

ENGL 393: TECHNOLOGIES FOR ENGLISH EDUCATION

Fall 2018

Dr. Rebecca Stephens

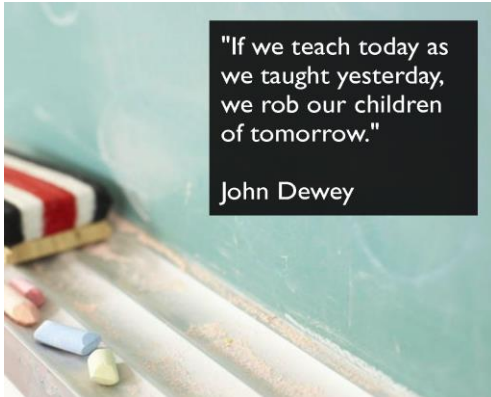
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COURSE PURPOSE: English 393 is a “how-to” class. In other words, it’s a class designed to help introduce you, as students in English Education, to a range of instructional technologies appropriate to teaching English and Language Arts; however, it is equally important 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 meeting for the first section of the course will generally include a discussion of pedagogy for a particular teaching goal or area derived from the readings you generate and those assigned by me, a hands-on exploration of different technologies to accomplish this; and “seat time” where you have a chance to apply the technologies by working in pairs or a small group to an activity you develop. We’ll conclude with a D2L 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 and the ePortfolios required by the DPI for your teaching certification.

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 will be distributed electronically through D2L, so that reading assignments can be adapted to reflect the rapidly changing pace of educational technologies.

COURSEWORK:

I. Methods Blog and Twitter Discussion (25%):

The English Methods Blog/Twitter Feed project 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..

For the first ten weeks of the semester, a rotating set of six 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” 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. Twitter posts will be graded credit/no credit.

II. In-Class Products/Postings (20%)

As mentioned above for the first section of the course, you will have an opportunity at each class to apply what we’ve discussed that evening. At the end of each meeting, you will be submitting an example of an activity that applies that classes learning and your reflections on teaching with the technology and then a reflection synthesizing all of the activities for the week (readings, blog posts, Twitter comments, and in-class activities). These activities and reflections will be posted in D2L, 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 200 points (20%) by the final number of submissions required for the semester. These activities should help you to 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.83 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. I will provide a handout with more details and evaluative criteria later in the semester.

IV. ePortfolio Draft (15%)

This task will be an opportunity to synthesize the technological skills you've learned with the pedagogical concepts we've discussed into the form required for your eventual teaching licensure—the electronic portfolio required by the DPI for teaching certification. The purpose of the portfolio is to demonstrate that you have met the Wisconsin standards for teachers of English, and these standards include proficiency in using technology, as well as mastery of teaching techniques and subject knowledge. Your ePortfolio will be finished as part of your student teaching seminar, but we will be creating a major portion of your portfolio in this class. The ePortfolio will present artifacts and reflections that demonstrate how you have met each standard—and I will give you a template at a later date illustrating the process. We will compile the portfolios using the D2L ePortfolio feature, and I will be reviewing your portfolios and providing feedback on them for revision before the end of the semester.

I will be providing you with a handout that outlines the ePortfolio process and we will walk through the process of portfolio creation in class.

VI. Participation (10%)

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

Attendance Policy

For an evening class, missing one class is the equivalent of missing an entire week of day-time classes, so for each class missed after the 1st absence, your final course grade will be lowered by one letter grade. Missing more than 3 classes is grounds for failing the course.



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 D2L readings I will post the hyperlink or the .pdf file in the D2L Content area in a module titled with the week number.

Week	Topics and Readings	Assignments Due
1 9/2	LABOR DAY—No class	
2 9/10	Course Introduction: Teaching with Technology—Challenges and Opportunities Syllabus/Project Overviews Digital Autobiographies Blog Post Signup	“Starting Thoughts” Blog Post--Done In Class
3 9/17	Technology and Teaching Writing Readings Posted in D2L and on Blog	BLOG POSTS: * Due by 5:00 p.m. Friday 9/14; Responses Due by 3:00 p.m. Monday, 9/17
4 9/24	Collaborative Learning Readings Posted in D2L	BLOG POSTS: * Due by 5:00 p.m. Friday 9/21; Responses Due by 3:00 p.m. Monday, 9/24
5 10/1	Research Writing, the Web, and Critical Thinking Bring one of your own researched papers in electronic form Readings Posted in D2L	BLOG POSTS: *Due by 5:00 p.m. Friday 9/28; Responses Due by 3:00 p.m. Monday, 10/1
6 10/8	Integrating Multimodal Literacies into a Literature Classroom Readings Posted in D2L:	BLOG POSTS: *Due by 5:00 p.m. Friday 10/5; Responses Due by 3:00 p.m. Monday, 10/8
7 10/15	Podcasting Readings Posted in D2L	BLOG POSTS: *Due by 5:00 p.m. Friday 10/12; Responses Due by 3:00 p.m. Monday, 10/19
8 10/22	Flipped Learning Readings Posted in D2L	BLOG POSTS: *Due by 5:00 p.m. Friday 10/19; Responses Due by 3:00 p.m. Monday, 10/22
9 10/29	Video for Teaching and Professional Development II Readings Posted in D2L	BLOG POSTS: *Due by 5:00 p.m. Friday 10/26; Responses Due by 3:00 p.m. Monday, 10.29
10 11/5	Project Conferences	BLOG POSTS: *Due by 5:00 p.m. Friday 11/2; Responses Due by 3:00 p.m. Monday, 11/5
11 11/12	Projects In-Class	

12 11/19	Projects In-Class	Technology Projects Due by end of class
13 11/26	DPI ePortfolio Creation Bring portfolio documents in electronic form to work on your ePortfolio in-class	
14 12/3	DPI ePortfolios In-Class	DPI ePortfolio Draft Due by end of class
15 12/10	ePortfolio/Project Revisions	Final Project/Portfolio Revisions Due by end of class, 12/12
12/17- 12/21	Joint Methods Final 5-7 p.m., Tuesday, December 18 Encore Room, DUC	