

George Mason University
College of Education and Human Development
Literacy and Reading Program

EDUC 896 A01: Digital and New Media Literacies
3 Credits, Summer 2017
Online

Faculty

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Prerequisites/Corequisites

Students must be enrolled in a PhD program in Education or Human Development programs unless instructor permission is given.

University Catalog Course Description

Explores selected topics in education across all doctoral specializations.

Course Overview

This special topics course will engage students in an in-depth study of theories surrounding digital literacy, new literacies, and new media literacies. We will explore the influence of social media and other digital technologies on academic development both in and out of the classroom, as well as issues of equity and diversity in relation to digital technology. Students will be invited to reconsider the role of digital technology in instruction and the sociocultural practices associated with digital environments.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 15, 2017 at 12pm.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on the first day of each course module and end on the last day of each course module (typically 5 days long).
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- (a) Demonstrate understanding of major literacy theories, terms and standards relative to the use of digital technology for children and adolescents.
- (b) Demonstrate knowledge of critical issues pertaining to the use of digital technology in schools.
- (c) Demonstrate understanding of the frameworks used to guide technology integration in schools for the enhancement of student learning and engagement.
- (d) Demonstrate understanding of the ways that digital technology may support the development of traditional and digital literacy skills.
- (e) Demonstrate understanding of how new media are being taken up by youth and how those practices change youth-adult negotiations over literacy, learning, and authoritative knowledge.
- (f) Describe a conceptual framework for evaluating or critiquing the uses of digital technology for learning.

Professional Standards

Not Applicable.

Required Texts

Hutchison, A. & Colwell, J. (2015). *Bridging Technology and Literacy: Developing Digital Reading and Writing Practices in Grades K-6*. Chicago: Rowman & Littlefield.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor on Blackboard.

- **Assignments and/or Examinations**

Instructions for all of these assignments will be posted to Blackboard within the folder for each module.

Module 1:

Introductory Video Posting (50 points)

Personal Conceptual Framework (50 points)

Module 2:

Reading Response (100 points)

Module 3:

Reading Response (100 points)

Critical Analysis Paper (100 points)

Module 4:

Kitchen Activity and Video Posting (50 points)

Reading Response (100 points)

Module 5:

Reading Response (100 points)

Module 6:

Responding with New Literacies (100 points)

Module 7:

Responding with New Literacies (100 points)

Module 8:

Final Personal Conceptual Framework (150 points)

- **Grading Scale**

Low Range	High Range	Grade
0	699	F
700	799	C
800	839	B-
840	869	B
870	899	B+
900	939	A-
940	1000	A

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module	Title/Topic	Dates
Module 1	So Many Terms My Head May Explode: <i>Introductory Videos</i> <i>Developing a Personal Conceptual Framework</i> Readings: None	May 22-24
Module 2	So What's Your Theory? <i>Exploring New Literacies Theories</i> Readings: 1) <u>Theoretical Perspectives and Literacy Studies</u> by Baker, Pearson & Rosendal, 2010 2) Chapter 1 from <i>A New Literacies Sampler</i> , <u>Sampling "the New"</u> in <i>New Literacies</i> , By Knobel & Lankshear, 2009 3) Chapter 1 from <i>Bridging Technology and Literacy</i> (class text by Hutchison & Colwell), <u>Digital Technology in the Literacy Classroom</u>	May 25-29
Module 3	So Just How Digitally Literate Are Our Students? <i>Exploring Student Skill & Interest, Issues of Equity</i> Readings: 1) <u>What Are Preadolescents Reading online?</u> By Hutchison, Woodward, & Colwell, 2016 2) Your choice: see module in Blackboard	May 30-June 3
Module 4	So How Can We Help Teachers Do This Thing? <i>Frameworks for Integrating Technology Into Instruction</i> Readings:	June 4-8

	<ol style="list-style-type: none"> 1) <u>Teachers Technological Pedagogical Content Knowledge and Activity Types</u> by Harris & Koehler, 2009 2) Chapter 2 from <i>Bridging Technology & Literacy</i> Hutchison & Colwell, 2015 	
Module 5	<p>So What Else Are People Saying About New Literacies?</p> <p><i>Video Games and Learning</i></p> <p>Readings:</p> <ol style="list-style-type: none"> 1) <u>A Situated Sociocultural Approach to Literacy & Technology</u> by James Gee, 2010 2) <u>Multiple Visions of Multimedia Literacy</u> by Renee Hobbs, 2006 	June 9-13
Module 6	<p>So, Meanwhile, What's Happening Back in the Classroom?</p> <p><i>Approaches to Integrating Technology into Literacy Instruction</i></p> <p>Readings:</p> <p>Chapters 3-9 from <i>Bridging Technology & Literacy</i> By Hutchison & Colwell, 2015</p>	June 14-18
Module 7	<p>Give Me More. What Else Are People Saying About New Literacies?</p> <p><i>How youth engage with media and what it means for literacy and learning</i></p> <p>Readings:</p> <p><u>Living & Learning With New Media</u> by Ito et al, 2009</p>	June 19-24
Module 8	<p>"Final"ly.</p> <p><i>Final draft of Personal Conceptual Framework</i></p>	June 19-24

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Appendix 1: Guidelines for Online Discussion

Discussion forums are a method of conducting asynchronous discussions focused on specified topics. They are an excellent method of building community, especially in an online environment. Since our class is online, it is important for us to get to know each other and feel comfortable exchanging ideas, whether they are shared by all or not. In fact, debate is encouraged as

long as a respectful tone is maintained. You will be graded on your participation in the discussions. You will have some discussions with members of the entire class, but many of your discussions will be organized by groups. I have found small group discussions perpetuate deeper discussions. Your participation in the discussions will be graded. You can find the grading rubric below. Please read it so you are familiar with class expectations.

- ❖ Students are required to post to the appropriate discussion area by the dates specified on the schedule. Participation should take place throughout the week to allow the discussion to evolve as it takes place asynchronously (not at the same time). Responses should reflect your best thoughts about the readings, assignments, other students' postings, and the instructor's comments. Our goal is to create a community dialogue in our class.

- ❖ The discussion forum is a safe place to make mistakes and ask questions. Students should strive to add value to the discussion with honest and sincere postings. Here are some characteristics of good postings. Also, refer to the forum discussion rubric below.
 - Include the source of information from class readings or other resources you are using for your comment.
 - If you are responding to a posed question, please make reference to information from class readings, other students' postings, and/or personal experiences. You are encouraged to pose a question that might advance our discussion to another level. Don't be afraid to do this!
 - Elaborate and/or extend someone else's posting.
 - Provide examples to illustrate the point you are making.
 - You should use an expanded definition of literacy when making your posts. That is, insert hyperlinks, graphics, video, and/or audio to illustrate your points. For instance:
 - * If you are referencing a website, include a link.
 - *If you are referring to a good example of a student work product, include a link.
 - *If you find a video or graphic that illustrates your point, include a link to it.
 - *If you find an online article that captures an important point, include the link in your post. You will be awarded exemplary points for including digital features in your discussion posts.
 - *If you think a video is a better method of sharing your responses to the discussion topic, create a video and inset the link in the forum.

- ❖ You are always welcome to agree or disagree with whatever has been said in the discussions; please remember to explain your viewpoint, support it by the text or other resources, and use a respectful tone.

Tone: Post comments using a positive or at least a neutral tone. The most basic rule of Netiquette in the Discussion Forums is: Post only comments that you would be comfortable receiving. To build a

collaborative environment, an attentive, polite, and caring attitude helps to build the right tone to our communications with each other.

Form: As a courtesy to those reading your comments, proof read them before posting them. Spelling and grammar errors can obscure your meaning.

Content: Review the content of your posting before posting it. Does it address the topic under discussion? Does it add value to the discussion? Posting irrelevant material impedes the progress of mastering content in the discussion. Does it fulfill the rubric expectations?

- ❖ Content and quality of your responses should reflect the expectations outlined in the rubric posted below. Generally speaking, students must:
 - i. Display understanding of course material in relation to the discussion
 - ii. Respond to classmates' comments with thought and respectful tone
 - iii. Help generate and sustain a small group discussion online by maintaining continuous participation in the discussion during the allotted time
 - iv. Use course materials, professional experiences, and opinion to provide examples and support statements.

Criteria	Unsatisfactory	Limited	Proficient	Exemplary
Critical Analysis (Understanding of Readings and Outside References) (up to 50 points)	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited

				quotes are cited appropriately. No more than 10% of the posting is a direct quotation.
Participation in the Learning Community (up to 15 points)	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.	Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.
Timeliness of Participation (up to 10 points)	Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module.	Discussion postings respond to most postings of peers several days after the initial discussion.	Discussion postings respond to most postings of peers within a 48 hour period.	Discussion postings are distributed throughout the module as much as possible (not posted at the very end of the last day of the module).
Response Methods	Does not utilize 2 or more electronic textual	NA	NA	Utilizes at least 2 electronic features per module in forum responses such as

(up to 15 points)	features in any forum responses.			graphics, hyperlinks, and/or audio. Electronic features add value to response.
Etiquette in Dialogue with Peers (up to 10 points)	Written interactions on the discussion board show disrespect for the viewpoints of others.	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and interest in the viewpoints of others, as well as sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.