



WESTMINSTER COLLEGE
TEACHER EDUCATION PROGRAM

The Teacher as a Reflective Practitioner

EDU 350: Digital Literacy for a 21st Century Classroom
Spring 2016 Tuesday/Thursday

Please Note: The information in the syllabus and course schedule may be subject to change. Any changes will be announced.

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Office Hours: via Facetime; text to meet

Texts: Hicks, T. (2010). *Digital writing workshop*. Portsmouth, NH: Heinemann.
ISBN-13: 978-0325026749 ISBN-10: 0325026742

Ohler, J. (2013). *Digital Storytelling in the classroom: New media pathways to literacy, learning, and creativity*. Newbury Park, CA: Corwin.
ISBN-13: 978-1452268255 ISBN-10: 1452268258 Edition: Second Edition

ADA Statement

Any student who feels that he or she may need an accommodation based on the impact of a disability should contact me to arrange an appointment at his/her earliest convenience. At that time, we can discuss the course format, anticipate your needs, and explore possible accommodations. Westminster's ADA policy can be found at the College's website: http://www.wcmo.edu/wc_info/offices_and_services/human_resources/ADA_index.pdf.

Academic Honesty Statement: Academic honesty is expected. Academic dishonesty may affect both your course grade and your enrollment status. If you have ANY QUESTIONS concerning what constitutes academic dishonesty, check with your instructor. WESTMINSTER COLLEGE'S HONOR CODE, as well as policies disseminated by the Education Department regarding honesty, ethics, and professionalism will be respected. Note: It is possible to receive a failing grade for the course and not be admitted to, or removed from, the Teacher Education Program for an act of academic dishonesty.

Emergency Information: In case of fire or other situation that indicates emergency evacuation, students in Westminster Hall should proceed to the Historic Gym. If this is the site of the problem or is unavailable, report to the area on the hill inside the circle drive near the fountain. Be sure to report to your professor when you reach the safe zone.

In case of a lockdown situation, if your area is in imminent danger, call 911 and then call Campus Security (573-642-1122). If you hear the campus siren, check a cell phone or email for text information. Lock or barricade yourself in the room unless you are in direct range of an act of violence, and stay put until given clearance by police or an administrator.

Course **EDU 350 Digital Literacy for the 21st Century Classroom (3 credit hrs.)**

Description: This course is geared toward today's digital citizens who plan to teach in the current technology-infused classrooms. Future educators are entering schools that are 1:1, so Westminster must be preparing these students to work in a technology-rich environment. Forbes 500 now lists digital literacy as a required skill when applying for *every* position. This class will integrate digital literacy across the curriculum, motivate students to embrace technology as both a consumer and a producer, and require they participate in the course as both a student AND an educator. This will be a hands-on, interactive, seminar-style course.

Course The student will:

- Goals:**
1. Explore the meaning and nature of digital literacy and the online research process.
 2. Develop and implement strategies that enhance the reading process in a digital literacy classroom.
 3. Research and develop questions regarding the digital literacy platform and process.
 4. Conduct research in a digital realm and explore various applications in a digital context.

Course Requirements (*Detailed assignment handouts/scoring guides to be shared in class throughout the semester.*)

1. Reading Responses, In-Class Assignments, and Attendance/Participation -

You will be responsible for assignments in response to the readings assigned. Specifics will be announced in class. You are allowed one excused absence (excluding College Duty). On the second absence, your grade will be impacted. (*Note that chronic, unexcused attendance issues can be deducted from your overall grade, not just this section.*) Your level of participation in class is also factored into this. (Goals 1,2,3,4)

2. **Lesson plan and reflection paper.** You will develop a lesson based on digital literacy as it relates to your chosen content area/class. The plan should incorporate an appropriate reading and/or writing comprehension strategy that will support the learning events in the lesson plan. You will craft a thoughtfully written reflection paper that provides you with the opportunity to present a growing knowledge base and theoretical connections that support and enhance the digital literacy strategies and behaviors. (Goals 1,2,3)

3. **Digital Literacy Project.** This project is designed to give you choice, ownership, and creativity as you design your own project that you feel will support you as a future technology implementer. You will present your findings to the class via video. (Goals 1,2,3,4)

4. **Final Project.** At the end of the semester, you will present a new skill or app to the rest of the class. You will also include a reflection on the portfolio, discussing what the portfolio demonstrates regarding your progress as a digitally literate professional. (Goals 1, 2, 3, 4)

Course Policies

1. Because this course is learner-centered and interactive, attendance (even online) is essential and expected. When class begins, be ready to get to work. Likewise, when you're offline for any length of time (regardless of reason or excuse), you're responsible for ALL missed work. Please do not email and say, "Let me know what I missed." You missed everything, so access the day's PowerPoint/Google Presentation on Moodle and make up everything we did.
2. Be present and ready to learn when lessons are loaded. Digital classes are highly interactive, so when you're late, learning waits (even when it is online).
3. Be a responsible digital citizen. Establish norms as a group to ensure effective use of devices in the classroom.
4. Graded assignments will be returned via digital folders. To meet with the instructor to discuss any issues related to the assignment or grade, the student will need to schedule a Facetime appointment. Grading is often subjective, so discussions about a grade need to be able to be uninterrupted and focused. I am reasonable if you can make a good argument for points, but understand that I will be working to shift your thinking from student to professional. So when you're wanting to fight for a grade, think like a professional, not a student. You'll soon be one.
5. Work submitted must be of the highest quality to receive the total possible number of points. Grade expectations are as follows:
A grade of **C** indicates that the student has *met* the basic performance expectations, A grade of **B** indicates that the student has *exceeded* the basic performance expectations, and a grade of **A** indicates that the student has *far exceeded* performance expectations.

7. Any incomplete, unrevised, not carefully edited, or unprofessionally submitted assignment will not be graded. It will be returned for revision and will *then* be graded. Please do not submit homework that uses text lingo, slang, etc.

8. There are THREE ways a student may contact me: email, Facetime, or by calling or texting me on my cell (573) 289-3945. *Don't assume I've gotten your message if I don't respond.* The quickest way to reach me is via text.

Grades:

Reading Responses, In-Class Assignments	30 %
Attendance/Participation	15 %
Weekly objectives and reflection paper	15 %
Digital Literacy Project	20 %
Final Project	20 %

Percentage	<u>Grading Scale</u>	Grade
95 – 100		A
92 – 94		A-
89 – 91		B+
85 – 88		B
82 – 84		B-
79 – 81		C+
75 – 78		C
72 – 74		C-
70 – 71		D+
67 – 69		D
65 – 66		D-
64 or below		F

Weekly Schedule

Note:

Reading Assignments may vary, depending on the flow of the course. There will also be occasional articles integrated into the reading.

Week #1

Technology Survey – Assess digital use/prowess/consumption/production
Read Chs. 1-3 in Hicks – What is media? What are media genres? What is genre study? How can digital writing cross content areas and facilitate organization? What is a web text?
Introduction to Digital Literacy – the digital divide, digital natives, and digital immigrants
Being a responsible digital citizen
Digital Use: Consuming vs. Producing
Best writing apps: introducing Notability, Evernote, and more
Reflection Research: Digital Literacy in the 21st century classroom

Week #2

Read assigned article

Web Building

Read Chs. 4 -6 in Hicks

Craft your own presentation! Using apps in your other classes, share a skill/strategy you learned that could benefit others.

How can touch devices, audio, and stylus writing help you learn? How can it improve studying? How does your learning style impact your ability to listen and learn?

Using videos (self-made or made by others) to improve not only your learning but your creativity

What video games can teach us (J. Gee)

Tools vs. apps vs. web designing

Week #3

Read assigned articles

Read Ch. 7-8 in Hicks

Social Media in context; classroom use

The pros and cons of digital writing/digital compositions

Preparation for Final Project/Presentation