Term Information

Effective Term          Autumn 2013

General Information

Course Bulletin Listing/Subject Area           Education: Teaching & Learning
Fiscal Unit/Academic Org                      School of Teaching & Learning - D1275
College/Academic Group                        Education & Human Ecology
Level/Career                                   Graduate
Course Number/Catalog                         7500
Course Title                                   Teacher Leadership in Teaching Digital Writing
Transcript Abbreviation                       Tchg Digital Wtg
Course Description                            This course prepares teachers and other educators to conceptualize and deliver teacher education for the integration of digital writing in K-12 classrooms. Through a series of face-to-face and online interactions, participants develop a portfolio of digital writing, a theoretical framework for the use of digital writing in instruction, and a research-based framework for professional development.
Semester Credit Hours/Units                   Fixed: 2

Offering Information

Length Of Course                               14 Week
Flexibly Scheduled Course                      Always
Does any section of this course have a distance education component?  Yes
Is any section of the course offered           Greater or equal to 50% at a distance
Grading Basis                                  Letter Grade
Repeatable                                      No
Course Components                               Field Experience, Recitation
Grade Roster Component                          Recitation
Credit Available by Exam                        No
Admission Condition Course                     No
Off Campus                                      Never
Campus of Offering                              Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites                      prereq: EDUTL 7393 or by permission of instructor
Exclusions

Cross-Listings

Cross-Listings                                  N/A

Subject/CIP Code

Subject/CIP Code                                 13.0101
Subsidy Level                                   Doctoral Course
Intended Rank                                   Masters, Doctoral, Professional
Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Provides teachers who already have expertise in the teaching of writing with expertise (1) in the use of digital literacies for instruction K-12, and (2) in designing and delivering related professional development.

Sought concurrence from the following Fiscal Units or College

Department of Educational Studies

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• 1. Increase expertise and knowledge of the research on digital writing in K-12 instructional contexts.

• 2. Increase expertise in conceptualizing and delivering professional development in the area of digital writing.

Content Topic List

• Genres of digital literacies;

• research and practice on K-12 instruction with digital literacies;

• research, theories, and practices in professional development related to K-12 instruction with digital literacies

Attachments

• Teacher Leadership in Teaching Digital Writing Syllabus.docx

(Syllabus. Owner: Mercerhill, Jessica Leigh)

Comments

Workflow Information

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<th>Date/Time</th>
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<td>01/25/2013 02:48 PM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>04/16/2013 11:06 AM</td>
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<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>04/16/2013 11:07 AM</td>
<td>College Approval</td>
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Syllabus
Teacher Leadership in Teaching Digital Writing
EDUTL 7500
3 Semester Hours

Instructors:
Melissa Wilson, School of Teaching and Learning
David Bloome, School of Teaching and Learning
Troy Hicks, Central Michigan University

Overview and Purpose of the Course
This course prepares teachers and other educators to conceptualize and deliver teacher education for the integration of digital writing in K-12 classrooms. Through a series of face-to-face and online interactions, participants in this course will develop a portfolio of digital writing (including a social media presence), a digital writing theoretical framework, a theoretically and research grounded framework and model for professional development and teacher education for digital writing theoretical, and a proposal for a professional development project.

Prerequisites
EDUTL 7393 Teaching Writing (or permission of instructor)

Objectives
- Increase expertise in diverse genres of digital writing including social media and specific programs for digital writing in content areas K-12.
- Increase knowledge of the research on digital writing in instructional contexts.
- Theorize professional development in the area of digital writing.
- Theorize, conceptualize, and design professional development experiences with digital writing, both online and face-to-face, for other educators.
- Implement a set of professional development experiences for other educators in the area of digital writing.

Nature of the Course
This course involves both face-to-face meetings and on-line meetings. The focus of the course is preparing you to provide leadership in your school, school district, and more generally, in integrating digital writing with K-12 instruction. Please note: the emphasis here is not on digital writing for its own sake, but rather as a part of a comprehensive instructional plan and program in particular content areas.

There are three types of learning involved in the course. First, you will acquire knowledge of research and theories on the use of digital writing in K-12 instruction and on the conceptualization and delivery of professional development related to the use of digital writing in K-12 instruction. Engagement in this type of learning involves lectures and reading and discussion of articles, books, and other resources. A web site will be established for this purpose. Second, you will gain expertise in diverse genres of digital writing. To gain this expertise, you will engage in a series of “real-world” tasks using a range of on-line resources. You will be guided in this learning through weekly on-line sessions. The third type of learning involves the development of professional development practices. To facilitate this learning you will develop a set of professional development experiences that will be vetted with the other participants in the course and with the instructors.
Assignments

1. **Social Network Presence**
Through blogging, Twitter, Facebook, Google+ and other similar forms of social media, participants will develop a presence as a teacher leader. Activities will include class-only discussions, public discussions such as #engchat, webinars, and regular blogging.

2. **A Theoretical Framework and Model for the Use of Digital Writing in K-12 instruction.**
This is a three to five page paper that, citing research and related studies, presents your theoretical framework for the use of digital writing in K-12 instruction. You will vet your theoretical framework with others in the course as well as with the instructors. You will have a chance to revise after receiving feedback.

3. **A Theoretical Framework and Model for Professional Development in the Use of Digital Writing in Classroom Education**
This is a three to five page paper that, citing research and related studies, presents your theoretical framework for professional development in the use of digital writing in K-12 instruction. You will vet your theoretical framework with others in the course as well as with the instructors. You will have a chance to revise after receiving feedback.

4. **Annotated Bibliography of Research on Digital Writing for Use in K-12 Instruction**
This annotated bibliography needs to be focused on a specific topic related to classroom instruction or professional development. You should discuss the specific topic with one of the instructors first and receive approval before beginning. On average, we expect 10 to 20 items in each bibliography.

5. **Professional Development Proposal**
Either alone or with one or two other teachers (they do not have to be members of the course), develop a comprehensive plan for a webinar, a workshop (or series of webinars and workshops) or a course for the use of digital writing in K-12 education that is theoretically grounded and grounded in the research base.

6. **Implementation Of A Professional Development Activity (or activities; this can be a part of the professional development proposal listed above) accompanied by a description of what happened, an evaluation, a discussion of what was learned (by yourself about professional development in digital writing), and a list of revisions for a future professional development activity(ies).** (Although we strongly encourage completion of this task, this is an optional activity).

7. **Demonstrated Expertise With The Following Types of Digital Programs / Tools:** Text based tools (e.g., blogs, wikis, collaborative docs), presentation tools (e.g., Slideware, Prezi), audio tools, and video tools. For each, a screencast is required to show proficiency.

8. **A Portfolio Of Digital Writing** including the digital writing completed in the previous seven assignments. Additional details provided in class.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Face-to-face Meeting at OSU (Friday night and Saturday morning)</th>
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<tbody>
<tr>
<td></td>
<td>• Intros and establishing norms</td>
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<td>• Creating accounts for web-based services</td>
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<td>• Developing inquiry questions</td>
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<td>Weeks 2-6</td>
<td>Online discussions with once a week webinars. Webinar topics:</td>
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<td>Week 2: Where are we now? Welcome to life online.</td>
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<td>Week 3: Swimming in the shallows? Pt. 1</td>
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<td>Week 4: Why Teach Digital Writing?</td>
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<td>Week 5: Learning in the Cloud</td>
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<td>Week 6: NetSmart – Participating and contributing online</td>
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<td>Week 7</td>
<td>Face-to-face Meeting at OSU (Friday night and Saturday morning)</td>
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<td></td>
<td>• Working on theoretical frameworks</td>
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<td>• Working on bibliography</td>
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<td>Week 8-12</td>
<td>Online discussions with once a week webinars:</td>
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<td>Webinar topics:</td>
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<td>Week 8: Participant-led topic 1</td>
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<td>Week 9: Participant-led topic 2</td>
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<td>Week 10: Participant-led topic 3</td>
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<td>Week 11: Participant-led topic 4</td>
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<td>Week 12: Participant-led topic 5</td>
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<td>Week 13-14</td>
<td>Individual work on research proposal and group work on Professional Development plan</td>
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<td>Week 15</td>
<td>Face-to-face Meeting at OSU (Friday night and Saturday morning) – sharing Professional Development plans and digital portfolios</td>
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<td>4 months after end of course</td>
<td>Sharing descriptions and reflections on the implementation of the professional development plan</td>
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## Grading

**Attendance**: In-person attendance is required at each of the three face-to-face meetings (each involves a Friday night and Saturday morning session). It is also required that each participant must log-in weekly to the weekly webinars. Each instance of failure to meet this requirement can result in a lowering by a full grade at the instructor’s discretion.

**Participation in On-Line Discussions**: Each member of the class is expected to participate regularly and substantively in the on-line discussions. (10 points)

**Social Network Presence** (10 points).

- A Theoretical Framework and Model for the Use of Digital Writing in K-12 instruction. (10 points)
- A Theoretical Framework and Model for Professional Development in the Use of Digital Writing in Classroom Education (10 points)
- Annotated Bibliography of Research on Digital Writing for Use in K-12 Instruction (10 points)
- A Portfolio Of Digital Writing (10 points)
- Demonstrated Expertise With The Following Digital Programs (10 points)
Professional Development Proposal (30 points)

(Note: The assignment for implementing professional development activities is not included in the calculation of grades and is an optional task).
Grading: 90-100 points = A
80-89 points = B
70-79 points = C
below 70 points = F

Common Readings:

Articles
Cordi and Hicks – Articles for Ohio Resource Center

Additional Resources


**Statement of Student Rights:** Any student with a documented disability will receive effective and timely adaptations and accommodations to assure full learner access in this course.

**Academic Misconduct.**
The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

**The Ohio State University Statement on Academic Integrity**
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.” Please note that we follow the guidelines from the style manual of the American Psychological Association, sixth edition. The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.” Please note that we follow the guidelines from the style manual of the American Psychological Association, sixth edition. The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

**Other Policies**
All students taking this course are strongly advised to review the policies of the Graduate School (which can be found in the Graduate School Handbook available on-line) regarding student
responsibilities, academic integrity, etc.