**ECI 519: Special Problems In Instructional Technology--Integrating Writing and Technology**

**Summer 2014, Syllabus**

**Course Catalog Description:** This special problems course brings together skilled North Carolina educators across content areas and grade levels to study the integration of writing and technology, using media collected from visits to historical and literary sites and interactions with other cultures to prompt writing across modes and progressions and the development of multimodal portfolios.

**Credits Available:** Participants may earn 3 continuing education units (CEUs) and/or 3 graduate credits from NC State for completion of all course requirements. Students wishing to earn graduate credits must register for ECI 519, Section 651, in the 10-week summer session, and pay the related tuition and fees. Those earning graduate credits are also required to complete an application and pay a small registration fee to the campus study abroad office.

**Meeting Times and Places:** We will hold face-to-face classes on four Saturdays before departing for England (see course schedule below). These meetings will be held in 120 Poe Hall on the NC State campus. We will also hold face-to-face classes on three full and two half days between July 8-24 in the lecture theatre on the University of Surrey campus in England. Most of our time in England will be spent on excursions, not in the classroom, although some classes will be held and some assignments will be given. Attendance is required at all class sessions.

**Online Platforms:** The primary platform used for this course is Weebly, or more specifically: http://surreyteachers2014.weebly.com. Each student will be assigned a user ID and password to edit one page on our Weebly Web site. This “portfolio page” is where you will post all of your completed course assignments. We will use the email address we have on file for you to invite you into other shared spaces during the course (e.g., Pinterest, GoAnimate). Students will be able to access WIFI at NC State through guest access, WIFI at the University of Surrey lecture theatre and public spaces through IDs and password from the university, and wired/ethernet connection in their dorm room at the University of Surrey.

**Instructors:**

* Dr. Michael Cook, Assistant Professor, English, Millikin University (2011 course participant), mpcook@ncsu.edu
* Sara Lee, Technology Facilitator, Harnett County Schools (2011 course participant), selee7@ncsu.edu
* Dr. Kevin Oliver, Associate Professor, Digital Learning & Teaching, NC State, kmoliver@ncsu.edu
* Megan Poole, Technology Facilitator and Writing Consultant (Wake County), Literacy Coach (Targeted Reading Intervention Inc.), meganpoole@triinc.net
* Dr. Ruie Pritchard, Professor, English, NC State, ruie\_pritchard@ncsu.edu

**Course Materials:** We will draw from two texts in the course:

* Engel, E. (2002). *A Dab of Dickens, A Touch of Twain*. New York: Pocket Books. [Note, this text is out of print, so we will provide you with PDF copies of selected chapters to use in related writing activities]
* Pytash, K. E., Ferdig, R. E., & Rasinki, T. V. (2013). *Preparing Teachers to Teach Writing using Technology*. Carnegie Mellon: ETC Press. [Note, this text is open source and may be downloaded for free at: http://www.etc.cmu.edu/etcpress/content/preparing-teaching-teach-writing-using-technology]

**Technical Requirements:** Each student must have a personal laptop to participate in course activities, and they must bring the laptop to England. It will also be helpful if students have a personal smart phone and/or digital camera that takes both still images and video clips, to use throughout the course and while in England. We will be capturing imagery, particularly in England, and merging our images with writing to create multimodal representations. If you do not own either a smart phone or a digital camera, we do have a few extra cameras we can loan you. Talk to one of the instructors before we leave the country. We can also provide headsets for your use.

Yes, you can use your smart phones in England for media capture and Web browsing, but cellular/roaming and data should be turned “off” to avoid considerable charges on your next phone bill. International voice and data plans are available, but they are very expensive, and you can access most of the same features via WIFI. For example, you can download the Skype app for your smart phone, add some money to your account, and use WIFI connections on campus or public coffee shops/pubs to phone home via Skype for just pennies a minute. You can also access social media abroad via WIFI connectivity to “check in” on Facebook, add pins to Pinterest, post tweets on Twitter, etc. A number of free apps are available to help you navigate the London underground and transport network. In short, a smart phone can be helpful in England to capture media, and to access online services in places with WIFI.

Don’t forget the charger and cables! Don’t forget your laptop, smart phone, and/or digital camera chargers for England, as well as the cables that connect smart phones and/or digital cameras to your laptop to download captured images. **The instructors will provide students with a plug adapter and a voltage converter**, since England uses a different type of plug and a different electrical voltage (230v in England, 120v in the US). Very important: Please know the voltage of your devices before you plug them in! “Most” laptops are dual-voltage, meaning you can just use a plug adapter in England and plug them into the wall--most do not require a voltage converter. However, many camera chargers, hair dryers, and sleep sound machines are NOT dual voltage. You MUST use a voltage converter between these devices and the wall plug in England, to ramp the voltage down to 120v. If you do not, you will burn out your chargers and/or devices. Know which devices require just the adapter, and which require both the adapter and the converter. It often takes a magnifying glass to read the small voltage print on the back of different devices.

**Teaching Strategies:** This course is taught through a combination of assigned readings, related lectures, writing activities, excursions, media capture (still images, audio, video), and technology projects that merge writing and media into multimodal representations.

**Summary of Assignments:** Students will complete following assignments during the course, mostly in-class, with a few assignments completed as homework.

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| **Integrated Writing and Technology Assignments** | **Primary Tools** | **Due** | **Points** |
| 1. Journal Entries | Google Docs | varied dates | 30 |
| 2. Scribe Notes (expository writing) | Weebly Blog | varied dates, sign up | 10 |
| 3. Site Research (expository writing) | Google Docs | varied dates, sign up | 20 |
| 4. Where I’m From (poetic writing) | Prezi | May 31 | 20 |
| 5. Informal Essay on English Author (expository writing) | Google Docs | June 7 (draft), June 14 (revision) | 30 |
| 6. Lego Story (expressive writing) | StoryVisualizer | May 31 | 20 |
| 7. Letter to Self (expressive writing) | lettrs.com | June 14 | unscored |
| 8. Design a Dream Room (expressive writing) | Pixlr | June 14 | 10 |
| 9. Bio Poems, personal and historical (poetic writing) | Glogster/Smore | June 21 | 10 |
| 10. Comical Conversation (expressive writing) | ToonDoo | June 21 | 20 |
| 11. Cultural Generalizations and Synthesis (various modes) | Pinterest | ongoing, by July 23 | 20 |
| 12. Annotated Map (various modes) | Google Maps | July 10, ongoing | 20 |
| 13. Impressions of England (expressive writing) | Glogster/Smore | July 14 | 10 |
| 14. Post Card Home (poetic writing) | Glogster/Smore | July 14 | 10 |
| 15. Historical Timeline (expository writing) | MyHistro | July 14 | 20 |
| 16. Scripted International Duologue (expressive writing) | GoAnimate | July 18 | 20 |
| 17. Lesson Plan (expository writing) | Google Docs | July 18 | 30 |
| 18. A Day in the Life (expressive), Poem of Detail (poetic) | Pixlr | July 21 | 10 |
| 19. Personal Reflections/Self-Evaluations of Writing (expressive) | Google Docs | July 23 | 20 |
| 20. Full Participation in Courses, Discussions, Excursions | n/a | varied dates | 70 |

**Course Objectives:**

1. Demonstrate an understanding of 21st century education and how digital tools and strategies are changing the way we teach and learn.
2. Demonstrate a facility with using different kinds of writing – expressive, poetic, expository -- to share experiences and content.
3. Experience the affordances and constraints of digital writing.
4. Communicate, collaborate, reflect, analyze and create using digital tools and strategies.
5. Use mobile technologies (laptop, smart phones, digital cameras) in non-traditional classroom spaces.
6. Merge expressive writing with captured media to convey personal international experiences in multimodal formats (e.g., blog, timeline, map).
7. Merge poetic writing with captured media to convey an appreciation for cultural differences in multimodal formats (e.g., food, transport, education system).
8. Merge expository writing with captured media to inform and instruct on international topics in multimodal formats (e.g., Dickens, English gardens, sport).

**Assessment and Grading Scale:** Assignments are due by the dates listed on the course schedule. Late assignments will receive point deductions. Extra credit is not given, however students are encouraged to revise and resubmit any assignment based on feedback for a better grade. Letter grades will be used, allowing students earning graduate credits to transfer the course into a degree program if desired.400 total points possible.

A+ (386-400), A (374-385), A- (358-373)

B+ (346-357), B (334-345), B- (318-333)

C+ (306-317), C (294-305), C- (278-293)

D+ (266-277), D (254-265), D- (238-253)

F (237 or less)

**Academic Integrity:** Students are bound by the code of student conduct to uphold the university pledge of honor and exercise honesty in completing any assignment: http://policies.ncsu.edu/policy/pol-11-35-01. In this course, the primary point of academic integrity is to produce one’s own original writing and multimodal products, and not turn in work produced by someone else.

**University Non-Discrimination Policies:** It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Accordingly, the university does not practice or condone unlawful discrimination in any form against students, employees or applicants on the grounds of race, color, religion, creed, sex, national origin, age, disability, or veteran status. North Carolina State University also regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing a welcoming environment in which all its students, faculty, and staff may learn and work up to their full potential.

**Disabilities:** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 919-515-7653. http://dso.dasa.ncsu.edu/registration-steps

**FERPA Notice:** Under the Federal Family Education Rights and Privacy Act of 1974 (FERPA) and NC State's FERPA regulation (http://www.ncsu.edu/policies/student\_services/REG11.00.1.php), a student's education records are protected from disclosure to third parties. Because of the public nature of Web-based assignments in this course and due to the possibility that some student writing and multimodal products may be viewed by third parties online, we are required to collect your e-signature acknowledging your awareness and acceptance of this course format. Please enter your e-signature on the form provided on this Web page: http://tinyurl.com/cv5nmrp

**Detailed Course Schedule:**

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| **Daily Schedule** | **Readings & Assignments** |
| **Saturday May 17, 2014, Class in Poe Hall, NC State**  **8:30-9:00** arrive, coffee  **9:00-9:45** introductions--ice breaker 1 (signature hunt), Pritchard  **9:30-10:00** syllabus overview, Pritchard  **10:15-11:15** intro to writing modes and Moffett framework, P&O  **11:15-11:45** writing apprehension assessment on paper, Pritchard  **12:00-12:45** catered lunch  **1:00-1:45** *Where I’m From* poem, Cook  **2:00-3:15** begin work on Prezi with *Where I’m From* poem, Oliver  **3:15-3:45** intro to Weebly portfolios, embedding, Poole  **4:00-on** discussion of Norway for those going on trip extension | * read Oliver & Pritchard book chapter (before class), add to assignment 1, journal entry (after class) * complete technology pre-assessment (before class), http://bit.ly/R38p61 * fill out survey for trading card activity (before class), Sara will take photo (or email her), http://bit.ly/1iufjXR * sign up for assignment 2, scribe slot, http://bit.ly/1hdcbmO * sign up for assignment 3, site research, http://bit.ly/1g3xir1 * finish assignment 4: *Where I’m From* Prezi (homework) |
| **Saturday May 31, 2014, Class in Poe Hall, NC State**  **8:30-8:45** arrive, coffee  **8:45-9:00** chapter 5 discussion, Cook  **9:00-9:05** scribe reports from May 17  **9:05-9:45** introductions--ice breaker 2 (trading cards), Oliver  **9:45-10:45** guest speaker, Dr. Gareth Cordery, on *An Englishman’s Travel Tips*  **11:00-11:45** intro to peer response rules, peer response sharing  **11:45-12:30** *Google Docs* overview, peer mark-up--Poole; research feature--Lee  **12:30-1:15** catered lunch  **1:30-2:15** group work, writing short expressive stories, Oliver  **2:15-3:00** photographing stories with lego story starter kits  **3:00-4:00** integrating photos with text in *StoryVisualizer* app | * read Pytash text, Chapter 5 on apps for writing (before class), add to assignment 1, journal entry * if you can bring an ipad or tablet with the *StoryVisualizer* app today, please do; otherwise, we will have some available for use in class * by June 7, share assignment 5, expository informal essay, with partner on *Google Docs*, with peer response to follow; print four copies of essay to use in peer response circle by next class, June 14 * add assignment 6, lego story, to Weebly portfolio |
| **Saturday June 14, 2014, Class in Poe Hall, NC State**  **8:30-8:45** arrive, coffee  **8:45-9:00** chapters 11 and 14 discussion, Cook  **9:00-9:05** scribe reports from May 31  **9:05-9:30** introductions-ice breaker 3 (remembering names--alliterative adjectives), Pritchard  **9:30-10:30** peer response groups, Pritchard, Poole  **10:45-12:00** guest speaker, Dr. Elliot Engel, on *The Brilliant and Bizarre Bronte Sisters*  **12:00-12:45** catered lunch  **1:00-1:45** letter to self, intro to lettrs.com, Oliver  **2:00-2:30** design a room writing, Pritchard  **2:30-3:45** intro to Flickr creative commons image search, and Pixlr for creating photo collages, Lee | * read Pytash, Chapters 11 and 14, on writing groups and collaborative writing (before class), add to assignment 1, journal entry * read Pytash text, Chapter 1, on reciprocal composing processes, can you apply to assignment 7 today? (before class) * complete assignment 7, letter to self * complete assignment 8, dream room, merge with images in a Pixlr collage |
| **Saturday June 21, 2014, Class in Poe Hall, NC State**  **8:30-8:45** arrive, coffee  **8:45-9:00** chapter 12 discussion, Cook  **9:00-9:05** scribe reports from June 14  **9:05-9:30** bio poem format, write personal bio poem, Cook  **9:30-10:30** research English figure, write historical bio poem  **10:30-11:00** intro to Glogster and Smore, Poole and Lee  **11:00-12:00** transform personal and historical bio poems into flyers  **12:00-12:45** catered lunch  **1:00-2:00** write expressive story, you and your historical figure  **2:00-2:30** intro to ToonDoo, Oliver  **2:30-3:45** student work on ToonDoo stories | * read Pytash, Chapter 12, writing through comics (before class), add to assignment 1, journal entry * complete assignment 9, bio poems, in-class * complete assignment 10, comical conversation, in-class |
| **Tuesday July 8, 2014, Travel Day**  **6:15pm** AA #174 depart RDU to London Heathrow (LHR) | |
| **Wednesday July 9, 2014, Check-in, Orientation, and Groceries**  **6:55am** arrive LHR, customs, baggage claim  **8:30** pre-scheduled Beeline coach, LHR to Univ of Surrey  **10:00** check into dorms, receive WIFI ID, unpack  **11:30** orienting campus tour--take pictures for Google Maps assignment! (Chancellor’s Pub, pizza shop, cafeteria, launderette, lecture theatre, library/market, post office, Wates House restaurant and bar, cathedral hill, campus lake/park)  **12:30** lunch on campus--cafeteria, Chancellor’s, or Wates  **1:30** siesta (don’t oversleep--one or two hours max to start adjusting to time change!)  **3:30** grocery run 1--walk from dorms across campus to nearest full-size grocery store--Tesco; get your breakfast and/or lunch supplies (we will haul your groceries back to dorms for you in rental car, and yes we can make a run every 4-5 days as needed) | |
| **Thursday July 10, 2014, Class in Lecture Theatre, Pub Walk**  **8:30-8:45** chapter 15 discussion, Cook  **8:45-8:50** scribe reports from June 21  **9:00-9:15** health & safety briefing from Univ of Surrey rep.  **9:15-9:30** Pinterest overview and reminder, Oliver  **9:30-10:00** research presentations on July 10-13 sites  **10:15-11:00** Google Maps intro, Oliver  **11:00-11:45** recorded Gareth Cordery presentation on pub culture  **11:45-12:30** make your way to downtown Guildford  **12:30-1:30** lunch at choice of pub (take pictures for map activity!)  **1:30-2:30** wander Guildford Castle grounds, visit castle (fee), find Alice, visit adjacent Guildford Museum (free) (take pictures!)  **3:15-5:00** back on campus, work on Google Maps assignment | * read Pytash, Chapter 15, how is our work with Pinterest like a wiki and collaborative research? (before class), add to assignment 1, journal entry * begin work on assignment 10, Pinterest, continues throughout course (homework) * complete assignment 12, Google Map, in-class |
| **Friday July 11, 2014, London--British Library and Free Time in London**  **8:45** walk to train station  **9:45** off-peak train to London Waterloo station (~40 minute train ride) (paid by grant)  **10:30** tube to Euston station, walk to British Library  **11:20** gather at British Library for 11:30am tour  **11:30-12:30** British Library treasures tour  **12:30-onward** your time is free after our British Library tour--you can either stay with the instructors who will direct you to Russell Square for lunch, and the nearby British Museum (closes at 5:30pm), or you can plan something different (e.g., Globe Theatre, Tower of London, bus tour, etc.)  **7:00pm or later** return to Guildford via London Waterloo train station (off-peak tickets valid after 7pm) | |
| **Saturday July 12, 2014, Free Time**  **8:45** walk to train station  **9:45** off-peak trains, central London, or other areas (Windsor, Hampton Court, Bath, Oxford, Cambridge) (paid by student, if you travel in groups of 3 or 4, you get significant savings on a “groupsave 3” or “groupsave 4” train ticket)  **10:30** note, Saturday is market day in London, so you might want to check out Portobello Road in Notting Hill or Camden Town  **7:00pm or later** return to Guildford (off-peak tickets valid after 7pm) (note, if you want to crash in a London hostel Saturday night, you don’t have to return to campus--but let the instructors know where you are planning to stay) | |
| **Sunday July 13, 2014, Free Time**  **8:45** walk to train station  **9:45** off-peak trains, central London, or other areas (Windsor, Hampton Court, Bath, Oxford, Cambridge) (paid by student, if you travel in groups of 3 or 4, you get significant savings on a “groupsave 3” or “groupsave 4” train ticket)  **7:00pm or later** return to Guildford (off-peak tickets valid after 7pm) | |
| **Monday July 14, 2014, Class in Lecture Theatre**  **8:30-8:45** chapter 9 discussion, Cook  **8:45-8:55** scribe reports from July 10  **9:00-9:30** research presentations on July 15-17 sites  **9:30-10:30** Impressions of England writing and conversion using Glogster/Smore and students’ images, Poole and Lee  **10:45-11:45** Post Card Home writing and conversion using Glogster/Smore and students’ images, Poole and Lee  **11:45-1:00** lunch on campus  **1:15-2:00** Intro to MyHistro timeline tool, Lee  **2:00-3:00** using Google Docs, students research historical figure or period, identify creative commons images to use in timeline  **3:15-4:30** students construct multimedia timelines using MyHistro | * read Pytash, Chapter 9, best practice strategies for teaching writing across content areas (before class), add to assignment 1, journal entry * complete assignment 13, Impressions of England, in-class * complete assignment 14, Post Card Home, in-class * complete assignment 15, historical timeline, in-class |
| **Tuesday July 15, 2014, Winchester**  **9:00** coaches depart for iconic village of Winchester (~45 minute drive)  **10:00** you are free to plan your own day, but the instructors will guide any interested students alongside the River Itchen to the Wolvesey Castle ruins, the house where Jane Austen died, and the 900-year old Winchester Cathedral for touring (fee charged)  **12:00-1:00** lunch in Winchester, check out High Street area  **1:00-2:00** optional, lunch time concert inside Winchester Cathedral, Maureen Galea and Michelle Castellitti  **2:00-4:00** at the top of High Street, consider visiting the Great Hall with King Arthur’s roundtable, and Military Museums  **4:30** depart Winchester for Guildford | |
| **Wednesday July 16, 2014, Highclere Castle (Downton Abbey), Donnington Castle**  **9:00** coaches depart for Highclere Castle (~1 hour drive)  **10:30-1:00** we have purchased your ticket to tour the castle, Egyptian exhibit, and expansive gardens and grounds; you can enter the castle for touring any time between 10:30-1:00pm, but you must enter house before 1:00pm  **12:30-2:00** lunch--grab a sandwich at one of the cafes behind and to the right of the castle, or pack your own light picnic  **2:30** coaches depart Highclere  **2:45** brief stop of Donnington Castle ruins in nearby Newbury (free)  **3:15** coach returns to Guildford  **4:30** grocery run 2--we can pick up more groceries tonight and load in rental car instead of you schlepping bags back to campus | |
| **Thursday July 17, 2014, Jane Austen’s Chawton and Gilbert White’s Selborne**  **9:15** coaches depart for Hampshire (~30 minute drive)  **10:00-11:30** we have purchased your ticket to tour the Jane Austen House in Chawton  **11:30** coaches depart Chawton, stop at Hartley Park Farm lavender field--photo opp.  **12:30-2:15** lunch on own in iconic village of Selborne, home of famous naturalist author Gilbert White and two pubs--Queens, and Selborne Arms (make time to visit the historic St Mary’s church built in 1180, free)  **2:15** coaches depart Selborne, return to Chawton  **2:30-4:00** we have purchased your ticket to tour the Chawton House Library, and have arranged afternoon tea/cake (paid)  **4:15** coaches depart Chawton House, return to Guildford | |
| **Friday July 18, 2014, Class in Lecture Theatre**  **8:30-8:45** chapters 7 and 2 discussion, Cook  **8:45-8:55** scribe reports from July 14  **9:00-9:20** research presentations on July 19-20 sites  **9:20-9:45** intro to GoAnimate, Oliver  **9:45-10:30** students write scripted duologue  **10:30-11:45** students represent duologue using GoAnimate  **11:45-1:00** lunch on campus  **1:15-1:45** lesson plan format explained, Pritchard  **1:45-2:30** students browse sample lesson plans, past semesters  **2:30-4:30** students write own lesson plan, template provided  **8:00** optional Guildford Ghost walk, meet at Holy Trinity Church on High Street (fee, £5), http://www.ghosttourofguildford.co.uk/ | * read Pytash, Chapter 7, interview writing--another conversational writing form to build on your duologue; read Pytash, Chapter 2, multigenre papers--could you apply this approach to your lesson plan? (before class), add to assignment 1, journal entry * complete assignment 16, scripted international duologue, in-class * complete assignment 17, lesson plan, in-class |
| **Saturday July 19, 2014, Canterbury and White Cliffs** (our longest day out by coach--consider packing snacks/drinks)  **8:30** coaches depart for city of Canterbury (~1.5 hour drive)  **10:00-2:30** students are free to plan their own half-day in Canterbury, including lunch, touring the famous Canterbury Cathedral (fee charged), and other attractions within this historic, walled city  **2:30-3:00** coaches depart Canterbury for White Cliffs of Dover visitor center (open until 5:30pm)  **3:00-5:00** walking along the white cliffs as far as you like--2 miles to South Foreland Lighthouse (closes at 5:30pm), bring water; if you don’t want to walk, you can still enjoy the view from the visitor center of the boats coming and going below, bring a book?  **~5:15** coaches depart for Guildford | |
| **Sunday July 20, 2014, Free Time**  **8:45** walk to train station  **9:45** off-peak trains, central London, or other areas (Windsor, Hampton Court, Bath, Oxford, Cambridge) (paid by student, if you travel in groups of 3 or 4, you get significant savings on a “groupsave 3” or “groupsave 4” train ticket)  **7:00pm or later** return to Guildford (off-peak tickets valid after 7pm) | |
| **Monday July 21, 2014, Class in Lecture Theatre, Loseley House**  **8:30-8:45** chapter 17 discussion, Cook  **8:45-8:55** scribe reports from July 18  **9:00-9:20** research presentations on July 21-22 sites  **9:20-9:50** a day in the life writing  **9:50-10:20** poem of detail writing  **10:30-11:45** represent day in the life or poem writing with Pixlr  **12:15** coach departs for Loseley House, Compton  **12:45** catered lunch, Chestnut Lodge (paid)  **1:45-2:20** tour Loseley grounds, gardens, gift shop, unguided  **2:20-3:20** we have purchased your ticket to tour Loseley House  **3:20-3:50** tour Loseley grounds, gardens, gift shop, unguided  **4:00** coach departs, stops at nearby Watts Chapel and cemetery  **4:05-4:35** tour grounds and chapel  **4:40-5:00** coach back to campus | * read MacArthur Chapter 17 (before class), add to assignment 1, journal entry * complete assignment 18, day in the life or poem of detail, in-class |
| **Tuesday July 22, 2014, Arundel Castle and Joust Festival (laissez-aller!)**  **9:00** coaches depart for Arundel (~1 hour drive)  **10:00** we have purchased your ticket to tour Arundel Castle and enjoy the jousting festival which starts today; don’t miss the chapel and impressive gardens at the top of the hill above the castle  **12:00** lunch on your own, sandwich shops available in the castle  **3:00** coaches depart lower parking lot  **3:30** arrive in iconic Petworth Village, we suggest you visit the Petworth Cottage Museum first (closes at 4:30pm), and also the Parish Church of Saint Mary the Virgin  **5:30** dinner on your own in the village (Meghdoot’s is a really good Indian restaurant; pubs also available)  **7:30-8:10** coach departs for Guildford | |
| **Wednesday July 23, 2014, Class in Lecture Theatre, Free Time**  **8:30-8:45** chapter 8 discussion, Cook  **8:45-8:50** scribe report from July 21  **8:50-9:15** writing apprehension post-assessment on paper, Pritchard  **9:15-9:30** technology post-assessment, http://bit.ly/R38p61  **9:30-9:45** internal course evaluation, http://bit.ly/R34FBn  **10:00-11:45** students work on personal reflections/self-evaluations of their own writing  **12:00-onward** students have the afternoon free to finish any last-minute shopping in Guildford, visit the Guildford Cathedral, take the city bus to nearby attractions (e.g., RHS Wisley Gardens, Polesden Lacey, Clandon Park, Hatchlands Park), take a hike, or pack and relax; please be back by 6:30 for our group banquet  **6:30-8:00** group farewell banquet, group photo, Univ of Surrey Wates House | * read Pytash, Chapter 8, how well did we stack up to the recommended teacher professional development for writing--any suggestions you could provide us on the course evaluation? (before class), add to assignment 1, journal entry * complete assignment 19, personal reflections/self-evaluations of own writing, in-class |
| **Thursday July 24, 2014, Travel Day**  **11:00am-2:35pm** AA#173, LHR-RDU return flight  **optional:** extend-a-stay in dorms (must check out no later than Aug 3)  **optional:** trip extension to Norway | |

**Brief Explanation of Assignments** (detailed handouts for many assignments available on course Weebly site)**:**

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| Assignment 1: Article Reflections--Journaling (Homework) | |
| Description: | Each student will keep up with assigned readings and write a short journal entry with their thoughts on each assigned article. The point of this assignment is not to summarize the readings--we’ve all read the same articles, we don’t need summaries. The point is to react to the articles and give us your thoughts about them. Do you agree, disagree? Did the articles spur any revelations, reconsiderations, or concerns? |
| Where to turn in: | Each student will create a single Google Doc to hold all of their journal entries throughout the course. When adding a new journal entry, simply note the date and articles you are reflecting on, and type up your thoughts. Students should click File < Publish to the Web in Google Docs to generate embed code, then embed a copy of their journal on their Weebly portfolio. You need only embed one time, and thereafter, any edits you make in Google Docs should appear on Weebly. |
| When to work on and turn in: | This assignment is completed as homework before class meets. Check the detailed course schedule for assigned articles, read them, and write reflections before class meets. |
| Scoring: | 30 course points |
| Mode(s): | Expressive |
| Tool(s): | Google Docs, Weebly |
| Moffett Framework: | Audience (1)--a journal is an example of thinking, inner verbalization to the self.  Topic (3, 4)--we anticipate most of your journal entries will reflect a level 3 or 4, where the student reflects on what happens or could happen in classrooms when writing with technology. |
| Instructor(s): | Mike Cook |

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| Assignment 2: Scribe Notes (Homework) | |
| Description: | Each student picks one class or excursion to summarize in writing--running class notes if you will. |
| Where to sign up: | The instructors will post available dates for summarizing. Enter your name to “claim” your slot: http://bit.ly/1hdcbmO |
| Where to turn in: | Our class Weebly site has a blog page that everyone can edit. You will add a new entry to the blog page with your scribe notes. |
| When to work on and turn in: | This assignment is completed as homework on your own time, immediately following your selected date. |
| Scoring: | 10 course points |
| Mode(s): | Primarily Expository, but Poetic and Expressive may be included if appropriate. |
| Tool(s): | Blog Tool on Weebly |
| Moffett Framework: | Audience (3, 4)--writing informally for peers using standard conventions; also, publishing formally for an anonymous audience, since our blog page is public and may be viewed by third parties or the funding agency online.  Topic (2)--writing about what happened in past with narrative summary. |
| Instructor(s): | Megan Poole |

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| Assignment 3: Site Research (Written as Homework, Presented In-Class) | |
| Description: | Each student will conduct background research on one of our excursion sites, and prepare a two to three page research paper about that site. Papers should include both text and media (i.e., images and/or video clips). Students will present their papers to peers before we visit a given site, helping to establish context and expectations. |
| Where to sign up: | The instructors will post available sites for researching. Enter your name to “claim” your site: http://bit.ly/1g3xir1 |
| Where to turn in: | Students should create a new Google Docs document and use the Tools < Research feature to conduct background research and pull citations into their paper. Each paper should have at least five citations from different Web sources. Students should click File < Publish to the Web in Google Docs to generate embed code, then embed a copy of their research paper on their Weebly portfolio. |
| When to work on and turn in: | When you sign up for a site, note the date by which your research must be completed, or the date on which you will present your paper to the class. You must be prepared to present on your assigned date, so your peers will get an introduction to a given excursion site before we visit. |
| Scoring: | 20 course points |
| Mode(s) | Expository |
| Tool(s): | Google Docs, Weebly |
| Moffett Framework: | Audience (3)--writing informally for peers using standard conventions of peer group.  Topic (2, 4)--writing about what happened in past with narrative summary; students might also include in their papers some writing about what will, may, or could happen when we visit a given site. |
| Instructor(s): | Megan Poole |

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| Assignment 4: Where I’m From Poem (In-Class & Homework) | |
| Description: | Using the “Where I’m From” poetic frame, each student writes a brief poem about their personal or familial background. The poem’s lines are recorded as audio, and merged with still images and/or video from home into a multimodal presentation. |
| Where to turn in: | Students grab the “embed code” generated from their Prezi, and embed their presentations on their individual Weebly portfolio page. |
| When to work on and turn in: | The poetic writing portion of this assignment is completed May 17th as a group activity. Students create the framework for their Prezi in class, and finish the presentation at home by adding audio with stills and/or video. Some students will be asked to share their Prezi presentations in class on May 31st if time allows. |
| Scoring: | 20 course points |
| Mode(s): | Poetic |
| Tool(s): | Prezi presentation editor, Weebly |
| Moffett Framework: | Audience (3)--writing informally for peers using standard conventions.  Topic (2)--writing about what happened in past with narrative summary. |
| Instructor(s): | Michael Cook, Kevin Oliver |

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| Assignment 5: Informal Essay on English Author (Homework, In-Class Review) | |
| Description: | We will provide you with access to chapters from the text *A Dab of Dickens, A Touch of Twain* in a private DropBox (no longer in print)*,* from which you select one English author to review. Based on your selected chapter, you will prepare a two to five page expository informal essay. A more detailed assignment sheet will be distributed in class for this assignment. |
| Where to turn in: | The first draft of your essay is typed in Google Docs and shared with a designated partner online. Partners use the Glatthorn prompts introduced in class to respond to their peer’s draft. After revising your essay, print four times, and bring to class for use with a peer response group. Also, use File < Publish to the Web in Google Docs to generate embed code and place a copy of your essay on your Weebly portfolio. |
| When to work on and turn in: | This assignment is completed as homework after class on May 31st. The revised draft is embedded on Weebly and printed four times for peer response activities before class on June 14th. |
| Scoring: | 30 course points |
| Mode(s) | Expository |
| Tool(s): | Google Docs, Weebly |
| Moffett Framework: | Audience (3)--writing informally for peers using standard conventions of peer group.  Topic (2, 3)--writing about what happened in past with narrative summary; also, the personal element in this assignment may involve writing about what happens with generalization and comparison to other instances from the student’s background. |
| Instructor(s): | Ruie Pritchard, Megan Poole |

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| Assignment 6: Lego Story (In-Class) | |
| Description: | Students will use the provided lego story starter kits in class to visually depict short expressive stories written in small groups. The scenes will be photographed and integrated with text using the *StoryVisualizer* app available on iPads and tablets. iPads will be provided for use in class, or teachers may bring their own with the app pre-loaded and ready to use. |
| Where to turn in: | The finished comic strip image from the *StoryVisualizer* app should be added to each student’s Weebly portfolio. |
| When to work on and turn in: | This activity will be completed in-class on May 31st. |
| Scoring: | 20 course points |
| Mode(s) | Expressive |
| Tool(s): | Lego Story Starter Kits, and *StoryVisualizer* app |
| Moffett Framework: | Audience (3, 4)--writing informally for peers using standard conventions of peer group (i.e., comic format); but also, potentially publishing this work formally to anonymous audience  Topic (1-3)--most expressive stories would likely describe what is happening or happened, although stories with morals grounded in instances could rise to a level 3 |
| Instructor(s): | Kevin Oliver |

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| Assignment 7: Letter to Self (In-Class) | |
| Description: | Each student writes a brief letter to self, reflecting on anticipations, concerns, expectations, and general feelings regarding the forthcoming study abroad trip. |
| Where to turn in: | Students should set up a new account in lettrs.com and use this Web tool to type their Letter to Self. This assignment is not formally turned in for points--it’s just an in-class activity. |
| When to work on and turn in: | This assignment is completed in class on June 14th. The letter should be future-dated to arrive back to the student after the study abroad trip is over, allowing the student to reflect on the validity of their original thoughts. |
| Scoring: | No points assigned--in class activity only. |
| Mode(s) | Expressive |
| Tool(s): | lettrs.com |
| Moffett Framework: | Audience (1)--thinking, inner verbalizations to self.  Topic (4)--writing about what will, may, or could happen with arguments and inferences removed from the concrete. |
| Instructor(s): | Ruie Pritchard, Kevin Oliver |

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| Assignment 8: Design a Room Collage (In-Class) | |
| Description: | Each student will write expressive text to describe their dream room, using prompts from Dr. Pritchard. Students will find creative commons images on Flickr that represent their room, and merge their text and images into a multimodal collage. |
| Where to turn in: | Students should set up a personal account in Pixlr and choose a collage design to import their text and images. Save the completed collage to your desktop and add to your Weebly portfolio. |
| When to work on and turn in: | This activity will be completed in class on June 14th. |
| Scoring: | 10 course points |
| Mode(s) | Expressive |
| Tool(s): | Pixlr, Weebly |
| Moffett Framework: | Audience (1)--inner verbalizations to self.  Topic (1)--writing about what is happening in concrete terms, sensory stimuli. |
| Instructor(s): | Ruie Pritchard, Sara Lee |

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| Assignment 9: Bio Poems (In-Class) | |
| Description: | Using the bio poem framework, each student prepares one bio poem about themself and one bio poem about an English literary or historical character. The latter should be supported with citations from Google Docs research tool (Tools < Research). |
| Where to turn in: | Students should start by typing both bio poems in one Google Docs document. The instructors will introduce two flyer tools today, Glogster and Smore, and the student should transform their bio poems into two flyers using one or both tools. Embed code should be used to place the Glogster/Smore flyers with bio poems on each student’s Weebly Web portfolio. |
| When to work on and turn in: | This assignment is completed in class on June 21st. |
| Scoring: | 10 course points |
| Mode(s) | Poetic |
| Tool(s): | Google Docs, Glogster, Smore, Weebly |
| Moffett Framework: | Audience (3)--writing informally for peers using standard conventions of peer group.  Topic (2)--writing about what happened in past with narrative summary. |
| Instructor(s): | Ruie Pritchard, Michael Cook, Sara Lee, Megan Poole |

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| Assignment 10: Comical Conversation (In-Class) | |
| Description: | Students will take the text from their two bio poems, personal and historical, and write a short fictional conversation between themself and their historical figure. Do you have anything in common? What might you talk about if you ran into this person in a pub? |
| Where to turn in: | Students should type up their story as a script between two persons in Google Docs. When completed, students should build several comic strips in ToonDoo to fully represent the conversation. Individual strips should be combined in a cohesive ToonBook where pages are flipped from strip to strip. Embed code should be used to place a copy of the completed project on the student’s Weebly portfolio page. |
| When to work on and turn in: | This assignment is completed in class on June 21st. |
| Scoring: | 20 course points |
| Mode(s) | Expressive |
| Tool(s): | Google Docs, ToonDoo |
| Moffett Framework: | Audience (4)--as a published comic strip or story, this project is intended to be consumed in a formal way by an anonymous audience  Topic (4)--this activity represents an example of writing about what could happen if two persons were thrust into a conversation with one another |
| Instructor(s): | Kevin Oliver |

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| Assignment 11: Cultural Generalizations Supported by Instances (Homework) | |
| Description: | Each student will capture and “pin” at least four images representing the topic of “English culture” in general to a group Pinterest board, and share their reflections about the things in those images (i.e., what have you come to appreciate about English culture). Students are required to comment on at least four peer pins, and write a one-page synthesis of cultural themes represented on the group board. |
| Where to turn in: | This assignment involves capturing images while visiting different sites around England, and sharing images, written reflections, and written comments on a group Pinterest board. Toward the end of our time abroad, students should spend some time reflecting on the board at large and prepare a one-page Google Docs synthesis of the primary cultural themes captured by their peers through this assignment. Students should use File < Publish to the Web in Google Docs to capture embed code and place a copy of their synthesis on their Weebly portfolio. |
| When to work on and turn in: | This assignment is ongoing throughout our time in England. Both aspects of the assignment (pins/comments and Google Docs synthesis) are due no later than the last full day spent abroad (i.e., July 23rd). |
| Scoring: | 20 course points |
| Mode(s) | Expressive, Poetic, Expository |
| Tool(s): | Pinterest, Google Docs, Weebly |
| Moffett Framework: | Audience (1, 2)--this assignment involves capturing personal reflections on culture, similar to inner verbalizations to the self or conversational vocalizations to peers.  Topic (3)--in this assignment, we are accumulating multiple instances of “culture” which are then used by students to generalize or synthesize cultural themes. |
| Instructor(s): | Kevin Oliver |

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| Assignment 12: Annotated Map (In-Class) | |
| Description: | Each student will create a personalized Google Map on “sites visited in England” with embedded annotations and images. |
| Where to turn in: | Students will first need to capture images from around the University of Surrey, town of Guildford, and England at large, noting where the photos were taken. These images will need to be placed on a photo sharing site such as Flickr, Photobucket, or Picasa. Second, students will create a personalized Google Map that embeds their images. Finally, students will grab embed code from their Google Map and embed their map on their Weebly Web page. |
| When to work on and turn in: | Initial photographs are captured during free time around campus and Guildford on July 9th and 10th. The map itself is created in class on July 10th. A map with at least 15 placemarks should be embedded on Weebly in class, but students can continue to add more sites to their maps as we visit different places in England (i.e., starts as a Guildford map, but can become a map of places visited in England) |
| Scoring: | 20 course points |
| Mode(s) | Primarily Expository, but students should feel free to include Poetic or Expressive language in their annotations as appropriate. |
| Tool(s): | Photo Sharing (Flickr, Photobucket, Picasa); Google Maps; Weebly |
| Moffett Framework: | Audience (3, 4)--your map may be considered an example of writing informally for peers and family (i.e., sharing your map of places visited with the folks back home), or it may be considered an example of publishing formally for an anonymous audience, since a personal Google Maps can be made public and perused by others.  Topic (1, 2, 3)--the topic level really depends on what you put in your annotations--you may choose to write expressively about sensory stimuli taken in at different sites, or in narrative form about what happened at a given site, or in generalizations about what happens at a certain type of site. |
| Instructor(s): | Kevin Oliver |

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| Assignment 13: Impressions of England Poster (In-Class) | |
| Description: | Each student will write short, expressive paragraphs to describe a selection of images captured in England. The text and images will be merged onto a multimodal poster. |
| Where to turn in: | Students will set up a personal account in either Glogster or Smore to create their multimodal poster. Students should grab the embed code from their poster and place a copy on their Weebly portfolio page. |
| When to work on and turn in: | This activity will be completed in class on July 14th. |
| Scoring: | 10 course points |
| Mode(s) | Expressive |
| Tool(s): | Glogster or Smore, Weebly |
| Moffett Framework: | Audience (1)--thinking, inner verbalizations to the self.  Topic (1)--writing about what is happening in concrete terms, sensory stimuli. |
| Instructor(s): | Ruie Pritchard, Megan Poole, Sara Lee |

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| Assignment 14: Post Card Home (In-Class) | |
| Description: | Each student will choose an image taken in England and construct a post card home using an anachronym frame. |
| Where to turn in: | Students will set up a personal account in either Glogster or Smore to create their post card. Students should grab the embed code from their post card and place a copy on their Weebly portfolio page. |
| When to work on and turn in: | This activity will be completed in class on July 14th. |
| Scoring: | 10 course points |
| Mode(s) | Poetic |
| Tool(s): | Glogster or Smore, Weebly |
| Moffett Framework: | Audience (2)--speaking, outer vocalization to peers, conversational.  Topic (1)--writing about what is happening in concrete terms, sensory stimuli. |
| Instructor(s): | Ruie Pritchard, Megan Poole, Sara Lee |

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| Assignment 15: Historical Timeline (In-Class) | |
| Description: | Each student will create a historical timeline that represents a historic site visited in England, or a famous English literary or historical figure. Facts and images should be collected while on a given excursion. |
| Where to turn in: | Students will create an account in the MyHistro tool and develop their timeline with at least six dates with images and expository annotations. Students should grab the embed code and place their timeline on their Weebly portfolio. |
| When to work on and turn in: | This activity will be completed in class on July 14th. |
| Scoring: | 20 course points |
| Mode(s) | Expository |
| Tool(s): | MyHistro, Weebly |
| Moffett Framework: | Audience (4)--publishing formally for an anonymous audience.  Topic (2)--writing about what happened in past with narrative summary. |
| Instructor(s): | Sara Lee |

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| Assignment 16: Scripted International Duologue (In-Class) | |
| Description: | Each student will write a short script that represents a revealing conversation they had with an international person while in England. The script will be used to create a short animated movie. |
| Where to turn in: | Students will be given a log-in ID and password for our class GoAnimate account. The instructors will send students a copy of their published movies to upload into their Weebly portfolios. |
| When to work on and turn in: | This activity will be completed in class on July 18th. |
| Scoring: | 20 course points |
| Mode(s) | Expressive |
| Tool(s): | GoAnimate, Weebly |
| Moffett Framework: | Audience (2, 4)--the script represents an outer vocalization or conversation; the published movie may be considered a more formal representation for an anonymous audience.  Topic (2)--writing about what happened in past with narrative summary. |
| Instructor(s): | Kevin Oliver |

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| Assignment 17: Lesson Plan (In-Class) | |
| Description: | Students will design an original lesson or unit that makes use of both writing and technology and tie it to the standards of the Common Core for their grade level and/or subject. |
| Where to turn in: | The lesson plan should be developed in Google Docs, with File < Publish to the Web used to capture embed code, and the plan published on the student’s Weebly portfolio. |
| When to work on and turn in: | The lesson plan is completed in-class on July 18th. |
| Scoring: | 30 course points |
| Mode(s) | Expository |
| Tool(s): | Google Docs, Weebly |
| Moffett Framework: | Audience (3)--writing informally for peers using standard conventions of peer group.  Topic (4)--writing about what will, may, or could happen through the lesson. |
| Instructor(s): | Ruie Pritchard, Michael Cook |

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| Assignment 18: A Day in the Life, Poem of Detail (In-Class) | |
| Description: | Students will complete the expressive “day in the life” writing, and the poetic “poem of detail” writing, using their own images collected in England as prompts. Students will choose one of their writings (and images) to represent as a multimodal collage with Pixlr. |
| Where to turn in: | Students should set up a personal account in Pixlr and choose a collage design to import their text with representative images Save the completed collage to your desktop and add to your Weebly portfolio. |
| When to work on and turn in: | This activity will be completed in class on July 21st. |
| Scoring: | 10 course points |
| Mode(s) | Expressive |
| Tool(s): | Pixlr, Weebly |
| Moffett Framework: | Audience (1, 2)--inner verbalizations to self; outer vocalizations to peers, conversational.  Topic (2)--writing about what happened in past with narrative summary |
| Instructor(s): | Ruie Pritchard, Sara Lee |

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| Assignment 19: Personal Reflections/Self-Evaluations of Your Writing (In-Class) | |
| Description: | Each student will write three, short personal reflections or self-evaluations of their own writing, one per mode--expressive, poetic, and expository. |
| Where to turn in: | The student should complete their reflections in Google Docs, and use File < Publish to the Web to grab embed code, then place their reflections on their Weebly portfolio. |
| When to work on and turn in: | Time has been allotted to complete this assignment in-class on Wednesday, July 23rd, after the student has completed all of their other writing assignments. |
| Scoring: | 20 course points |
| Mode(s) | Expository |
| Tool(s): | Google Docs |
| Moffett Framework: | Audience (1)--thinking, inner verbalizations to the self.  Topic (3)--writing about what happens with one’s own writing in different modes, with generalizations and comparisons across instances. |
| Instructor(s): | Ruie Pritchard |