Instructors: Jiening Ruan, Ph.D.
    Chris Goslin
Time: Monday, 4:25-6:05 p.m. (EDRG 5812)
Location: ECH-139
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Course Description

This is an introductory course designed for graduate students to explore the role of technology in literacy curriculum. Issues surrounding effective technology integration to support literacy teaching and learning will be discussed. Students will have opportunities to develop a variety of literacy technology applications through hands-on projects.

Course Objectives

Upon completion of the course, students will

1. Understand the principles for effective technology integration in literacy curriculum.
2. Critically examine and critique a wide range of technologies and their use in literacy teaching and learning.
3. Demonstrate abilities to apply a wide range of technologies to supporting student learning in language development, word identification, vocabulary instruction, comprehension, writing, and critical thinking.
4. Understand how technology can support students with diverse learning needs.
5. Understand the trends in technology integration in literacy teaching and learning.

Required Texts


Assignments

On-line Reflective Journaling and Discussion 20%

Each week reflect on your readings for class. You will post your weekly reflective journal on the Blackboard message board and participate in on-line discussions. Reflections are not summaries of the readings but personal responses to what you have read. You can comment on the
important ideas you’ve learned from the readings and explain why these are important to your growth as a literacy teacher who is trying to integrate technology in your teaching practice. You can also comment on your agreement or disagreement with the author’s viewpoints and explain why. You are strongly encouraged to include your interpretation of the readings and the impact on your instructional practices and student learning. You can also relate your readings to class discussions in your journals. It is critical that you spend time doing these reflections with a level of depth. Each of you will take turns serving as a weekly on-line discussion coordinator. The coordinator will consult with the course instructor about the topics of interest to be discussed on-line in order to promote critical reflective thinking among the peers for the assigned week. The coordinator will facilitate discussions to his/her best ability and knowledge. (OK Competencies: 1.1, 1.4, 1.5, 1.6, 1.9, 1.11, 2.6, 2.7, 2.9, 2.12, 2.14, 2.15, 2.16, 2.18)

Critique of Articles  15%

Locate five to ten recent (last 5 years) articles for practitioners that describe/discuss/advocate technology integration in literacy teaching. The articles should be related to each other pertaining to a selected aspect of technology integration. To write this critique, you should: a. Summarize the main ideas in each article and discuss common themes or discrepancies among the different articles; b. Critique the ideas against the principles discussed in class; c. Comment on the usefulness of the ideas to your teaching practice. You should also compile a bibliography in APA (5th Edition) format. (OK Competencies: 1.1, 1.4, 1.11)

Class Website  15%

Create a website for your class (or personal website). Detailed instruction will be provided in class. (OK Competency: 2.18)

Webliography  10%

You’ll need to review 5 literacy-related websites that are not included in the textbooks. The reviews will be submitted to a database developed by the instructors. (OK Competencies: 1.11, 2.14)

Group Projects (choice)  30%

You can select two projects from the following:

a. Develop a Trackstar page.  *
b. Use inspiration to create graphic organizers. *
c. Create a children’s book using StoryWeaver, Kidpix, or other authorizing software programs. **
d. Develop a WebQuest Unit in literacy. **
e. Develop a multimedia literacy instructional unit with iMovie (Mac), Moviemaker (Windows), Hyperstudio, or PowerPoint. ***
At least one project should be from the two- and three-star list. The number of stars indicates the level of complexity for the said project. Detailed instruction on each project will be provided in class. (2.6, 2.9, 2.10, 2.12, 2.14, 2.16, 2.18)

Class Participation and Professionalism 10%
Students are expected to attend all sessions and be on time. Special circumstances should be discussed with the instructors. Exceptions can be given if it is a religious holiday. You are also expected to have completed all assigned readings before each class and actively participate in class discussions.

STATEMENT OF ACCOMMODATION:
Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.

INCLEMENT WEATHER POLICY

In case of inclement weather, the instructor will post an announcement regarding the status of the class on Blackboard or through email. Students are also encouraged to call the department if they have no immediate access to the internet.