesaw.edu/resources/index.php>] KSU Online Student Resources offers a variety of resources to support students enrolled in online classes, including tech support and student support resources.

**Teacher Resource and Activity Center (TRAC)** [<https://education.kennesaw.edu/trac/>] TRAC is a curriculum center designed to help education students, educators, and community members plan and prepare effective and creative classroom instruction and activity. TRAC houses over 8,000 books, more than 2,000 DVDs and videos, 500 kits and games, and 66 professional journals and periodicals. Visitors can check out books, DVDs, videos, and instructional enhancement items, conduct educational research, access the Internet, preview videos, make copies, and so much more! Visit our workroom to find everything you need to create manipulatives and projects. Friendly staff is available to assist visitors. The center is located in Room 2005 on the 2<sup>nd</sup> floor of Kennesaw Hall on the Kennesaw State University main campus. It is open to all KSU students, faculty, and staff.

**Writing Center** [<http://www.kennesaw.edu/writingcenter>] The KSU Writing Center helps students in all disciplines and at all levels of ability improve their written work. Experienced, friendly writing assistants work with you on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit the website or stop by Room 242 in the English Building.

**ESL Tutoring Center** [<http://www.kennesaw.edu/uc/esl/>] The ESL Tutoring Center provides computers for academic work and an extensive selection of ESL textbooks in an attractive, comfortable space located in Room 442 of the Library. At the Center, students are offered tutoring in writing, reading, pronunciation, and reviewing grammar as well as general education academic advisement.

**KSU Safe Space Initiative** [<http://www.kennesaw.edu/safespace/student/>] The KSU Safe Space Initiative offers teacher candidates resources and strategies for working with and supporting their future students.

### **Counseling and Psychological Services (CPS)**

[<http://www.kennesaw.edu/studentssuccessservices/cps/csindex.html>] Counseling and Psychological Services helps students to recognize their potential and overcome any obstacles that are preventing them from succeeding through individual or group personal counseling, career counseling, workshops, or class presentations. Appointments can be made by calling 470-578-6600 or by dropping by our office located on the 2<sup>nd</sup> floor of Kennesaw Hall, Room 2401.

### **edTPA New Teacher Education Program Requirement**

Teacher education candidates in all undergraduate and MAT programs who will complete student teaching or their final internship in fall 2015, or subsequent semesters, will be required to complete and pass edTPA, a new content pedagogy assessment before earning certification. This new assessment is mandated by the Georgia Professional Standards Commission; thus, all education preparation providers in GA (e.g., public and private colleges/universities, RESAs, and school districts)

will be required to administer it. Passing edTPA to receive certification is *in addition* to earning a passing score on the GACE content exams. (It is unknown at this time as to whether candidates will need to pass edTPA to earn a degree.) Candidates will complete edTPA during student teaching or final internship. Since edTPA is scored by external reviewers, as is GACE, students will pay a fee for the assessment. The amount of the fee is unknown at this time.

All candidates—both those currently enrolled and those who may not be taking coursework at this time—who cannot complete student teaching or their final internship prior to fall 2017 may be required to take additional coursework that will prepare them for this assessment if they are unable to complete student teaching or their final internship before fall 2017. All candidates should discuss their timelines for graduation with their program advisor.

#### **edTPA Handbook/Materials Candidate Access**

edTPA is a formal, copyrighted assessment. Handbooks, rubrics, candidate work, BE12 student work used in edTPA and video recordings for edTPA **must** remain behind a secure location. For this reason, KSU has chosen to use Chalk and Wire to distribute and store edTPA materials and candidate work. Handbooks, rubrics and candidate work, including video recordings, may not be emailed or loaded into an alternate site, such as D2L. All teacher candidates are required to **read carefully**, electronically sign, and abide by a confidentiality agreement located in Chalk and Wire within the first two weeks of class. Failure to do so will be viewed as a breach in ethics and may trigger a review by the department's admissions and academic standing committee to determine whether the candidate (and under what conditions) may continue in the program.

As candidates complete the edTPA tasks, they should review and use resources found in Chalk and Wire under **edTPA Resources**. Directions for accessing edTPA Resources in Chalk and Wire are below:

Log into Chalk and Wire and obtain the password for edTPA Resources under the "NEWS" section on the dashboard. Secure the password and go to the CEPP homepage. Click on "Resources," then click on "edTPA Resources," or paste the following into your browser:

<https://education.kennesaw.edu/cepp/content/edtapEresources>

When asked for the password, type in the password you retrieved from your Chalk and Wire account. At this site you will find specific guidelines and information on the following: A.) Guidelines and permission forms for securing permission from schools, parents, and BE12 students to record learning segments. Candidates are required to record a video of themselves teaching in schools.

**Following appropriate protocol for securing permission and knowing WHAT to do with the required permission forms is essential.** B) Directions for where to submit signed permission forms. C) Student confidentiality information.

