A. Course Number and Title
   EDU 558 Using Literacy Technology

B. Number of Credits
   Three (3) credit hours

C. Course Description
   This course introduces practicing teachers to multiple uses of technology in literacy education. It provides them with the knowledge and experience to use technology as a tool to improve literacy teaching and learning for all students. Teachers examine and evaluate literacy software in terms of applicability to a variety of educational settings. Teachers learn to teach students how to access literacy information and resources using the Internet. Teachers also learn how to guide students in web publishing.

D. Method of Instruction
   This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection, and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instructional videos, field experiences, and research.

E. Course Objectives
   Practicing teachers will:

1. Identify, examine and evaluate a variety of software packages for literacy instruction for use with students, including students with disabilities, from Birth-12th grade.

2. Describe and demonstrate teaching strategies for using technology in the literacy classroom.

3. Develop learning activities that integrate technology across the curriculum.

4. Analyze, evaluate, utilize and reflect upon technology to meet the literacy needs of diverse learners.

5. Use database and spreadsheet software to organize and analyze literacy information.
6. Use electronic mail and a listserv (such as READPRO) to communicate with other literacy professionals.

7. Use the World Wide Web to locate information regarding literacy instruction and literacy activities for students.

8. Describe current issues related to the use of technology in literacy instruction, such as access, copyright, censorship and community standards.

F. Outline of Course Content

1. Historical overview of technology use in literacy instruction

2. Survey of contemporary technology use in literacy instruction (local and international)

3. Software: finding, evaluating and using it

4. Literacy technology use across the curriculum

5. Literacy technology use for all students including those with special needs

6. Instructional use of graphics, data bases and spreadsheets

7. Use of electronic mail and listservs for professional development

8. Methods of increasing access and dealing with censorship and community standards

9. Finding funding and planning generic and individualized professional development in literacy technology

G. Course Requirements

Required Text:

Assignments and Grading

10% Software evaluations
10% Demonstration lesson using literacy technology

10% Teacher designed literacy technology materials

20% Curriculum development/revision project applying literacy technology

10% Participation in class discussions and in electronic message board

40% Contributions to class website

Course Policies:

1. **Grading Policy:** Grades are assigned according to the following schedule:
   >95%=A+, >90%=A, >85%=B+, >80%=B, >75%=C+, >70%=C, >65%=D+, >60%=D, <60%=F.

2. **Course Work:** All course work is to be typed and saved, using a word processor. Assignments for this course should be organized and should conform to the conventions of Standard English usage and spelling (American or Canadian). These factors will be considered in assigning grades. Further, the College of Education requires that academic papers conform to the style used by the American Psychological Association. (APA style)

3. **Academic Integrity:** “The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

   Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

4. **Attendance:**
   Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Excessive absences may jeopardize a student’s course grade. A phone call, e-mail message, or not delivered to the instructor is required if you expect to miss a class.
5. **Late Assignments:** Late assignments will not normally be accepted. In extreme circumstances, at the instructor’s discretion, if late assignments are accepted, in fairness to other students who met the due dates, late assignments will usually be downgraded.

6. **Student Disclosure:**
Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.