

TEACHING WRITING WITH TECHNOLOGY:

Writing in the Digital Age

ENGL 4850 • (Same as TCH ED 5850.)

UMSL Summer Semester 2010

<http://www.umsl.edu/~gryan/wwt.home.html>

Instructors: Gary Ryan, Christian Brothers College High School; phone: 314- 985-6100
Extension 4019 OR email: ryang@cbchs.org.

Texts: *Redefining Literacy for the 21st Century* (Paperback) by David Franklin Warlick and *Ten Easy Ways to Use Technology in the English Classroom*: (Paperback) by Hilve Firek

Graduate Students: *A New Literacies Sampler*, Edited by Michele Knobel and Colin Lankshear, Peter Lang, Publishing, Inc. New York, ISBN 978-0-8204-9523-1 ISSN 1523-9543, 2007

Supplementary Texts: *Writing Space* by Jay David Bolter, *Growing Up Digital* by Don Tapscott, *How Teachers Learn Technology Best* by Jamie McKenzie and the *Writing in the Digital Age* Online Syllabus and Readings.

Logistics: This class meets on Monday and Wednesday from 8:-0 A.M. to Noon, June 14– July 19, 2010.

30 hours on UMSL campus and 15 contact hours online

Location: UMSL campus CCB room 003

Materials: Flash drives; paper, etc... While at school, we will be working primarily with MyGateway, Microsoft Office (e.g. Word and PowerPoint), DreamWeaver, and the plethora of communication tools on the World Wide Web—blogs, wikis, Twitters, and Nings.

Away from UM-St. Louis, you will need to work primarily with a word program and access to the internet. It will be your responsibility to work beyond the class meetings in order to complete your web assignments and upload your materials to the class website, including to your own UM-St. Louis web account. Graduate students will also produce a number of short papers analyzing how new literacies are being researched, from traditional rhetorical and literary perspectives and from a sociocultural perspective

Prerequisite: Basic knowledge of computers and word processing, either Macintosh or IBM platforms.

Course Objectives:

The purpose of this course is to explore how digital tools are changing the nature of teaching writing. Using computer-based tools, which usually include some mixture of computer-based images, text, recorded audio narration, video clips and/or music, participants will learn how each

step in the digital writing process reflects an increase in techno-literacy, problem solving, collaboration, while honoring traditional writing and reading skills. Participants will learn how to make digital storytelling, multimedia research projects, blogs, Wikis, Twitters and Nings relevant to the teaching they are already doing and also how contemporary literacy has changed the social and political dimensions of the learning environment.

Students will:

- Set up their own digital teaching (web-based) environment;
- Make tech demonstrations relevant to the teaching that you're already doing;
- Connect educational theory that advocates contemporary literacy with their own classroom practices;
- Design research-tested, project-based writing assignments that encourage collaboration and multi-modal composition;
- Develop lessons that support student inquiry, by incorporating meta-cognitive strategies that follows and models the way the brain constructs meaning;
- Assess their own educational environment and develop a written plan for incorporating technology into their curriculums and training others in their systems to do the same.

Class Activities:

modeling – develop lessons that support student inquiry and collaboration, by incorporating meta-cognitive strategies that encouraging students to experiment with ideas; think divergently; speculate, hypothesize; and construct meaning.

multimedia and hypertext – learn how to create new ways of creating communicative documents combining different modes and media and new ways of reading them.

game play - the ways in which playing special digital games exemplifies ways of thinking and working that compliments learning and the deep expertise of the sort that so often eludes learners in schools.

Grading: All grading is done on a point system. Your grade will be based on the successful completion of all assignments, web page critiques, participation in the class online discussion and attendance. There will be four major assignments (Web Page, Multi-Media Presentation, Lesson Plan, and Action Plan). Web page critiques and email postings to the class listserv will be based on course material (class lectures and discussions). We will be using incremental grading on the three major assignments, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F (See UMSL guidelines)

Assignments are as follows:

Teacher Webpage Construction (100 points)

Digital Storytelling and/or Multimodal Composition (100 points).

Graduate students will also write a 1-2 page abstract profiling this project. and how the multimodal presentation fits into traditional compositional theories.—total 1

Lesson Plan incorporating the use of technology (100 points)

Action Plan (100 points)

Web Page Critiques (10 points each) –total 7

Discussion Board Entries (5 points each) –total 20 for undergraduates; 25 for graduates—see special circumstances for social networking on distance learning days and special responsibilities for “websitters”.

- Websitters: Each week selected participants from the Writing in the Digital Age class will be web sitters—reacting to posts. Because one person can’t do it all, this effort requires total engagement of all course leaders. Everybody works the course discussion board, wikis, ning or other social networking environments.

Graduate short essays will focus on: (Choose One)

1. How the computer fits into the history of writing technologies, from clay tablets, to codex, to manuscripts, to the printed book, to the electronic page (100 points)
2. How new literacies are being researched, from traditional rhetorical and literary perspectives and from a sociocultural perspective. (100 points)

I will grade your essays (“writings”) according to the following criteria:

- writing responds to the assignment, meets composition length, and it is coherent and error free.
- writing is organized around a main idea, and has an introduction, body, and conclusion.
- writing shows that the student is attempting to develop an original idea, with a fresh writing style incorporating a balance of argument and evidence.

This course schedule is highly compressed and relies on group response and interaction. Final grades will be calculated by dividing your total amount of points by the total amount of points possible.

ASSIGNMENT DUE DATES:	
Web Page/Digital Storytelling/ Multi-Modal Composition	Day #6
Lesson Plan	Day #10
Action Plan; Final Presentations and Papers	Day #11

***** Very Important:** Attendance is required! You should notify me before class if you know you will not be able to attend, and as soon as possible if something unexpected arises. Missing

more than one class meeting will require makeup work, or it might result in a failing grade. Also, because of our heightened online learning commitment, class participation on “distance learning days” will require vigorous participation and contributions on required discussion boards, blogs, Twitter, Nings, Google docs and wikies. Every participant will also be a “web sitter” and be expected to respond to other class members posts. The class is meant to be a community of learners.

SYLLABUS--This syllabus will be revised in the next week to include new readings from this semester's texts and on online (distant learning) component. After our first meeting, we will discuss dates for Distance Learning days.

Day #1 Monday, June 14-- Introduction of the course; icebreaker activities; discussion of syllabus, website, class listserv and assignments explained; time to explore TWWT/GWP website; ASSIGNMENT: Write a short biographical paragraph for inclusion on the class web site; Integrating Writing and Multimedia; Read Chapters 1 in Warlick and write one web page critique for Day #3; make entry on class discussion board.

Graduate Students: Read selections from *A New Literacies Sampler*,

Day #2 Wednesday, June 16 – Class discussion of reading; Introduction to Hypertext; Introduction to basic web design, gaming, and social networking; Glossary of web page design support; discussion of hypertext documents and demonstration of PowerPoint and Dreamweaver; Explanation of how to download files from the Internet; discussion of plagiarism and copyright; troubleshoot MyGateway problems. Introduction to composition theory and how contemporary “texts” now include additional media such as voice recordings, music files, animation, video, and also invite additional authorship.

ASSIGNMENT: Create your own hyperlinked document, webpage or Powerpoint (Digital Storytelling) presentation for use with your class due Day #6; time to work; Read Chapters 2 and 3 in Warlick and make entry on class discussion board. Read

Day #3 Monday, June 21 – Class discussion of reading; Discussion of the connection between literacy, technology and critical thinking; Discussion of digital composition and storytelling; time to work on assignment; Read Chapters 4 & 5 in Warlick and make entry on class discussion board

Day #4 Wednesday, June 23– Class discussion of reading; Troubleshoot web page design; Links to web page design on Internet; critique aesthetics of others' web page designs; explanation of web page templates on Microsoft Word and DreamWeaver, and how to borrow design elements from shareware sites; Web page critiques due; class discussion of critiques; Chat rooms, bulletin boards, newsgroups; time to work; read from our Online Syllabus (selections may be specified at a later date) and make entry on class discussion board.

Day # 5 Monday, June 28 – Distance Learning Day
– Class discussion of reading; Discussion of professional collaboration on the web; introduction of OWLs. Blogs, Wiki, Twitter, Ning and Multi-modal composition resources; Continue

working on assignment; read from our Online Syllabus (selections may be specified at a later date) and make entry on class discussion board.

Day # 6 Wednesday June 30 -- Class discussion of reading; WEB PAGE, DIGITAL STORY/POWERPOINT PRESENTATION DUE; peer group edit of assignment; read from our Online Syllabus (selections may be specified at a later date) and make entry on class discussion board; introduction to uploading digital stories to the internet; Podcasting and Google.docs

Day #7 Monday, July 5 – Distance Learning Day

Class discussion of reading; Web page critiques due; class discussion of critiques; Introduction to the Internet; Searching the Internet using Boolean operators; ASSIGNMENT: Create a lesson plan incorporating the use of different technologies due Day #10; Begin reading Firek and make entries on class discussion board; read from our Online Syllabus (selections may be specified at a later date) and make entry on class discussion board.

Day #8 Wednesday, July 7 -- Class discussion of reading; Presentation of different multi-modal writing software and environments; the pros and cons of Powerpoint, Blackboard, blogs, wikies, ning, Twitter, Gogo Frog, social networking, etc.); time to search for products online; read from our Online Syllabus (selections may be specified at a later date) and make entry on class discussion board.

Day #9 Monday, July 12 – Distance Learning Day

Class discussion of reading; discussion of multimedia compositions. Advanced class discussions and visit to social networking environments (such as Second Life and Online Writing Communities); read from our Online Syllabus (selections may be specified at a later date) and make entry on class discussion board.

Day #10, Wednesday, July 14, – Review Class discussion of reading; LESSON PLAN DUE; presentations; Read from our online syllabus and make entry on class listserv; ASSIGNMENT: Create an action plan for your educational environment due online. ASSIGNMENT: Graduate students—Abstract of one of the studies in A New Literacy Sampler, concentrating on how research can be focused through a sociocultural perspective.

Day #11 July, 19 – Distance Learning Day--Class discussion of reading; Finalizing Webpages; Integrating Writing and Multimedia; Special Projects and Concerns; Action Plans Due; class wrap up.