Term Information

Effective Term: Summer 2014

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: 6302
Course Title: Teaching Digital Composition in Elementary and Secondary Classrooms
Transcript Abbreviation: Teach Digital Comp
Course Description: This course is intended for elementary and secondary in-service teachers who want to explore and improve their students' use of digital composition. The course emphasizes teachers using digital composition themselves as well as design of instruction for promoting students' use of digital composition.

Semester Credit Hours/Units: Fixed: 3

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 Less than 50% at a distance: Letter Grade
Repeatable: Yes
Allow Multiple Enrollments in Term: Yes
Max Credit Hours/Units Allowed: 6
Max Completions Allowed: 2
Course Components: Recitation, Seminar
Grade Roster Component: Recitation
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: TL 7393 - Teaching Writing. Otherwise permission of the instructor.
Exclusions:

Cross-Listings

Cross-Listings:

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank
Masters, Doctoral, Professional

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
• Students will gain confidence and competence as digital writers, composing with a variety of digital media.
• Students will acquire strategies for instruction that focus on the use of digital composition to enhance students’ academic learning.

Content Topic List
• Building a digital community.
• Blogging.
• Wikis.
• Culture, Language and Digital Composition.
• Digital composition and common core standards.
• Digital Storytelling.
• Evaluation of Digital Composition.

Attachments
• TL 6302 Teaching Digital Composition in Elementary and Secondary Classrooms Syllabus.docx: Syllabus
  (Syllabus. Owner: Bloome,David M)
• Response from ES on Teaching Digital Composition course proposal.pdf: Copy of E-mail
  (Concurrence. Owner: Bloome,David M)
• Responses from Dewitt and Ulman.pdf: Copy of E-mail
  (Concurrence. Owner: Bloome,David M)

Comments
• Approved by GSC. 3/4/14 (by Mercerhill,Jessica Leigh on 03/04/2014 04:02 PM)

Workflow Information
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Teaching Digital Composition in Elementary and Secondary Classrooms
3 Credit Hours

Instructors
Julie Johnson
Gretchen Taylor
Melissa Wilson

Course description
This class explores the possibilities of using digital composition in elementary and secondary classrooms. It emphasizes both (1) teacher use of and writing with digital composition tools, and (2) pedagogical strategies for teaching elementary and secondary students to use digital composition effectively for academic writing and learning.

Course objectives

• Students will gain confidence and competence as digital writers, composing with a variety of digital media. Part of this objective includes gaining familiarity with a broad range of digital tools and genres (web based and otherwise) for writing and for sharing one’s writing with others.
• Students will acquire strategies for instruction that focus on the use of digital composition to enhance the writing development and academic learning of elementary and secondary school students.

Introduction
This course has three emphases and the activities in the course directly relate to one or more of those emphases.

• Emphasis #1: Developing teachers as writers who use digital composition tools. Although one does not need to be an outstanding writer to be an excellent teacher of writing, it is important to be a writer nonetheless; someone who uses writing in many domains of their life, who reflects on their writing, and who sees writing as one way to have a voice within the words in which they live. The same is true about digital composition; although one does not need to be an expert in digital composition, a teacher of digital composition needs to be someone who engages in digital composition.
• Emphasis #2: In order to teach digital composition, a teacher must have familiarity with many digital composition tools and he/she needs to have in-depth knowledge of at least a few digital composition tools. Such knowledge makes it possible for a teacher to share digital composition tools with student and most importantly explore with confidence new digital composition tools as they are developed.
• Emphasis #3: Teachers need to have a repertoire of pedagogical strategies for teaching digital composition. Although a broad range of instructional strategies will be presented in the course, such knowledge is not enough. First, teachers must reflect on and frame each pedagogical strategy in terms of theories of learning, theories of writing and composition, and in terms of their own experiences in classroom teaching. In this course, we emphasize theories of writing and composition that acknowledge the social, communicative and contextualized nature of writing (e.g., Britton, 1978; Hillocks, 1986) and situated learning theories (e.g., Lave, 1996; Vygotsky, 1962; 1978) that are built on an understanding of essential nature of culture and language in learning (e.g., Agar, 1994). Further, teachers must modify any instructional strategy in terms of the subject matter being taught (e.g., literature,
argument, history, biology, statistics), the immediate context, and in terms of the particular students in one’s class.

**Course Content By Session**

(Assumes a 14 week format; topics may be combined if another format is used)

Session 1 Overview of Course. Rationale /jigsaw/discussion -- what/why digital writing

Session 2 Sharing digital compositions and composing. Building a digital community. Social media tools (e.g., (Twitter, Instagram, Google Drive),). Writing as Communication.

Session 3 Sharing digital compositions and composing. Blogging (e.g., Weebly, Wonderopolis). Digital composition and the author’s relationship to the audience.

Session 4 Sharing digital compositions and composing. Wikis. Issues of culture and language as related to teaching digital composition.


Session 9 Sharing digital compositions and composing. Addressing the common core standards on argumentation through digital composition.


Session 11 Sharing digital compositions and composing. Rationale /jigsaw/discussion – Developing a rubric for evaluating digital composition in one’s classroom

Session 12 Sharing digital compositions and composing. Presentations of Instructional Strategies.

Session 13 Sharing digital compositions and composing. Presentations of Instructional Strategies.

Required Readings


Supplemental Readings


Course Requirements

1. **Attendance and Participation.** During class you will be involved in whole class dialogue, small-group discussions of readings, work with partners and independent work. Because in-class activities will be so important to your learning in this course, your presence, positive participation, and professional disposition are heavily weighted in your grade. If you are going to have to miss a class, you should contact the instructor before the class or as soon after as possible. For every missed class it is your responsibility to get the notes from another student and make up any incomplete work promptly. More than one absence may impact your grade. Students are also expected to prepare assignments prior to each class and to actively participate in classroom activities.

2. **Assigned Reading.** You are expected to read all assigned materials for each class and be prepared to discuss them since these readings will provide the basis for class discussion.

3. **A reference list of digital mentor texts.** You will contribute suggestions for mentor digital texts throughout the course. These suggestions will be assembled to form a collaborative reference list.

4. **Evidence of engagement online.** You will participate in Twitter chats and add to your feed, comment on blogs and otherwise create a positive digital presence.

5. **Professional plan/philosophy statement.** You will write a 1-2 page statement of your professional plan for the incorporation of the ideas from this class into your own practice.

6. **Digital Composition.** You will create a digital presentation and publish it for an audience outside of the classroom community.

7. **Sharing a Digital Composition Instructional Strategy.** You will create a lesson that can be used in your classroom in which digital composition plays a major role. You will present that lesson to the class (with a handout that allows others to use that instructional strategy in their classrooms).

Letter Grade with Percentage Correspondence

- A = 95-100%  
  - A- = 90-94%  
  - B+ = 87-89%  
  - B = 84-86%
- B- = 80-83%  
  - C+ = 77-79%  
  - C = 74-76%  
  - C- = 70-73%
- D+ = 67-69%  
  - D- = 60-66%

Grading Distribution

- Participation and attendance= 20 points
- Professional plan/philosophy statement for moving forward=20 points
- Digital composition=20 points
- Evidence of engagement online=20 points
- Presentation of Instructional Strategy = 20 points

Total points = 100
Course Policies

If you have more than one absence, your grade will be lowered or you can meet with the instructor to discuss options for making up these absences. Any time you are absent, you need to follow up with the instructor about what you missed during the class meeting.

Academic Misconduct Statement
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Disability Statement
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

Statement on Diversity. The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
We are proposing a new course on Teaching Digital Composition in Elementary and Secondary Classrooms. The course is primarily intended as part of the offerings of the Columbus Area Writing Project; however, others may enroll in the course. It is targeted at inservice teachers. Since we know that faculty in your department teach courses about educational technology, we are seeking concurrence prior to submitting the course for approval.

Please let me know if you or any of your faculty have any questions or would like to discuss this proposed course.

Dave

David Bloome
Department of Teaching and Learning
College of Education and Human Ecology
The Ohio State University
Mailing address:
225 Ramseyer Hall
The Ohio State University
29 W. Woodruff Avenue
Columbus, Ohio 43210 USA

TL 6302 Teaching Digital Composition in Elementary and Secondary Classrooms Syllabus.docx
26K

Thanks, Dave!

Sent from my iPhone

[Quoted text hidden]
> <TL 6302 Teaching Digital Composition in Elementary and Secondary Classrooms Syllabus.docx>

Thanks Dave, will check with the technology faculty, but I don’t foresee any problems.

Eric.
Hi Dave. We are fine with this. Thanks very much for checking with us, greatly appreciated.

Eric.

Hi Dave. We are fine with this. Thanks very much for checking with us, greatly appreciated.

Eric.

We are proposing a new course on Teaching Digital Composition in Elementary and Secondary Classrooms. The course is primarily intended as part of the offerings of the Columbus Area Writing Project; however, others may enroll in the course. It is targeted at inservice teachers. Since we know that faculty in your department teach courses about educational technology, we are seeking concurrence prior to submitting the course for approval.

I am still waiting to hear from Louie Ulman, Cynthia Selfe, and Scott Dewitt. Hopefully I will hear from them soon.

Dave

David Bloome
Department of Teaching and Learning
College of Education and Human Ecology
The Ohio State University
Mailing address:
225 Ramseyer Hall
The Ohio State University
29 W. Woodruff Avenue
Columbus, Ohio 43210 USA
Hi, David.

Speaking for myself, I think the syllabus look great! I assume that you will be submitting the proposal through the normal channels for official concurrence, at which point our Chair and Director of Undergraduate Studies will probably consult with me, Scott, and Cindy before responding formally.

Best wishes,

Louie

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**THE OHIO STATE UNIVERSITY**

**H. Lewis Ulman** Associate Professor, Director of Digital Media Studies  
**College of Arts and Sciences** Dept. of English  
353 Denney Hall | 164 W 17th Avenue Columbus, OH 43210  
614-292-2275 Office  
ulman.1@osu.edu  
osu.edu

On 2/17/14 8:50 AM, "David Bloome"<davidbloome@gmail.com> wrote:

Ooops. Sorry about that. Here is the syllabus attached. - Dave

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**DeWitt, Scott** <dewitt.18@osu.edu>  
To: "Ulman, Howard" <ulman.1@osu.edu>, "Bloome, David M." <davidbloome@gmail.com>  
Cc: "Selfe, Cynthia" <selfe.2@osu.edu>

Let me second what Louie said. I love this course. I might also add that this course is another reason that I enjoy the conversations between our two programs (and I wish we had more of them). The truth is, more and more students are coming to college and landing in my composition courses having had robust multimodal composing experiences in elementary and secondary classes. What I was calling "introductory" even five years ago just isn't today. It's interesting for me to now see the teaching side of the coin. Simply put, it helps me be a better teacher.

I look forward to the course proposal coming to us for response.

Best, Scott
David Bloome <davidbloome@gmail.com>  
To: "DeWitt, Scott" <dewitt.18@osu.edu>  
Cc: "Ulman, Howard" <ulman.1@osu.edu>, "Selfe, Cynthia" <selfe.2@osu.edu>  

Thank you for your very generous comments. We will be submitting the course proposal through the regular channels. I assume that your department will be contacting through that process probably by our College Curriculum committee as they are very attentive to concurrence issues.

Again, much thanks for your support.

Dave

David Bloome  
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College of Education and Human Ecology  
The Ohio State University  
Mailing address:  
225 Ramseyer Hall  
The Ohio State University  
29 W. Woodruff Avenue  
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