



**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

**Department of Teacher Education**

**EDRG 543 Integration of Technology into Reading/Language Arts  
Winter 2021**

**Professor:** Dr. Shelley Hong Xu

**Virtual Wonderland:** If you have any course-related wonders and questions, please post them in Virtual Wonderland under Discussions on BeachBoard. Anybody in this online community can reply to the questions posted. Please subscribe this so that you can read wonders, questions, and responses.

**Email:** If you do need to send me a private email at [shelley.xu@csulb.edu](mailto:shelley.xu@csulb.edu), please state on the subject line of your email: **your name** and **specific content** (e.g., Jane Doe Class Activity 2.3). Your **name** on the subject line helps me keep track of the communication between you and me. Your **specific content** on the subject line is important for my timely attention and an expedite response. I do not want your emails to be "lost" in many emails I receive each day.

In any communication between you and me, academic language is expected. I will try to respond to your emails within a period of 24-48 hours during weekdays.

**Office Hours:** by appointment

**BeachBoard Access**

Access this course on BeachBoard - <https://bbcsulb.desire2learn.com/>. You log in with your CSULB Campus ID and BeachID password. Bookmark this link for future use. Once logged in to BeachBoard, you will see the course listed. Click on the title to enter the course.

**BeachBoard Help:**

1. Email for help: [beachboard@csulb.edu](mailto:beachboard@csulb.edu).
2. Call for help: (562) 985-4959
3. BeachBoard FAQs <https://www.csulb.edu/academic-technology-services/beachboard-support/beachboard-faqs>

**Department of Teacher Education Vision Statement**

The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents and families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

**Course Description**

Prerequisites: A valid California teaching credential and admission to the Reading and Literacy Added Authorization Program or consent of the instructor. Exploration of the impact of technology on reading and language arts; investigation and evaluation of software and media programs for reading/language arts. Includes current issues in technology and change strategies for staff development and integration of technology in the curriculum. Letter grade only (A-F).

**Course Format**

This online course with 4 modules requires class members to (1) read, critically analyze, and discuss articles, and/or online course materials, and (2) generate meaningful discussions concerning the purpose, content, methods, and assessment of the reading and writing process. Participants should be prepared (1) to discuss online topics and assigned readings for each module, (2) to work collaboratively online with other class members; and (3) to complete each module's assigned class tasks, class activities, and course assignments, and submit class activities and course assignments online on due dates as specified in the course schedule and in the checklist for each module.

**Student-based Learning Outcomes**

Upon successful completion of the course, the student will be able to:

1. demonstrate an understanding of effective uses of technology.
2. demonstrate successful assessment, planning, and use of technology integrated in a classroom for:
  - 1). English learners experiencing difficulty learning to read and write in English.
  - 2). beginning readers experiencing difficulty learning to read.
  - 3). gifted students who need motivation and relevant instruction.
  - 4). all students for their knowledge of technology in their daily lives.
  - 5). special education learners needing technology support.
3. demonstrate effective teacher use of technology in the classroom.
4. demonstrate the use of telecommunications for global classroom partnerships.
5. demonstrate the use of the Web as a classroom research tool.

6. evaluate and use different applications in reading/language arts teaching.
7. reflect on the effective uses of technology in the classroom.

### **Outline of Course Topics**

1. Teaching and Learning Framework and Standards for Integrating Technology in Reading/Language Arts Instruction
  - 1.1 ISTE Standards (for teachers, students, education leaders, coaches, computational thinking) and California Computer Science Standards
  - 1.2 research on use of technology for literacy instruction in classrooms
  - 1.3 role of the teacher as a facilitator and role of the learner as the constructor of knowledge
  - 1.4 using technology to support all aspects of literacy development (reading comprehension, writing, vocabulary, fluency, phonological awareness, phonics, and early literacy)
  - 1.5 promoting students' digital literacy development
  - 1.6 collaborating with technology coordinator, library media specialist, administrators, and classroom teachers
  
2. Activity-based and Inquiry-based Approaches to Learning
  - 2.1 applied use of technology as a problem-solving tool
  - 2.2 multi-media applications for classroom learning
  - 2.3 development of digital citizenship
  
3. Equity and Access of Educational Opportunity
  - 3.1 issues related to technology access and quality technology integration for all students
  - 3.2 assistive technology for students with special needs
  - 3.3 teaching strategies for supporting all students
  
4. Being a Responsible User of Technology in the Classroom
  - 4.1 copyright law and respect for intellectual property
  - 4.2 Internet safety and privacy
  - 4.3 digital citizenship and data literacy
  - 4.4 critical evaluation and proper use of software programs and other technological tools
  - 4.5. change strategy, barriers, and implications for school technology use

### **Course Materials**

1. Readings posted under each module on BeachBoard.
2. ISTE Standards for Teachers, ISTE Standards for Students, ISTE Standards for Coaches, and ISTE Standards for Education Leaders (available on BeachBoard Content>> Module 1>> Class Task 1.2)
3. Bonk, C. J., & Khoo, E. (2014). *Adding Some TEC-VARIETY: 100+ Activities for Motivating and Retaining Learners Online*. **Free eBook:** <http://tec-variety.com/>
4. California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects (CCSS) ( available on BeachBoard Content>> Standards)

5. Next Generation Science Standards (NGSS) ( available on BeachBoard Content>> Standards)
6. English Language Development Standards (ELDS) ( available on BeachBoard Content>> Standards.

### **Student Responsibilities**

#### **1. Class Participation**

Class participation is mandatory. Professionalism requires you to be **fully prepared** by finishing all required readings, class tasks, class activities, and course assignments. Please complete class tasks, class activities, and course assignments **in the order as they are presented under each module.**

A **class task (ungraded)** is what you are required to do as if you were in a face-to-face class session. Each class task is numbered, such as Class Task 2.1 (which is Class Task #1 for Module 2). **You are not required to turn in your work for class tasks, but it is important to your learning to complete every class task by the due date specified in the course syllabus and checklist.**

A **class activity (graded)** is what you are required to do as if you were in a face-to-face class session AND to show evidence of your understanding of one particular part of the course content. Each class activity is numbered, such as Class Activity 1.1 (which is Class Activity# 1 for Module 1).

You must complete ALL assigned class tasks and class activities for each module by the due date as specified in a checklist (and in course schedule) in order to earn participation points for the module.

A **course assignment (graded)** is what you are expected to do to demonstrate your understanding of the course content across several modules (e.g., Course Assignment 1 Digital Resources on a Topic).

#### **2. Academic Honesty**

With respect to the academic honesty, it is expected that all materials submitted as part of any class activities and course assignments are the actual work of the student whose name appears on the submitted work or is properly documented otherwise. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

(<http://catalog.csulb.edu/content.php?catoid=5&navoid=369#cheating-and-plagiarism>)

#### **3. Course Syllabus, Class Tasks, Class Activities, Course Assignments, and Other Course Materials**

You are responsible for the information and requirements stated in this course syllabus; guidelines for class tasks, class activities, and course assignments; instructional materials and announcements posted on the BeachBoard; and email communications I send you. You are expected to download course materials and

guidelines to your computer and store them in proper folders and subfolders on your computer. **Once you have completed this course, you will NOT have access to the course content on the BeachBoard.**

#### 4. Quality of Assignments and Submission of Your Work

- 1). You should word process all of your course assignments using 12-point font, black print, reasonable margins, numbered pages, and double-spacing.
- 2). Assignments are expected to have correct grammar, spelling, and punctuation.
- 3). It is your responsibility to label and submit each work to a specific place on the BeachBoard as specified in each guideline for a course assignment, in the direction for a class activity, or in the course syllabus.
- 4). You are advised to keep a copy of each submitted work for your own records.
- 5). **In the event of BeachBoard technical breakdowns**, please notify the professor via email [shelley.xu@csulb.edu](mailto:shelley.xu@csulb.edu).

#### 5. Due Dates

- 1). All class activities and course assignments are due on the date specified in the checklist for each module (and also in the course schedule). The date and hour are in Pacific Standard Time (PST) zone. You are responsible for adjusting the due date to your time zone if you are out of the PST time zone. After the due date, your work will NOT be accepted on the BeachBoard.
- 2). If there is a strong reason that you cannot submit your work on time, please notify the professor, stating the reason and submitting appropriate documentations (if applicable) (e.g., a doctor's note).

#### Statement Regarding Students with Disabilities

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the [Bob Murphy Access Center \(BMAC\)](#) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

#### Policy for Withdrawal

**Your success in this course is important to you and to me!** Please keep me informed if you are experiencing difficulty in meeting the given deadlines of the modules and course assignments. If you have decided to withdraw from this course (which I hope will never happen), you are encouraged to review the withdrawal policy and relevant dates at <https://www.cpie.csulb.edu/winter#/drops-and-withdrawals>

**Grading**

Modules		40 (10@ per module)
Assignment 1	Digital Resources on a Topic	15
Assignment 2	Evaluation of Technology Tools (e.g., website, app, software, video)	5
Assignment 3	A WebQuest Lesson (with a partner or individually)	35
Assignment 4	An Interview Project with a Technology Coordinator/Library Media Specialist AND/OR a School Administrator (with a partner or individually)	30

## Grading Scale

A= 112-125    B= 100-111    C=87-99    D= 75-86    F= below 74

## EDRG 543 Course Activities and Assignments

For your own convenience and reference, please use this sheet to document the due dates and grades, and to find a module where a course assignment is introduced and its guideline is located.

Assignment Name	Due Date	Grade
<b>Class Tasks and Class Activities</b>		
Module 1		
Module 2		
Module 3		
Module 4		
<b>Course Assignments</b>		
1. Digital Resources on a Topic (RSL 2.2 Practiced) (posted in Module 1)		
2. Evaluation of Technological Tools (e.g., website, app, software, video) (RSL 2.2 Practiced)		
1. A WebQuest Lesson (with a partner or individually) (RSL 2.6, Introduced, and Practiced RSL 3.6 Introduced, Practiced, and Assessed) (posted in Module 3)		
2. An Interview Project with a Technology Coordinator/Library Media Specialist AND/OR a School Administrator (with a partner or individually) (RSL 2.1 Introduced, and Practiced) (posted in Module 3)		

**Commented [A1]:** RSL 2.2 Practiced  
Candidates 1) identify specific Common Core State Standards and International Society for Technology in Education (ISTE) Standards;  
2) identify a curricular content; and 3) identify and describe each of digital resources (e.g., websites, online articles, videos, podcast) that are appropriate to their grade level and student needs.

**Commented [A2]:** RSL 2.2 Practiced  
Candidates 1) identify two digital tools (e.g., websites, software, apps) appropriate to their grade level and student needs; and 2) discuss pros and cons of using each of the two digital tools in their teaching

**Commented [A3]:** RSL 2.6, Introduced, and Practiced  
RSL 3.6 Introduced, Practiced, and Assessed  
Candidates 1) identify specific Common Core State Standards and International Society for Technology in Education (ISTE) Standards;  
2) identify a curricular content; 3) identify students' experience with technology and various texts; and 4) develop, implement, and reflect on the lesson that is appropriate to their grade level and address student needs.

**Commented [A4]:** RSL 2.1 Introduced, and Practiced  
Candidates 1) conduct an interview with their principal or vice principal and a tech/media coordinator about the schoolwide technology integration and about the vision and future plan; 2) analyze interview data to identify patterns; and 3) reflect on the interview process and findings from the interviews.

**Course Schedule (Subject to Change.)**

<b>Modules</b>	<b>Topics and Dues</b>
	1. Complete the tasks listed on <i>Getting Started</i> on the course homepage
Module 1 (RSL 2.2 Practiced)	<ol style="list-style-type: none"> <li>1. Technology, Opportunities, and Challenges</li> <li>2. Exploring a Technology Concept or an Application</li> <li>3. 21<sup>st</sup> Century Literacies</li> <li>4. ISTE Standards</li> <li>5. Exploring Technology Resources</li> <li>6. Introducing Course Assignment 1 Digital Resources on a Topic</li> </ol> <p><b>Due:</b> 11:59 pm PST, 1/5/2021 (Tuesday)</p> <ol style="list-style-type: none"> <li>1. All class tasks and class activities in Module 1</li> </ol>
Module 2 (RSL 2.2 Practiced RSL 2.6 Introduced, and Practiced RSL 3.6 Introduced, Practiced, and Assessed)	<ol style="list-style-type: none"> <li>1. Technology Integration and Literacy Instruction</li> <li>2. Technology Integration across Curriculum</li> <li>3. Data Literacy</li> <li>4. Introducing Course Assignment 2 Evaluation of Technology Tools</li> </ol> <p><b>Due:</b> 11:59 pm PST, 1/5/2021 (Tuesday)</p> <ol style="list-style-type: none"> <li>1. All class activities in Module 2</li> </ol>
Module 3 (RSL 2.2 Practiced RSL 2.6 Introduced, and Practiced RSL 3.6 Introduced, Practiced, and Assessed)	<ol style="list-style-type: none"> <li>1. Technology Integration for English Learners</li> <li>2. Technology Integration for Struggling Students</li> <li>3. Assistive Technology for Students with Special Needs</li> <li>4. Introducing Course Assignment 3 WebQuest Lesson</li> <li>5. Introducing Course Assignment 4 An Interview Project with a Technology Coordinator/Library Media Specialist AND/OR a School Administrator</li> </ol> <p><b>Due:</b> 11:59 pm PST, 1/11/2021 (Monday)</p> <ol style="list-style-type: none"> <li>1. All class activities in Module 3</li> <li>2. Course Assignment 1 Digital Resources on a Topic</li> </ol>
Module 4 (RSL 2.1 Introduced, and Practiced RSL 2.2 Practiced RSL 2.6 Introduced, and Practiced RSL 3.6 Introduced, Practiced, and Assessed)	<ol style="list-style-type: none"> <li>1. Media/Digital Literacy</li> <li>2. Digital Citizenship</li> <li>3. Internet Safety</li> <li>4. Copyright and Fair Use</li> <li>5. Looking into the Future</li> </ol> <p><b>Due:</b> 11:59 pm PST, 1/15/2021 (Friday)</p> <ol style="list-style-type: none"> <li>1. All class tasks and class activity in Module 4</li> <li>2. Course Assignment 2 Evaluation of Technology Tools</li> </ol>
	<p><b>Due:</b> 11:59 pm PST, 1/19/2021 (Tuesday)</p> <ol style="list-style-type: none"> <li>1. Course Assignment 3 WebQuest Lesson</li> <li>2. Course Assignment 4 An Interview Project</li> </ol>