I. Descriptive Information

A. Course number and title: EDRD 651
   Introduction to Teaching Media Literacy

B. Course description: A survey of analysis of electronic and non-print themes and messages aimed at youth, with special emphasis on design and implementation of curricula for enhancing children’s media literacy.

C. Course credit: 3 credit hours

D. Prerequisites: None

E. Intended Audience This course was designed to serve an audience of preservice or current secondary school language arts educators.

F. Instructor Jason Paddock, MAT.
   English Teacher, Spring Valley High School
   212 Turkey Oak Court
   Blythewood, SC 29016
   803-528-6122
   jasonapaddock@yahoo.com

   Office Hours Mondays and Wednesdays 1:45-2:45
   Wardlaw #232
   Virtual Office Hours: Tuesday 8:00 – 10:00 pm &
   Sunday 8:00 to 9:00 pm
   Appointment as needed

II. Course Goal, Objectives, and Conceptual Framework

A. Goal

   To acquire and demonstrate the dispositions, concepts, and skills needed to integrate technology into the English Language Arts classroom based on standards outlined by the International Society for Technology in Education (ISTE).
B. Objectives (Based on ISTE’s NET*S)

Students in this course will:

- use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

III. Required Texts and Readings


Articles and blogs posted on Blackboard.

IV. Attendance

Attendance is required for success in this professional course. Any absence will affect the participation grade, as will coming late to or leaving early from class. Absence from class is not a valid excuse for failing to meet deadlines or fulfilling course requirements. Late work will not be accepted except in extreme cases of illness or loss.

The attendance policy for this class is in accordance with the University of South Carolina attendance policy. Missing greater than 10% (4 ½ hours = more than 1 class) of the required 45 hours will result in failure of the course.

V. Course Requirements

A. Class Participation

This course will reflect a lab design. Students will be introduced to a concept and then begin using the concept in class. Because students develop understanding of technology through the practical use of technology, students will be expected to use, create, and develop technology based exercises. Each class period will have a checklist of tasks to complete. In addition, students will be expected to engage in class discussion. Students should prepare for class by reading the assigned texts before entering class.
B. Blogs
Students are to post eight page length blogs reflecting on concepts covered in class. Effective blogs might show concerns about concepts covered, ideas for application, connections to ideas outside of class, and/or reflection on the use of technology; however, blogs are not limited to these types of responses. Students should tag all blog entries and create links to any outside sources mentioned. Blog entries are due by noon the day following class.

C. Resource Wiki
Students will create a wiki that includes explanations, examples, and links of various technologies to use in the classroom. The wiki should include at least 14 links to useful resources, along with brief annotations explaining how the resource could be used in the classroom.

D. Multi-Media Technology Reflection
Based on concepts and ideas discussed during the course, students will create a multi-media reflection based on their understanding of using technology to grow professionally and engage students. Presentations should include four minutes of narration along with video or graphics that support the ideas in the narration.

E. Unit Plan
Students are to design a unit plan for teaching a full-length literary work commonly taught in high school classrooms. This plan should be constructed in accordance with the philosophies and methods introduced and modeled in this course. To be included in this unit plan are 5 one-page lesson plans that integrate student use of technology, goals, and objectives (aligned with state and ISTE standards) for teaching the unit. The unit plan will be submitted via the Resource Wiki.

VI. Evaluation and Grading
A. Class Participation
Those students who attend all classes, complete all tasks, and discussions will receive 30 points.

B. Blogs
Those students whose responses to concepts in class demonstrate critical thinking about and/or educational application of reading will receive 16 points.

C. Resource Wiki
Those students who construct a wiki resource with at least 14 annotated, linked resources will receive 14 points.

D. Multi-Media Technology Reflection
Students who create a four minute multi-media presentation that shows personal reflection on how to grow professionally and engage students will receive 10 points.

E. Unit Plan
Students’ unit plans will be evaluated according to the following criteria:
• Professional presentation
• Introduction
• Lesson plans
• Demonstration of various student engagements with technology, based on state and ISTE standards.
• Overall quality

The lesson plan will be submitted via your resource wiki. Students who submit a complete unit plan reflecting all of these aspects will receive 30 points.

Course grades will be calculated based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>30 points</td>
</tr>
<tr>
<td>Blogs</td>
<td>16 points</td>
</tr>
<tr>
<td>Resource Wiki</td>
<td>14 points</td>
</tr>
<tr>
<td>Multi-media technology reflection</td>
<td>10 points</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>30 points</td>
</tr>
</tbody>
</table>

Total Points 100 points

*A=100-93, B=85-92, C=77-84, D=69-76, F=68 and below*
Editorial Note

All assignments written out of class are to be wordprocessed, double-spaced, and well edited. All curriculum materials utilized in planning must be cited correctly in APA or MLA format. Points will be deducted for turning in unedited writing. As prospective English language arts teachers you will be held to the use of standard conventions for written English.

Students with Disabilities

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the professor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the appropriate office.

Plagiarism

University policies regarding academic responsibility WILL BE STRICTLY ENFORCED!
See: Student Affairs Policy STAF 6.25
http://www.sa.sc.edu/carolinacommunity/judicial.htm#Academic%20Responsibility

Any student who turns in work copied from another source (including the Internet) without due credit to that source and without the consent of that other source has plagiarized and will receive a 0 on the assignment. In addition, a letter of Academic Dishonesty will be issued by the instructor and Department Chair to be placed in the student file.

Please be especially aware of this as you compile materials for your unit plan. Cite where you obtained ideas for lesson plans and support materials.
## VII. Major Topics of the Course

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/*Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.6.8</td>
<td>The 21st Century Classroom and The Cloud</td>
<td><em>BWP</em>, Ch. 1 *<em>; Day 1 articles in Blackboard folder; Blogs</em></td>
</tr>
<tr>
<td>W.6.10</td>
<td>Finding and Documenting Information</td>
<td><em>BWP</em>, Ch. 2; Day 2 articles in Blackboard folder, Day 1 articles in Blackboard folder</td>
</tr>
<tr>
<td>M.6.15</td>
<td>Sharing Ideas: blogs, social bookmarks and Twitter</td>
<td><em>BWP</em>, Ch. 3, 5 &amp; 6, Day 3 articles in Blackboard folder</td>
</tr>
<tr>
<td>W.6.17</td>
<td>Collaboration Tools</td>
<td><em>BWP</em>, Ch. 4; Day 4 articles in Blackboard folder</td>
</tr>
<tr>
<td>M.6.22</td>
<td>Creating Visual Projects</td>
<td><em>BWP</em>, Ch. 7; Day 5 articles in Blackboard folder</td>
</tr>
<tr>
<td>W.6.24</td>
<td>Creating Multi-media projects</td>
<td><em>BWP</em>, Ch. 8; Day 6 articles in Blackboard folder; DUE: Resource Wiki by 9pm.</td>
</tr>
<tr>
<td>M.6.29</td>
<td>Simulations and Games</td>
<td>Day 7 articles in Blackboard folder; DUE: Technology Reflection</td>
</tr>
<tr>
<td>W.7.1</td>
<td>Synthesizing technological experiences</td>
<td><em>BWP</em>, Ch. 9; Day 8 articles in Blackboard folder; DUE: Unit Plan July 2nd electronically by 9pm.</td>
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</tbody>
</table>

* Blogs are due by noon the day following each class.

** *BWP = Blogs, Wikis, Podcast, and Other Powerful Web Tools for Classrooms* (Will Richardson)

ARTICLES: Plan to read two to three journal articles for each class session. All articles can be found in the Blackboard folder for that day.