

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Learning Technologies**

**EDIT 782
Designing for Literacy
Spring, 2016
Section 001
(3 credit hours)**

PROFESSOR(S)

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COURSE DESCRIPTION

- A. Prerequisite:** EDIT 780, Principles of School-Based Design; EDIT 781, Designing for Information Using
Corequisite: EDIT 783, Designing for Problem Solving
- B. Course description from the University Catalog:** Explores 21st century definitions of literacy related to multiple symbolic environments (e.g. visual, numeric, alphabetic). Examines the practice of design that integrates technology to promote literacy competence across media and across PreK-12 abilities and interests.
- C. Expanded Course Description**
The nature of course delivery uses a blended delivery approach, weekly combining asynchronous online and face-to-face instruction. Blended learning is the thoughtful fusion of face-to-face and online learning experiences. Blended learning is not an addition that builds another layer of instruction. Rather, it represents a restructuring of course activities and assignments to enhance engagement and to extend access to a range of web-based opportunities. Blended learning emerges from an understanding of the relative strengths of face-to-face and online learning to provide learning activities consistent with course goals. Blended learning combines the properties and possibilities of both to go beyond the capabilities of each separately.

LEARNER OUTCOMES or OBJECTIVES

This course is designed to enable students to:

1. develop a comprehensive understanding of literacy as a digital learning goal;
2. develop a comprehensive understanding of the connection between literacy and content learning goals;

3. develop a comprehensive understanding of design principles, processes, and patterns for promoting literacy within the context of content learning goals;
4. develop comprehensive knowledge of technologies that afford PreK-12 learners' ability to develop literacy within the context of content learning goals; and
5. design learning opportunities for PreK-12 learners at the intersection of effective design, technology affordances, and content that promote literacy.

PROFESSIONAL STANDARDS

The Designing Digital Learning in Schools (DDLS)-CERG certificate and 6 course core of the MEd concentration (DDLS) is informed by the International Society for Technology in Education Standards for Teachers (ISTE Standards•T) (<http://www.iste.org/standards/standards-for-teachers>). For the purposes of evaluation of performance-based assignments and program assessment, the ISTE standards have been collapsed and restated to better reflect program goals. Thus, DDLS-CERG and DDLS concentration standards are:

- Standard 1: Content Knowledge and Reflective Practice - Student demonstrates reflective practice through thoughtful, comprehensive descriptions of their learning with clear connections to concept/theories studied, personal teaching beliefs, experiences, and learning goals, technology's role in supporting and extending learning, and the design of teaching and learning in classroom settings.
- Standard 2: Knowledge of Tools and Designing Instruction - Student demonstrates ability to use a variety of technology tools to produce products that reflect appropriate mechanics, principles of design, and appropriate technology affordances
- Standard 3: Connections to Practice – Designing Learning Opportunities - Student demonstrates understanding and ability to use a variety of technology resources integrated with classroom practice that includes an authentic problem, integration of instructional principles of design, connections with content learning, assessment of learning outcomes, and teacher reflection on implementation.

REQUIRED TEXTS:

1. Eisner, E. (1994). *Cognition and curriculum reconsidered* (2nd ed.). New York: Teachers College Press.
2. Williams, R. (2014). *The non-designer's design book* (4th ed.). Berkeley, CA: Peachpit Press.
3. Gee, J. (2007). *What video games have to teach us about learning and literacy* (2nd ed.). New York: St. Martin's Griffin.
4. Selected articles and web resources.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements –

1. Participation is mandatory, as discussions, readings and activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all discussions, both face to face and online.
3. Each student is expected to participate in and complete all projects.
4. Students who must miss either online or face to face activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Performance-Based Assessment –

1. Lesson Design Documents (2 for 15 points each) - Mid-semester and end of semester student will submit a design document detailing the design of a lesson appropriate for their teaching context. Rubric and format will be provided in class. (This PBA will be used as part of the accreditation data gathering process.)
2. Video Essay (30 points) – Working collaboratively, student will participate in the creation of a design document for a video essay. When design plan is approved, student will collaborate to produce a video essay. Student will work with teammates to create a graphically appropriate desktop published brochure to support their video essay.
3. Online Portfolio (10 points) - Students is required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester's work.

C. Criteria for evaluation - Since this is a graduate level course, high quality work is expected on all assignments. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due on the date stipulated in the Schedule of Activities section below. Late assignments will not be accepted without making arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Both course participants and the course instructor will be involved in assessment of graded assignments. Prior to the due date for any assignment, the student will participate in the review and/or development of an assessment rubric. This rubric will provide course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment. See rubric(s) below.

D. Grading Scale

Requirements	Points
Course Participation ¹	30
Online Portfolio	20
Lesson Design Document #1	10
Lesson Design Document #2	10
Video Essay & Desktop Published Brochure	30

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any DDLS course with a required performance-based assessment is required to submit this assessment, Lesson Design Document to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.

¹ Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

- d. The George Mason University 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/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff 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/>].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & 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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

PROPOSED CLASS SCHEDULE

	In Class Activities	Preparation for Class
Week 1	Introduction to Course Overview of Syllabus and Course Responsibilities and Assignments Short Presentation – Literacy as a Digital Learning Imperative	Complete activities specified for Week 1 on class Blackboard site Read <i>Is Google Making Us Stupid</i> and <i>Twilight of the Book</i> – available on Blackboard
Week 2	Introduction to Computer Graphics Draw Program Tools – A Mask Draw and Color: Two More Masks	Complete activities specified for Week 2 on class Blackboard site
Week 3	Discussion and activity on readings Review: Contrasting Draw and Paint The Tools of Paint Programs Paint & Perspective – Take Off Your	Begin <i>Cognition and Curriculum Reconsidered</i> Complete activities specified for Week 3 on class Blackboard site

	Shoe	
Week 4	Adding Words, Adding Images The New You - Altering Images Working with Symbols: Phormia, the Big Five, Learning to Read – Alphabet, <i>Children of Fortune</i>	Finish <i>Cognition and Curriculum Reconsidered</i> Complete activities specified for Week 4 on class Blackboard site
Week 5	Discussion and activity – <i>Cognition and Curriculum Reconsidered</i> A Poetic Adventure Model Lesson - Creating a Time Capsule Design Document Analysis of the design of the lesson	Read <i>The Non-Designers Design Book</i> Complete activities specified for Week 5 on class Blackboard site
Week 6	Discussion and activity on readings Model Lesson - Paper Napkin Posters Analysis of the design of the lesson	Complete activities specified for Week 6 on class Blackboard site
Week 7	Google Sites and Program Portfolios – Discussion and planning Model Lesson - Business Cards, Letterhead, Flyer Analysis of the design of the lesson	Continue <i>Non-Designer's Design Book</i> Complete activities specified for Week 7 on class Blackboard site Begin Portfolio Design Document
Week 8	LESSON DESIGN DOCUMENT #1 DUE A video on making videos The video design process The World's Greatest Hamburger	Finish <i>Non-Designer's Design Book</i> Complete activities specified for Week 8 on class Blackboard site Work on Portfolio Design Document
Week 9	Discussion and activity – <i>Non-Designer's Design Book</i> Model Lesson - Four Jokes and a Video Analysis of the design of the lesson	Read <i>Presentation Zen</i> links provided on Blackboard Complete activities specified for Week 9 on class Blackboard site Finish Portfolio Design Document
Week 10	Exploring the Essay – What is a Video Essay Analyzing examples of video essays Begin creating a video essay design document	Read <i>Presentation Zen</i> links provided on Blackboard Complete activities specified for Week 10 on class Blackboard site Begin working on portfolio
Week 11	Classroom Presentations of Zen presentations Work on video design document	Complete activities specified for Week 11 on class Blackboard site Work on portfolio
Week 12	Model Lesson 5 – The Electronic Grandmother Analysis of the design of the lesson Work on video design document	Complete activities specified for Week 12 on class Blackboard site Work on portfolio
Week 13	Model Lesson 5 – The Bicentennial Man	Complete activities specified for Week 13 on class Blackboard site

	Analysis of the design of the lesson Work on video design document	Work on portfolio
Week 14	Filming Video Essay Creating Video Brochure	
Week 15	LESSON DESIGN DOCUMENT #1 DUE Final Synthesis Activity Course Presenting videos Evaluation	

Rubric for Performance-Based Assessment #3 (Lesson Design Document) – Standard 2 (EDIT 782)

	Exceeds Standard	Meets Standard	Fails to Meet Standard
Lesson Design	Lesson design document is well designed and reflects best practices. Addresses all components of the design document	Lesson design document is appropriately designed and reflects best practices. Addresses all components of the design document	Lesson design document is incomplete or lacking use of best practices. Fails to address components of the design document
Design Principles and Processes	Lesson design document robustly reflects use of principles and processes of good design	Lesson design document reflects use of principles and processes of good design	Lesson design document reflects limited or no use of principles and processes of good design
Technology Affordances	Lesson design document demonstrates rigorous use of technology affordance analysis in the incorporation of technology tools	Lesson design document demonstrates adequate use of technology affordance analysis in the incorporation of technology tools	Lesson design document demonstrates little or no use of technology affordance analysis in the incorporation of technology tools
Content	Lesson design document reflects thoughtful and well-constructed connections to learners' context and content	Lesson design document reflects adequate connections to learners' context and content	Lesson design document reflects limited or no connections to learners' context and content