

<p>Course Goals: To build a professional portfolio of resources to compliment the study of literature; to increase student reading comprehension by integration digital resources.</p>					
	Instructor: Denise Lewis	Assignments	Assessment	Learning Standards	Seat-time equivalent
Week 1					
Essential Questions: How can digital resources be used as a tool to enhance reading?					
Outcome: Confidence with and direction for using online course tools					
To identify the participant's experience with instructional technology.	In the assignment forum reply to: How do you technology in your daily activities?	Has participant posted to the forum their use of technology and a personal skills assessment?	<p>ELA.08.WR2.10: Language for Information and Understanding</p> <p>Students will read, write, listen, and speak for information and understanding.</p> <p>P.I -- Students write accurate and complete responses to questions about informational material.</p>	15 minutes	
To demonstrate ability to use course moodle and comprehend course expectations.	Read course syllabus and policies. Post a question about the course in the Help Forum (above). Respond to a peer's question in the Help Forum by answering (or speculating about an answer).	Has participant indicated with a yes or no response whether they have read the course syllabus and policies? Does participant's post to forum reflect that they understand how to post and reply?	<p>ELA.08.RE1.06 & 08: Language for Information and Understanding</p> <p>Students will read, write, listen, and speak for information and understanding.</p> <p>P.I. -- Students use knowledge of structure, content, and vocabulary to understand informational text, & P.I. -- Students preview informational texts to assess content and organization and select texts useful for the task.</p>	30minutes	
To collaborate with classmates on assignments and acquire a confidence in using the course moodle.	In prep for week two, post an image that represents you (i.e., a photo, an avatar, etc). What does the image say about you? Reply to others' posts/images. Write a brief introduction of yourself.	Participant was able to post an image to the media gallery and respond about the image. Responses to peers were appropriate.	<p>ELA.08.RD1.04: Language for Information and Understanding</p> <p>Students will read, write, listen and speak for information and understanding. P.I. -- Students preview informational texts to assess content and organization and select texts useful for the task.</p>	15 minutes	
Week 2					
Essential Questions: How can digital resources be used as a tool to enhance reading?					
Outcome: To illustrate that a book is often judged by its cover; and that digital images can enhance reading comprehension and do influence reading selections.					

<p>To identify the strategies readers use to visualize a story; and to examine how these strategies increase comprehension.</p>	<p>Read: Hibbing, A., & Rankin-Erickson, J.L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school readers. <i>The Reading Teacher</i>, 56(8), 758–770 (to be provided). Write about three strategies readers use to visually represent text. Which strategy do you use most often? When have you used reading visualization in your teaching? Respond to the post of a peer. Additional resource: http://forpd.ucf.edu/strategies/stratvisualization.htm</p>	<p>Does written response indicate that participant and was able to ascertain the main idea of the article? (i.e., Do strategies align to reading?) Does response illustrate reflection about participants own reading practices? Does response show evidence of how visualization can enhance reading comprehension in their teaching? Has participant responded to peer?</p>	<p>ELA1.08.RE1.06: Language for Information and Understanding Students will read, write, listen, and speak for information and understanding. P.I. Students use knowledge of structure, content, and vocabulary to understand informational text.</p>	<p>45 minutes</p>
<p>To illustrate how digital imagery can increase reading comprehension.</p>	<p>Read: "Theme for English B" by Langston Hughes. (http://www.eecs.harvard.edu/~keith/poems/English_B.html) Select and post digital images that compliment "Theme for English B." Cite the source of those images, using APA format (citationmachine.net). Write about how these images help readers to visualize and anticipate a storyline, and how that storyline reflects a time in American history. Respond to classmates posts.</p>	<p>Did written response indicate that participants were able to select images that aptly illustrate the main idea of the poem? Were images properly cited? Were responses to peers about how visualization enhances reading comprehension?</p>	<p>ELA2.08.WR2.02: Language for Information and Understanding Students will read, write, listen, and speak for literary response and expression. P.I. -- Students write interpretive and responsive essays to:express opinions and support them through specific references to the text demonstrate an understanding of plot and theme identify and describe characters and their motivations ;analyze the importance of setting; draw conclusions and provide reasons for the conclusions; compare and contrast setting.</p>	<p>45 minutes</p>
<p>To identify current copyright policies pertaining to educational use of digital resources.</p>	<p>Find, post and write a brief synopsis of two websites that clearly outline current policies pertaining to educational use of digital media. Review the websites of peers and repond to one peer about their selections.</p>	<p>Are participants able to highlight key facts about current policies related to educational use of digital media? Did they respond to peers?</p>	<p>ELA2.08.WR2: Language for Literary Response and Expression Students will read, write, listen, and speak for literary response and expression. P.I. -- Students maintain a writing portfolio that includes literary, interpretive, and responsive writing.</p>	<p>30 minutes</p>
<p>Week 3</p>				
<p>Essential questions: How can digital resources be used as a tool to enhance reading?</p>				
<p>Outcome: To explore how students can build digital recreations of literature to enhance reading comprehension using reputable websites.</p>				

To compare setting and time of literature to contemporary times.	Using Google maps or google earth, digitally illustrate Langston Hughes' path to college from his rooming house. Post that route to the assignment forum. Write a comparison of that walking route today to when Hughes was living there. What are the differences and why do the differences exist?	Has participant uploaded google map clearly illustrating route? Does written response highlight the socio-historic difference between the days of L.H. and now as a way to identify the importance of setting in literature?	SS3.2 Geography -- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface. P.I. -- Students map information about people, places, and environments. P.I. -- Students investigate why people and places are located where they are located and what patterns can be perceived in these locations. P.I. -- Students describe the relationship between people and environments and the connections between people and places	30 minutes
To analyze characters in literature	Read: Bad Books Make Good Reading: Does your child want to read silly romances or stacks of comic books? Let her do it! (http://www2.scholastic.com/browse/article.jsp?id=3746177) Write a review of the article. Do you agree or disagree? Why? Preview a variety of free software to create comic strips (i.e. http://comic-book-creator.uptodown.com/en/) Find, preview and write a review of two other animating creator websites. Review the post of peers, and reply to one.	Does the written response note that the participant understood the main idea of the article, and has he/she identified their opinion on the topic? Did participant find and review at least two animation websites?	ELA2.08.WR2.02: Language for Information and Understanding Students will read, write, listen, and speak for literary response and expression. P.I. -- Students write interpretive and responsive essays to: express opinions and support them through specific references to the text demonstrate an understanding of plot and theme identify and describe characters and their motivations; analyze the importance of setting; draw conclusions and provide reasons for the conclusions; compare and contrast setting.	45 minutes
To locate authoritative websites that provide background information to enhance reading comprehension.	Preview: http://school.discoveryeducation.com/schrockguide/eval.html Select 3 websites that provide meaningful background information that will enable young readers to bring new meaning to your understanding of "Theme for English B" and the "Harlem Renaissance."	Have participants selected websites that are authoritative and appropriate for young readers to enhance reading comprehension?	ELA2.08.WR2: Language for Literary Response and Expression Students will read, write, listen, and speak for literary response and expression. P.I. -- Students maintain a writing portfolio that includes literary, interpretive, and responsive writing.	45 minutes
Week 4				
Essential questions: How can digital resources be used as a tool to enhance reading?				
Outcome: To access website authorship. authority and currency				
To compare search engines	Reading selection by Alan November at http://novemberlearning.com/resources/archive-of-articles/creating-culture/ Write a review of the article. Practice using various search engines to search for information about the "Harlem Renaissance." Create a chart to show the following: which search engine, search terms, # of hits, # of sponsored sites. Write a review of literature and respond to the post of a peer.	Does the written review indicate that the participant has grasped the main idea of the article? Are written responses an adequate reflection of the reading selection? Did they provide meaningful response to peers?	ELA.08.RE1.06: Reading -- Language for Information and Understanding Students will read, write, listen, and speak for information and understanding. P.I.-- Students use knowledge of structure, content, and vocabulary to understand informational text.	45 minutes

To analyze all components of a URL	Redo the same search as above using a variety of extensions. (i.e., .gov, .edu, etc). In a written response, how are your results different in #, in authority, in currency? Respond to the results of peers. Additional resource: http://novemberlearning.com/resources/information-literacy-resources/	Are written responses an adequate reflection of how URLs illustrate website authorship, authority and currency? Has participant responded to peer?	ELA2.08.WR2.02: Writing -- Language for Information and Understanding Students will read, write, listen, and speak for literary response and expression. P.I. -- Students write interpretive and responsive essays to: express opinions and support them through specific references to the text demonstrate an understanding of plot and theme identify and describe characters and their motivations ;analyze the importance of setting; draw conclusions and provide reasons for the conclusions; compare and contrast setting.	30 minutes
To determine the authorship, authority and timeliness of websites.	Return to the websites you selected as good examples of websites for background information for "Theme for English B" and "The Harlem Renaissance." Identify the author, currency, expertise of author, and the grade level (estimated reading level) for each website. Based on your new knowledge, review and revise your selection of websites to assure they are the best background resource websites for your students to enhance their comprehension about the Harlem Renaissance and the role Langston Hughes played in those days. Respond to the post of peers.	Have participants revised original website selections to select sites more appropriate for audience and are adequate and authoritative in content? Respond to peers.	ELA4.08.WR2.06: Writing -- Language for Social Interaction Students will read, write, listen, and speak for social interaction. P.I. Students maintain a portfolio that includes writing for social communication.	45 minutes
Week 5				
Essential questions: How can digital resources be used as a tool to enhance reading?				
Participants will examine the how digital resources such as writing in a collaborative forum, audio, and digital images can enhance reading comprehension.				
To identify the many ways students can respond to readings.	Review the activity at (http://www.readwritethink.org/lessons/lesson_view.asp?id=888). Post a review of the activity, illustrate the multiple approaches to writing assignments about reading, and indicate whether you think this is a viable activity for teachers in your school. Reply to the post of a peer.	Does the written response illustrate multiple approaches to writing assignment about reading? Is the response to peers adequate?	ELA4.08.WR2.04.08: Writing -- Language for Social Interaction Students will read, write, listen, and speak for social interaction. P.I. -- Students write personal reactions to experiences, events, and observations, using a form of social communication.	30 minutes

To read and reflect on "Mother Tongue" by Amy Tan (to be provided)	Read "Mother Tongue" by Amy Tan. (http://people.virginia.edu/~pmc4b/spring98/readings/Mother.html) . Write a summary of the story, making a personal connection to the short story, where possible. Reply to summary of peers. What techniques did you observe about your own reading of "Mother Tongue" that increased your comprehension? Post a response to these questions, and reply to the post of peers.	Does the written response indicate comprehension of the short story, as well as reflect of their own reading process? Did participants respond to peers?	ELA2.08.WR2.02: Writing -- Language for Information and Understanding Students will read, write, listen, and speak for literary response and expression. P.I. -- Students write interpretive and responsive essays to: express opinions and support them through specific references to the text demonstrate an understanding of plot and theme identify and describe characters and their motivations; analyze the importance of setting; draw conclusions and provide reasons for the conclusions; compare and contrast setting.	60 minutes
To compare the experience of reading and listening to literature	Listen to the recording (attached) of "Mother Tongue." (http://www.openculture.com/2009/03/amy_tan_the_sources_of_creativity.html) Write about how the experience of listening to Amy Tan helped you to better comprehend "Mother Tongue"? Why? Reply to classmates' post.	Does the written assignment reflect the ability to increase comprehension when listening to literature? Does the response to peers generate interest and sustained dialogue?	ELA3.08.WR2.02: Writing -- Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation. P.I. -- Students present a hypothesis and predict possible outcomes from one or more perspectives	60 minutes
To analyze the impact of digital images that are associated with the author and the work of fiction.	Find 3-4 copyright free images that enhance your understanding of "Mother Tongue." Post and cite the image and its source. Write a brief explanation of how that image enhances comprehension. Respond to peer's posts.	Has participant posted 3-4 images that are copyright free and reflective of the literature? Were the images properly cited? Was the response to peers meaningful?	ELA4.08.WR2.06: Writing -- Language for Social Interaction Students will read, write, listen, and speak for social interaction. P.I. -- Students write personal reactions to experiences, events, and observations, using a form of social communication.	45 minutes
Week 6				
Essential questions: How can digital resources be used as a tool to enhance reading?				
Participants will examine the impact of student created digital stories that retell literature.				
To examine the process of developing digital stories.	Preview: http://www.digitales.us/resources/seven_steps.php . Write an implementation plan. Write a reflection of this process. Respond to peer post.	Does the participant's written reflection demonstrate an understanding of the impact of digital storytelling on reading comprehension? Did they post a meaningful response to peers?	ELA1.08.RE1.06: Reading -- Language for Information and Understanding Students will read, write, listen, and speak for information and understanding. P.I. -- Students use knowledge of structure, content, and vocabulary to understand informational text.	30 minutes
To plan for digital storytelling implementation.	Following the 7 step process, complete the excel chart illustrating your plan for creating a digital story based upon your understanding of "Mother Tongue."	Does the excel chart clearly illustrate a seamless plan for digital story that reinforced the main idea of the short story?	ELA1.08.WR2.04: Writing -- Language for Information and Understanding Students will read, write, listen, and speak for information and understanding. P.I. -- Students use outlines and graphic organizers, such as semantic webs, to plan reports.	60 minutes

To establish criteria for assessing digital stories.	Preview: (http://www.techteachers.com/digstory/gradclass/rubrics.htm). Create a rubric to assess the plans for your digital story. Respond to the post of a peer.	Is the rubric an accurate reflection of progress in the process of creating a digital story?	ELA3.08.WR2.01: Writing -- Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation. P.I. -- Students present clear analyses, using examples, details, and reasons from text.	45 minutes
Week 7				
Essential question: How can digital resources be used as a tool to enhance reading?				
To identify digital audio/podcasts to enhance reading comprehension and target auditory learners.	Preview: (http://teacher.scholastic.com/products/scholasticprofessional/authors/podcasts.htm). Critique the website. Write about how you might use this resource to enhance comprehension. Respond to classmate posts.	Does the participant's written response identify how podcasts can enhance reading comprehension? Are responses to peers meaningful?	ELA3.08.WR2.01: Writing -- Language for Critical Analysis and Evaluation Students will read, write, listen, and speak for critical analysis and evaluation. P.I. -- Students present clear analyses, using examples, details, and reasons from text.	30 minutes
To assess the role of itunes U as a tool for educators.	Use itunes U to find 2 podcasts to enhance appreciation of "Mother Tongue." Critique the websites' resources and ease of use. Write a review of itune U. Reply to the post of a peer.	Was the participant able to find appropriate podcasts associated with the literature? Are responses to peers meaningful?	ELA1.08.WR2.01: Writing -- Language for Information and Understanding Students will read, write, listen, and speak for information and understanding. P.I. -- Students use several sources of information, in addition to an encyclopedia, to develop research reports.	30 minutes
To evaluate podcast search engines to find educational podcasts.	Find podcast search engines that will aid in finding podcasts to enhance reading comprehension and appreciation of literature. Post links to the search engines in the class forum. Review 2-3 search engine links posted by classmates.	Was the participant able to find and use a podcast search engine identify podcasts to support reading comprehension? Was the review meaningful, as well as the response to peers.	ELA1.08.WR2.01: Writing -- Language for Information and Understanding Students will read, write, listen, and speak for information and understanding. P.I. -- Students use several sources of information, in addition to an encyclopedia, to develop research reports.	30 minutes
To reflect on participants' learning experience.	Compare your course expectations to what you learned as a result of taking this course. Reflect on what you've learned and how you will apply this new knowledge in the work you do with students.	Submit a reflective piece of writing about how digital resources can be used as a tool to enhance reading comprehension	ELA4.08.WR2.06: Writing -- Language for Social Interaction Students will read, write, listen, and speak for social interaction. P.I. -- Students maintain a portfolio that includes writing for social communication	30 minutes
COURSE EVALUATION				15 minutes