Sample Assignments
Beyond Blogs – LTEC Presentation, 8.28.14
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GRDG 610 – Seminar: Literacy Research
Course Description: The purpose of this seminar is to acquaint students with research methods and current topics, studies and writings in the area of literacy. The objectives of this course include preparing students to be consumers of literacy research and enhance their ability to find information, studies, and data in a variety of research journals and texts both on-line and in hardcopy. Students will explore a wide range of current literacy topics and make reports, presentations and demonstrations throughout the course.

Literacy Research Wiki Page: Informing Colleagues of Research Trends (10%) Gain skill in designing public information literacy resources for specific audiences, as you are likely to do in the role of a school literacy specialist or district literacy leader. To achieve this, you will create a comprehensive Wiki page related to your research question & discoveries. I'll provide details about what you must include. The goal is to practice writing about research for multiple types of readers, in an accessible, engaging manner.

Literacy Research: Electronic Poster Presentation (10%) Create and present a comprehensive, visually appealing electronic poster that relates key information about your research question, key themes in the literature related to your question, a focused idea for a research design & data collection strategy if you were to pursue your project, and implications/dissemination ideas. While designed as a class project, you should view this poster as a resource for your professional portfolio. It will illustrate your capacity to analyze and present research-based literacy practices for school colleagues and give administrators an idea of the leadership you can provide as a literacy specialist. The poster-making process will require you to synthesize what you have explored and learned through the course. An in-class workshop will be scheduled to share strategies for creating effective research posters for professional portfolios.

SECD 357 / GRED 557 - Writing in the Middle and Secondary School
Course Overview: This course is designed to help pre-service teachers acquire
effective teaching skills in the teaching of writing across disciplines by understanding the diverse text structures and demands of various content areas. The course includes application of teaching methods in the secondary education curriculum to support writing development of native English speakers and students who are English language learners.

Content Area Writing Wiki (15%) Gain skill in using new media tools - in a public writing format - to communicate ideas about content area writing. On your Wiki site, you will (a) share research insights related to writing in your subject field; (b) collect and present Web, blog, and other resources that can support and challenge diverse learners of your subject field; and (c) share Web 2.0 resources that emphasize "composing" to deepen learning, promote collaboration, and engage learners in the use of multi-media tools.   Details forthcoming. The overall goal is to practice writing in this public medium for multiple types of readers, sharing your well-researched insights in an accessible, engaging manner.

GRDG 660: Teaching Writing B-6 & GRDG 661: Teaching Writing 5-12
Course Overview
This course integrates theory and practice for teaching writing B-6 & 5-12. The relationship between reading and writing, and the wide variety of purposes for writing, are emphasized. Topics include writing development, writing genres, responding to and assessing/evaluating student writing, mini-lesson focus, and strategies for teaching the writing process (drafting, revising, proofreading, editing, conferencing and publishing). Also, writing portfolios, peer review, and writing across the curriculum will be addressed.

Common Core Writing Standards "Fact Sheet" and Wiki entry (15%): Develop a "fact sheet" and contribute to a course Wiki resource about the writing standards in CCSS, curriculum resources for CCSS, and other teaching materials for writing, to share with a variety of audiences: colleagues in class, undergraduate pre-service teachers, and general Web readers. You'll be assigned a grade level to focus your research. Details about format will be forthcoming.

GRDG 625: Using Technology to Teach Literacy
Course Description: This course uses a participatory approach to learning to teach literacy through exploration of a wide range of technologies. A primary focus in the course is to examine critical issues and tools to promote comprehensive literacy development among students with a range of abilities. Through investigation of the nature and opportunities of the "read-write Web" (Richardson, 2010), multimodal authoring, and mobile and assistive technologies, students in the course will learn to become designers and critical consumers of literacy technologies, and to apply this knowledge to school leadership roles in literacy education.

Blog Participation (30% total): Post responses to assigned and self-chosen texts, colleagues' responses, and class activities in three different blog formats. There are three major learning goals in terms of the themes of this course: a) to experiment with using blogs to record your ideas & response to texts; b) to use the blog to make connections by reading & commenting upon other Web texts connected to themes we are studying; c) to build community with your colleagues as you investigate tech/literacy ideas together. Here are formats and guidelines for each blog assignment:

a) Class Blog & Book Review (15%)
          "Potsdam LiteracyTech" (our class blog) is the primary location for discussion of ideas related to Turkle's *Alone Together* during the first five weeks of class. We'll also use the Blog as a place to collect and discuss questions and observations related to tech/literacy ideas throughout the semester, particularly as we work examine suggested sites in Richardson, and do activities in class to learn new tools and examine how other educators use them.
          We'll discuss *Alone Together* during class as well as on the Blog. Blogging during this period of reading Turkle will aim to achieve the "connective writing" described by Richardson (pp 28-33), where our written discussion launches forward from ideas raised in Turkle, but also reflects our responses to other websites, blogs, and print material we may be reading related to her ideas.
          On Sept 6, during class, we'll discuss the first chunk of reading and practice blogging. From the following class, Sept 13, through Oct 4, two students will be Blog conversation leaders each week, focusing on the assigned Turkle reading for a week. The two facilitators should post their responses by the **Saturday prior** to their assigned class date. All others in class should read the assigned text, check the Blog, and post at least one response by the **Sunday evening prior** to class. By our Tuesday meeting, facilitators should have read all submitted posts, so they can help facilitate discussion in class.
          To wrap-up, each student will look back at the individual archive of Blog posts, and we'll collaboratively write a review of the book for a group of colleagues, administrators, community leaders, or other audience interested in the implications of digital literacies for children's development and for teaching.

b) *Team Blog (15%).* Work with a partner to launch your own blog, with class time provided for collaboration to design your blog and build content. Blogs should focus on literature for children & youth, literacy-rich web resources, literacy instructional strategies, and more. The intended audiences include pre-service teachers who are early-on in their education program (such as our EDLS 207 students); undergrads from SUNY Potsdam and SLU who are participating in afterschool 'book buddies' programs; other teachers; parents, etc. Discuss literature you love to read with kids, literacy teaching strategies, technology tools, and more. You'll all be responsible for commenting on the blog over the course of the semester, through a schedule and process you determine collaboratively. Undergraduates will be invited - and instructed - to read and comment on your blogs, so your responsibility extends to them directly. **These blogs will go live by 10/25 or earlier.**

EDLS 307   "New Media and Children's Literacy for Arts/Literacy Learning"
Lesson extension guidelines

<u>**Roundtable presentations: Thursday Dec 15, 12:30-2:30 (scheduled final)**</u>

<u>**Overview**</u>: Many of you incorporated children's literature into your lesson demonstration and some also used video tools. For this extension, deepen your thinking and experience of using children's literature and new media tools, and help create a resource - through our class Wiki - that will enable other art and music educators to integrate literature and technology in their teaching.

*Each pair has a Wiki page dedicated to this project. When you start to 'edit' your page, provide a summary of your lesson and the key concepts taught, including grade level you were aiming for.

1. <u>**Write 'teaching reviews' of two music/art-related books**</u> for children & youth that would extend teaching of a concept from your lesson. You may not find books that precisely reflect your lesson demo focus. This is okay: the point is to think about broad connections for teaching in your field. <u>We'll meet in the Crane Library on Tues 12/6 to explore books from Crane, Crumb, and the Sheard Literacy Center.</u> You'll have a chance to discuss them, start writing reviews, and of course check them out for further use.

I'll provide 'teaching review' guidelines on 12/6. You'll both summarize the books and discuss specific ideas for using them as resources for your teaching.

2. <u>**Identify and review two Web 2.0 tools that you could use**</u> to enhance teaching of your lesson. Use the "Cool Tools for Schools" link provided on our course Wiki to explore web 2.0 tools. These are tools primarily focused on communication and language arts. I will add to these tools if I find other tools with specific uses in art/music learning & expression.

It's fine to discuss how you might collaborate with other content teachers in the use of the tool. For example, if you are drawn to "Toondo" or "Comic Life," you might describe how you would collaborate with an ELA/English or technology teacher to help with the writing process. Your students might create cartoon biographies of artists or composers they love, for instance, and the writing would appropriately be done in another class.

<u>You'll need to provide a description of the tool & how it could be used in your teaching. In addition, try to find - or create – at least one sample that helps to illustrate use of the tool for arts learning.</u>

*As an alternative, if you are interested in creating a pod- or videocast to include, please do.

3. <u>**Create a 'hotlist' of 6 good links**</u> that can further enhance teaching of your lesson concept. **One** link should be to an "ArtsEdge" <u>lesson</u> (or a lesson from another resource connected with your field) that provides a different angle on your lesson focus. The other **four** links should focus on: relevant Youtube videos, podcasts, blogs, websites, magazine articles, etc. Provide the link and a brief description so readers know what you've chosen and why.

<u>Purpose</u>: **To share insights from your reviews of literacy research with varied audiences including teachers, administrators, pre-service educators, and family members/general public**

Wikis are collaborative writing spaces that can function as 'open websites' to which readers can contribute new ideas/resources, and edit information added by other authors. Our site is in-progress and will be limited in terms of authors/editors to students in GRDG 610…at least initially. This class will launch the Wiki; future classes will be able to use and edit content on the wiki.

Information to include on your page(s):

Area One: Background about topic

I. State your literature review topic and identify key concepts related to it. Remember the varied audiences! Use professional language, but be sure to explain any jargon that might be unclear to a reader who is not a literacy specialist. Define terms that might be highly specialized, or provide a kind of glossary that puts terms into plain English.

II. Write a summary that highlights how your topic has been studied, and explains some of the central findings based on the studies you consulted

III. Provide information about the sources you used to learn about your topic: List the references you consulted w/ full citation information. Add a few sentences of explanation about <u>three resources</u> that stood out to you, because of the insight they provided regarding your topic.

Area Two: Implications for different Wiki readers

Create a format that allows you to address why the findings of your research matter for varied audiences who might consult the Wiki. This is similar to the "implications" section of a research paper. Here, you will want to format the information so that it clearly addresses the needs and background of varied readers.

Area Three: Resources

I. Professional resources for teachers, administrators, and pre-service educators: Create a hotlist of 5 (or more) websites that address your topic as specifically as possible, though clearly you'll find many are comprehensive in scope. Write a description that makes clear how each of these audiences could use each site. Also, explain why you chose it, in terms of how it connects with your topic & research findings.

II. **General resources for family members/general public:** Create a hotlist of 5 (or more) websites, with a few words of description for each. While there may be some overlap in the types of resources you'd recommend to colleagues & to parents, you really want to find unique resources for a general audience. You don't want folks to have to search around through professional language and lesson plans, if they are not teachers or school people.

Purpose: To share insights from your study of writing in content areas through creation of a public information resource. This Wiki will reach varied audiences, including teachers, administrators, pre-service educators, and the general public (including parents).

Wikis are collaborative writing spaces that can function as 'open websites' to which readers can contribute new ideas/resources, and edit information added by other authors. Our site is in-progress and will be limited in terms of authors/editors to students in SECD 357/GRED 557…at least initially. This class will launch the Wiki; future classes will be able to use and edit content on the wiki.

For this extension, deepen your thinking and experience of using writing and new media tools to support learners of your content. Writing for a public audience on the Wiki, you will offer insight and links that can enable other math, social studies, and science educators to integrate writing and technology in their teaching.

Information to include on your page(s) of the Wiki:

Area One: Background about content area & writing/technology for teaching & learning

I. Informed abstracts of academic articles (Four (4) Total: 3 related to writing, 1 related specifically to technology to support teaching in your area).
Follow the article annotation format you've used for course assignments to relate key ideas of the research featured in each article. Since this is a public resource, you need to remember the varied audiences that might read your Wiki. Use professional language and a clear, direct writing style. Edit carefully to be sure your writing is ready for a public audience. Since readers might not be familiar with your content or ideas in your articles, be sure to define terms, if needed.

II. Sources: List the references you consulted w/ full citation information.

Area Two: Your Lesson and Web 2.0 Connections

I. Lesson Plan from class. Upload your final lesson plan from our class. On the Wiki page, describe the lesson and discuss the ways that you integrated writing tools into teaching.

II. Web 2.0 tools to extend learning of your lesson content. Identify and review **two (2) Web 2.0 tools** that you could use to enhance teaching of your lesson. Use the "Cool Tools for Schools" Wiki and other links that I share to explore web 2.0 tools. Web 2.0 means web-based learning tools that invite users to participate in creating content. For example, "Toondo" is a tool that easily allows users to create comics. First, in your review of the tool, you would describe fully how to use it. Second, you would discuss how using it in relation to your lesson could engage students in learning a concept in a new and interesting manner. Finally, you will try the tool yourself and share a screen shot or sample to make it clear to the reader

Area Three: Resources

Professional resources for teachers and administrators; learning resources for students & parents:

Build on the list of resources you created for the SECD 357 lesson but think more broadly about the users of our Wiki: fellow teachers, but also administrators, parents, and students themselves.

Create a hotlist of **six (6) Web links** that address your topic, as well as literacy in relation to your content area. One link should be to a "Thinkfinity" lesson (or a lesson from another resource connected with your field) that provides a different angle on your lesson focus. The other links should focus on: relevant instructional videos, articles, podcasts, blogs, and websites (teacher-created sites, professional sites such as NCTM or NCSS, museums/laboratories with educator resources, etc). Provide the name of the resource & a link, along with a brief description.

My grade level: _____

Overview and Purpose

In this assignment, become an expert on grade-level CCSS writing standards through a focus on a single grade (or cluster, as appropriate). Colleagues who are secondary educators, or in preparation, constitute the main audience for this project. Since we will publish our findings through a Wiki, colleagues who are literacy educators/specialists, or in preparation, also should be considered as part of the audience. In both cases, the goal is to <u>inform</u> and <u>communicate</u> through effective summaries, explanations, and examples, using an engaging style and format. You'll publish your findings through preparation of <u>fact sheets</u> and a course <u>Wiki</u> on this topic.

Content

Closely examine expectations for learner development in writing using EngageNY and other resources. Consult curriculum maps, teaching practice resources, sample lessons, benchmark student writing samples, video library resources, and other materials you locate outside of EngageNY (you might use Pinterest, Reading Rockets/AdLit, WritingFix, Readwritethink/Thinkfinity, etc.). With a focus on writing, document what you learn about the types of <u>processes</u> and <u>products</u> of writing embedded in the standards for each grade level. Select relatable <u>examples</u> that will help others see what is expected in one grade, and will enable us to create a "map" that highlights writing standards and expectations across the grade levels. When the Wiki is completed, write a brief critique in which you highlight CCSS ideas about writing and the teaching of writing, in relation to course themes.

Organization & Style

Following your research, you will, undoubtedly, have a rich set of notes and examples to condense. You also may have a partner who studied the same grade level. Your goal is to organize key findings into a readable, two-sided handout, as well as a fuller set of explanations with appropriate links for the Wiki. Keep in mind all that you've learned about effective visual communication, and examine samples I provide to guide the development of your materials. You will have a bit of time in class to work on this.

Remember that there are two sections of GRDG 660/661, with students focused on the same grade level in each section. While each student will prepare a handout, you'll want to be in communication with grade-level partners once you start Wiki work, so that you share responsibility and focus on particular ideas/resources. You can communicate & comment through the Wiki itself.

Deadlines

- ▪ <u>Draft handouts</u> are due on 2/27, when there are undergraduates visiting our class. We'll get feedback from them; final copies due <u>3/6</u>
- ▪ <u>Wiki pages</u> are due on 3/20, just before Spring Break

Grading

- Thoroughness: Notes and materials developed (handout, Wiki, critique) show attention to detail about your assigned grade level. You convey information accurately and provide practical examples. It is clear that you took time to find links and resources that will be useful to colleagues in your target audiences. (7 points)

- Effectiveness: In addition to accurate and complete content, your handout and Wiki page communicate information to the intended audience in a manner that is engaging and appropriate. You avoid jargon, focus on key ideas and details, and use visual principles of design well (white space, lack of clutter, use of text boxes/bullets/fonts, etc.). Published work is free of surface errors. (5 points)

- Analysis: Your critique shows command of both the expectations of writers and teachers of writing, and makes logical links to course themes. If you pose questions or challenge assumptions of the CCSS, you do so in a way that is grounded in your knowledge of the literacy teaching field and the writing literature. (3 points)

Questions to guide your note-taking for your grade level:

1. What specific types of texts are mentioned as products of student writing?
2. How is writing used for different forms of communication (inquiry, personal expression, persuasion, exposition/information, argument, relationship/connection, etc.)?
3. How is writing used to link different dimensions of literacy (reading, speaking, listening)?
4. What types of process-related ideas come through in the CCSS documents (creating a writing environment that attends to stages of the writing process)?
5. How are writing engagement and motivation addressed?
6. How is writing assessed?
7. What ideas come across related to the need for a positive writing community in classrooms?
8. How are special needs related to writing addressed?
9. What is striking and interesting to you about the student writing samples?
10. Other ideas as you find them!

GRDG 625 Fall 2012
Wiki Assignment Guidelines

Overview: In pairs/group, design pages for a Literacy Mentoring Wiki that will be shared with our current afterschool mentoring program, and with other relevant courses involving practicum work in B-6/5-12 classes.

Include the following elements:

1. Explanation of focus: An introductory page that informs the audience of your theme and provides both a summary of contents, as well as suggestions for navigation and use of the site & resources.

2. **Book reviews & summaries**: Provide substantive reviews of **six (6) books** [i.e., three (3) books per partner in pairs, two (2) per partner in group of 3], as well as summary reviews of **six (6)** additional books. These should be books related to your Wiki theme. Choose books that provide interesting insight for undergraduates into the variety and range of children's & YA literature available for teaching. For this part of the Wiki, stick to whole books rather than magazines or text on websites. See the reviews on prior course Blogs created by students, as well as on the Literacy/Arts Wiki [potsdamliteracyarts.wikispaces.com] for ideas. **All of these resources are available as links from our course Wiki.**

3. **Lesson Links & Resources from Thinkfinity [http://www.thinkfinity.org]**: Identify at least **three (3) lessons and resources** from Thinkfinity related to your theme. These should be lessons/resources that will help undergraduates learn more about the development of thorough literacy lessons and high-quality literacy resources. These may not be lessons they could "teach" in our afterschool setting; be sure, however, to look in the "afterschool" part of the website for leads.

4. **Web 2.0 Tools & Samples**: Explore Web 2.0 tools from our course Wiki, as well as other resources. Find **three (3)** that you feel would enhance mentoring in the afterschool setting, and create a sample product for each one that helps to illustrate how/why to use it. Write a brief description and response. We'll aim to post some of the sample products and all of your responses/descriptions.

5. **Websites & Blogs with interesting content, games, activities** related to your theme. Identify at least **five (5) websites**. NO WORKSHEETS! This is an afterschool environment: focus on sites that offer creativity, new perspectives, exploration, and fun! Use links that your discover on other resources for this project. Provide a 1-2 sentence description of the site so undergraduates would know why they should visit & consider using it.

6. **Resources for Instruction & Instructors**: Find and write reviews for **two (2) video/YouTube** resources for literacy teaching, as well as **two (2)** academic journal articles. The videos should be high-quality demonstrations of literacy teaching practice. Search closely to find good material here. Choose articles that relate to integration of technology for specific learning goals. Use practitioner journals in the literacy and/or technology field (we will have an informational session related to this in mid-September, during class).

Wikispaces Training Camp

1
Go to your wiki: _____

2
Log in:
1. Go to the upper right-hand corner of the page and click **Sign In**.
2. Enter your username and password.
3. Click **Sign In**.

3
Create a new page:
1. Click the **New Page** link at the top of the actions menu.
2. Type your name (or group name) into the **Page Name** field.
3. Click the **Create** button.

4
Learn the text tools.

BOLD UNDERLINE FORMAT HEADING
ITALIC COLOR AND STYLE NUMBERS BULLETS

1. Type your name (or group name) at the top of the page. On the next line, write, "My favorites:" then list your favorite color, animal, city, and food — each on its own line.
2. Move your cursor back to the top line. Use the drop-down list in the editor toolbar to format this as **Heading 1**.
3. Highlight the four lines with your favorite color, animal, city, and food. Use the **Bullets** button on the editor toolbar to turn them into a bulleted list.
4. Highlight your favorite color. With the **Color and Style** button in the editor toolbar, change the background color to your favorite color.
5. Highlight your favorite animal. Using the button on the editor tool bar, set it in **Bold**.
6. Highlight your favorite city. Using the button on the editor toolbar, set it in *Italic*.
7. Highlight your favorite food. Using the button on the editor toolbar, give it an <u>Underline</u>.
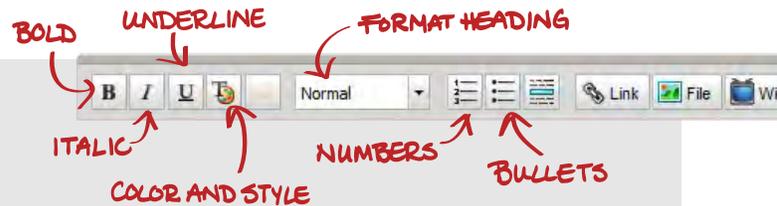
5
Add links.
On a new line, type "Now I will link to home, new, and Wikispaces." If your new line still has a bullet, leave the cursor on the line then click the **Bullets** icon in the toolbar to turn the bulleted list off.

Link to the home page.
1. Highlight the word "home" and click the **Link** icon in the toolbar.
2. Click **Add link**.

Create a new page with a link.
1. Highlight the word "new" and click the **Link** icon in the toolbar.
2. The alert in the **Page Name** field lets you know that this page doesn't exist yet. Once you've saved the page, this link will be red instead of the usual blue. To create the page called "new," follow that red link and start editing.
3. Click **Add link**.

Link to a page outside the wiki.
1. Highlight the word "Wikispaces" and click the **Link** icon in the toolbar.
2. Switch to the **External Link** tab.
3. Type "wikispaces.com" into the **Address** field.
4. Click **Add link**.
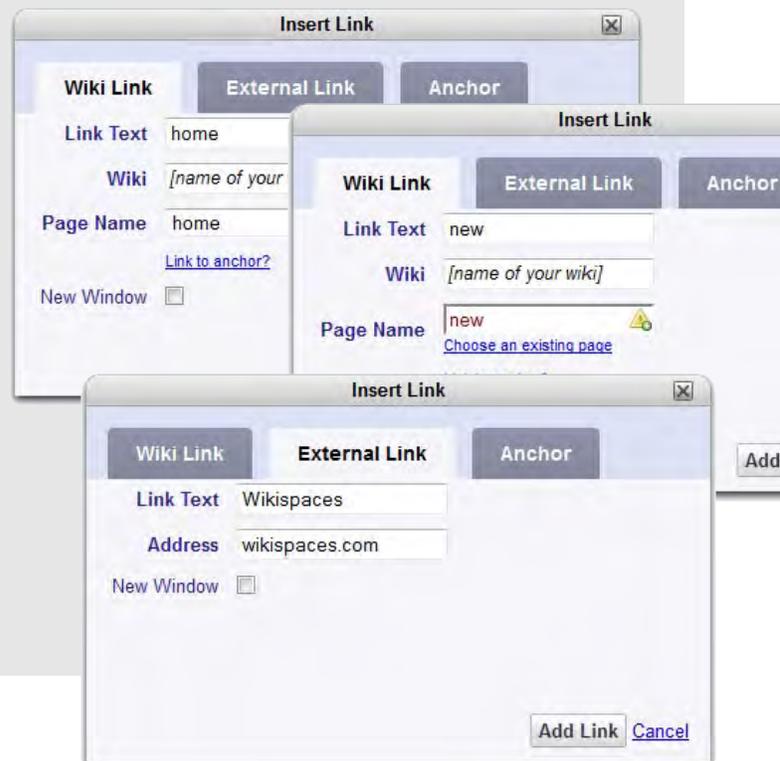
6 Add an image.

1. Go to a new line and click the **File** icon.
2. Locate the file _____
   on the list, or type it into the search field.
3. Click the file name.
4. Click on the image so that the image options popup bar appears.
5. Change the image size with the **-** and **+** buttons.
6. Move the image to the center of the line with the **center align** icon.

7 Add a file.

1. Go to a new line and click the **File** icon.
2. Locate the file _____
   on the list, or type it into the search field.
3. Click the file name.

8 Add a video.

Find the code.

1. Open a new tab or browser window.
2. In the new tab or window, go to the home page of your wiki.
3. On the home page of the wiki, click the link for "Training camp video."
4. Look for a link or button that says "Share," "Embed," "Post to your blog," or something similar. Follow it to the embed code. It should look sort of like this:

```
<iframe width="425" height="349" src="http://www.youtube.com
/embed/-dnL00TdmLY" frameborder="0" allowfullscreen></iframe>
```

5. Copy the code.

Embed the video.

1. Go back to your original tab or browser window, where you are still editing the wiki page.
2. Start a new line and click the **Widget** button in the editor toolbar.
3. Find and click **Video** in the menu.
4. If your video came from one of the listed services, click that button. Otherwise, click the **Other** link.
5. Paste your copied code into the box.
6. Click **Save**.
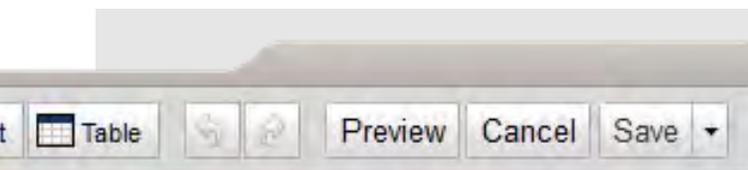
9 Preview and save the page.

1. On the editor toolbar, click the **Preview** button.
2. Review the page and make sure that the formatting is correct.
3. Click **Save**.
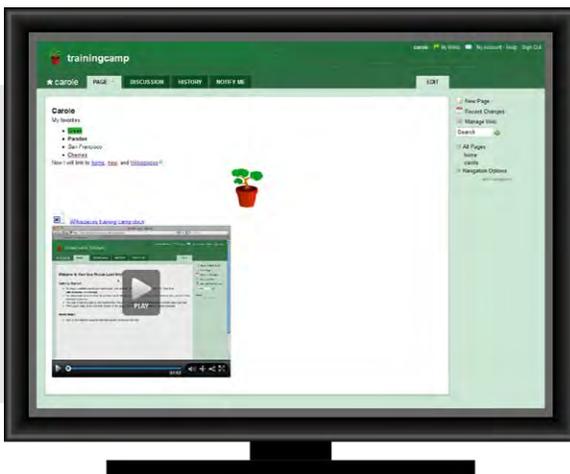
CONGRATULATIONS

...you're a wiki expert!

Wikispaces