

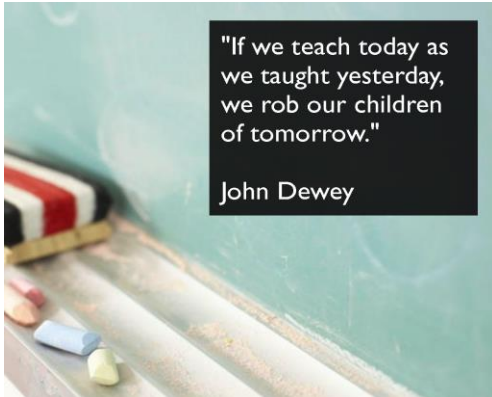
# ENGL 393: TECHNOLOGIES FOR ENGLISH EDUCATION

## Fall 2020

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**COURSE PURPOSE:** English 393 is a “how-to” class. In other words, it’s a class designed to help introduce you, as students in English Education, to a range of instructional technologies appropriate to teaching English and Language Arts; it is even more important, however, that it is also a “why-to” course. During the semester, we will cover not only teaching with technology, but also the pedagogy—how technology can and cannot help your students learn—for integrating these technologies into your future classrooms.

In order to accomplish this, each class Zoom meeting for the first section of the course will generally include: 1) a discussion of pedagogy for a particular teaching goal or area derived from the readings you generate and those assigned by me; 2) a hands-on exploration of different technologies to accomplish this; and 3) a chance to apply the technologies by working collaboratively in Zoom breakout rooms to create materials and activities to include in your future lesson planning. We’ll conclude each meeting with a Canvas post synthesizing the conversations and activities for the week. These activities and postings will help you in your planning for your CULPA and in developing your major project for this class, the Technology Lesson Plan. The second section of the class will be devoted to preparing this project.

**COURSE OBJECTIVES:** When you leave this course, you should have:

1. An understanding of the current trends and issues surrounding the use of technology in English education
2. Developed skills in evaluating technologies for use in a classroom
3. Gained a greater understanding of technology’s link to effective methods of instruction
4. Developed strategies to effectively integrate technology into your own teaching
5. Become familiar with some instructional and administrative technological tools that will aid in achieving your teaching certification and in your future teaching positions.

**COURSE MATERIALS:**

Weekly readings that I assign will be distributed electronically through Canvas, so that reading assignments can be adapted to reflect the rapidly changing pace of educational technologies.

## **COURSEWORK:**

### **I. Methods Blog (35%):**

The English Methods Blog will be a joint assignment for English 355, 356, and 393. Designed to help you enter a public conversation with other English teaching professionals and build an ongoing archive of useful teaching materials, you will be writing a total of 3 blog posts over the course of the semester, each centered on an article you select. These articles must cover three distinct areas—one related to writing instruction, one related reading instruction, and one on teaching with technology.

Over the part of the semester, beginning Friday of Week 3, a rotating set of two to three students each week (signups will happen at the first class meeting for English 393) will be finding and posting articles to the blog, then the rest of the class will respond to the class blog posts. The handout “English Methods Blog” in the Canvas Course Materials section details the requirements and gives instructions on how to use the blog, but a brief overview of the process follows:

1. **Blog Posts for each week** should be approximately 250 words in length and should be as professional as possible in language, tone and content. They should be posted **by not later than Friday at 5:00 p.m.**
2. **Responses to the blog** should be completed **by 2:00 on Mondays.**

The blog postings will be graded E(excellent), S(satisfactory), and N(no credit) as detailed on the Blog Posting Rubric. Late postings will be marked down by 10 points for each day late.

### **II. In-Class Products/Postings (25%)**

As mentioned above for the first section of the course, you will have an opportunity during each Zoom class to apply what we’ve discussed that evening. At the end of each meeting, you will be submitting examples of activities or lessons that apply that class’ learning and your ideas about teaching with the technology. After class, you will complete a reflection synthesizing all of the activities for the week (readings, blog posts, and in-class activities). These activities and reflections will be posted in Canvas, so that your work will be accessible to others in the class. These submissions will be graded credit/no-credit and the total points will be calculated by dividing the 250 points (25%) by the final number of submissions required for the semester. These activities should help you to maintain a record of ideas and develop plans for your technology lesson plan project, lesson ideas for your CULPA and for future teaching.

### **III. Technology Lesson Plan Project (30%)**

In order to demonstrate your proficiency with technology, you will be completing a technology assignment and lesson plan comprised of the following pieces:

1. A lesson plan detailing a student-centered activity that incorporates technology that would help in teaching and assessing students’ acquisition of the major objectives of your CULPA, following the template included on p.91-94 of your CULPA syllabus
2. A sample of the project created with the technology you plan to use
3. All of the instructional components necessary to immediately teach this activity: models, handouts (such as how to use the technology), web pages, etc.
4. A rubric to evaluate the product produced in the activity
5. A 2-3 page reflection statement describing how the activity connects to pedagogical theory and your teaching philosophy, including a rationale for selecting the appropriate technology for the assignment and a description of how the project fits into your CULPA objectives and planning.

These pieces are designed to overlap with your CULPA requirements by tying to the literature circle reading choices in English 356. We will discuss the requirements and evaluative criteria in more detail later in the semester.

**IV. Participation (10%)**

Participation points are accrued through your active engagement in class activities and discussion, especially in collaborative situations.

***Attendance Policy***

The Zoom meetings allow us to collaborate more closely than is safe in person during the pandemic, so the Monday meetings are a key part of the class. That said, I understand that it is possible that you may have to miss a meeting due to illness or caregiving demands during this unusual time. If that happens, you may catch up on the work asynchronously following the directions posted for the day in Canvas.



## COURSE CALENDAR

*This schedule is tentative and may be changed – especially, given the dynamic nature of this topic, some readings may be exchanged for more timely ones if the need arises. For the readings I will post the hyperlink or the .pdf file in the Canvas Readings module titled with the week number.*

Week	Topics and Readings	Assignments Due
<b>1</b> <b>9/2</b>	<b>LABOR DAY—No class</b>	
<b>2</b> <b>9/14</b>	<b>Course Introduction: Teaching with Technology—Challenges and Opportunities</b> Syllabus/Project Overviews Digital Autobiographies Blog Post Signup	<b>“Starting Thoughts” Blog Post Response Due by 5:00 p.m. Friday, 9/18/20</b>
<b>3</b> <b>9/21</b>	<b>Technology and the Writing Process</b> Readings Posted in Canvas <b>Due: In-Class application post in Canvas</b>	<b>BLOG POSTS:</b> Due by 5:00 p.m. Friday 9/25; Responses Due by 2:00 p.m. Monday, 9/28
<b>4</b> <b>9/28</b>	<b>Technology, Research Writing and Critical Thinking</b> Readings Posted in Canvas <b>Due: In-Class application post in Canvas</b>	<b>BLOG POSTS:</b> Due by 5:00 p.m. Friday 10/2; Responses Due by 2:00 p.m. Monday, 10/5
<b>5</b> <b>10/5</b>	<b>Collaborative Learning Tools and Ideas</b> Readings Posted in Canvas <b>Due: In-Class application post in Canvas</b>	<b>BLOG POSTS:</b> Due by 5:00 p.m. Friday 10/9; Responses Due by 2:00 p.m. Monday, 10/12
<b>6</b> <b>10/12</b>	<b>Guest Speaker: Technology in the Real-Life Secondary English Classroom</b>	<b>BLOG POSTS:</b> Due by 5:00 p.m. Friday 10/16; Responses Due by 2:00 p.m. Monday, 10/19
<b>7</b> <b>10/19</b>	<b>Integrating Multimodal Literacies into a Literature Classroom</b> Readings Posted in Canvas <b>Due: In-Class application post in Canvas</b>	<b>BLOG POSTS:</b> Due by 5:00 p.m. Friday 10/23; Responses Due by 2:00 p.m. Monday, 10/26
<b>8</b> <b>10/26</b>	<b>Podcasting</b> Readings Posted in Canvas <b>Due: In-Class application post in Canvas</b>	<b>BLOG POSTS:</b> Due by 5:00 p.m. Friday 10/30; Responses Due by 2:00 p.m. Monday, 11/2
<b>9</b> <b>11/2</b>	<b>Flipped Learning</b> Readings Posted in Canvas <b>Due: In-Class application post in Canvas</b>	<b>BLOG POSTS:</b> Due by 5:00 p.m. Friday 11/6; Responses Due by 2:00 p.m. Monday, 11/9
<b>10</b> <b>11/9</b>	<b>Video for Teaching and Professional Development</b> Readings Posted in Canvas <b>Due: In-Class application post in Canvas</b>	<b>BLOG POSTS:</b> Due by 5:00 p.m. Friday 11/13; Responses Due by 2:00 p.m. Monday, 11/16
<b>11</b> <b>11/16</b>	<b>Listening Skills</b> Readings Posted in Canvas <b>Due: In-Class application post in Canvas</b>	<b>BLOG POSTS:</b> Due by 5:00 p.m. Friday 11/20; Responses Due by 2:00 p.m. Monday, 11/23

<b>12</b> <b>11/23</b>	<b>Project Conferences</b>	<b>Project proposal</b>
<b>13</b> <b>11/30</b>	Projects Check-Ins	
<b>14</b> <b>12/7</b>	Project Presentations	<b>Technology Projects Due</b>
<b>12/14-</b> <b>12/18</b>	<b>Finals Week</b> <b>Joint Methods Final Tuesday, December 15 5-7 pm</b> <b>Synchronous Zoom Meeting</b>	