

**EDU 315 Non-Majors Course  
State University of New York College at Cortland  
Childhood Education Department  
EDU 315 Crit. Media Lit: Val, Ed and Soc**

**Course Information:**

Course: EDU 315  
Semester/year: Spring 2011  
Credit Hours: 3  
Location: Cornish 1310  
Campus Office Hours: T & R 10am-11am, T  
2:30pm-4pm, R 2:30pm-5:30pm

**Professor Information:**

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**Required Materials:**

Verizon Broadband 3G service subscription and rental of Gateway Netbook Mobile Learning Device. Cost \$180 dollars for one semester.

Taskstream – purchase online at [taskstream.com](http://taskstream.com). **Codes will be given to students if campus has a site license. If no site license student will be required to purchase and maintain subscription through the end of the student teaching experience.**

**Online Subscriptions: Currently Free**

Edutopia <http://www.edutopia.org>

eSchoolnews <http://www.eschoolnews.com/e/esntoday/esntoday082710.htm>

Portable hard drive or USB thumb drive at least an 8 GB. This will be for media storage.

APA: *Concise Rules of APA Style* 6<sup>th</sup> Edition offers essential writing and formatting standards for students, teachers, researchers, and clinicians in the social and behavioral sciences. Online resources may be used such as [APA Owl Purdue](#).

Must have access to a microphone for audio recordings; if your computer does not have an internal microphone you will need to purchase an external headset.

Digital camera or device that can take digital pictures will be required. These are available for loan in the library.

Digital recording device that will be used for movie recordings. These are available for loan in the library.

National Research Council. (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academic Press (This is a required book in EDU 379 and will be used in this course too. Chapter 9: Technology to Support Learning.)

Students will be required to complete at least two on-site authentic service learning and teaching tasks in this course in conjunction with EDU 379 lesson plan requirement. This will require students to cover travel costs to and from an identified school that will be within a 35-mile radius of SUNY Cortland. Carpooling will be arranged.

### **Suggested Materials Not Required:**

1. Berson, I. R. & Berson M. J. (2010). *High-tech tots: Childhood in a digital world*. NC: Information Age Publishing.
2. Ohler, J. & Thornburg, D. (2007). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity*. CA: Corwin Press.

**Other Items:** Software program that will allow creation of a audio movie or enhanced podcast this could be, but is not limited to, iMovie, Garageband, Windows Movie Maker, Windows Storyboard, Picasa, Powerpoint, etc. These are available in the Cornish 1310 lab for use.

Software programs that will be used: Microsoft Word, Powerpoint, Publisher, Adobe PDF, iTunes, Window Media Player, and other trail software items as indicated in the course work. These are available in the Cornish 1310 lab for use.

**Course Description:** Critical media approach to the historical, theoretical, and ethical implications of technology's impact on society, particularly related to education. Topics include "cyberanalysis" for media and technological literacy, ethics, values, and technological applications to develop a critical lens for being consumers and producers of media. Assumes student currently has a technology competency at the CAP 100 level. (3 cr. hr.)

Course is designed around the current [ISTE Recommended Foundations in Technology for All Teachers](#). These standards are very extensive; therefore, this course will apply the foundation of use and understanding of both the NETS.S and NETS.T as presented by the ISTE Foundation. This course will provide an introductory skillset, in a hands-on manner, toward integration of technology into classroom teaching.

**College Attendance Policy:** "It is the policy of the College that regular class attendance is a basic requirement in all courses. . . . Penalties for excessive absences, as determined by the instructor's policy, shall not exceed one-third of a letter grade per class hour of absence." Absences because of participation in college-approved activities, with appropriate documentation, are not counted toward *excessive* absences.

**Course Attendance Policy:** Students should arrive on time and be ready to participate at the assigned scheduled course time. Only excused absences are allowed. Penalties are given for unexcused and/or chronic absences (see Handbook, p. 56). Online modules are calculated by work completed on time within the online environment.

*NOTE:* The instructor maintains attendance and work completion in the online environment. The eLearning system allows the instructor to monitor student activity in the online environment by documenting all login's, use of all features within the system, and records time sets in the system. These tracking tools will also be used to monitor work progression and attendance if necessary.

### **Course Goals/Objectives:**

Through the successful completion of activities of this course, the engaged participant will by the end of this course:

1. Distinguish values and ethics of media and their impact on society and schooling, using appropriate technologies and the scientific method for data gathering and analysis of emerging knowledge bases. (\*ACEI 4 & 5.1; ISTE/NETS.T 2, 4 & 5; NAEYC 3a, 4b10, 5b level II; CF#13)

2. Identify the intersection of media with learning— understand the inter-relatedness of curriculum, science, math, and technology challenges of the 21st century. (ACEI 2; NAEYC Standard: 4b11 level II; ISTE/NETS.T 3; CF# 13)
3. Identify the intersection of media and technology tools with learning— understand and identify the inter-relatedness of curriculum, assessment, differentiated learning, adaptive tools, and technology challenges of the 21st century. (\*ACEI 2 & 4; NAEYC Standard: 4b11 level II; ISTE/NETS.T 1 & 2; CF#13)
4. Recognize the importance of understanding media, its effects, and benefits for learners, and the use of technology as a means of personal empowerment to learn. (\*ACEI 3.2; NAEYC 1b-c, 4b10 level I; ISTE/ NETS.T 3 & 5; CF#13)
5. Analyze the effects of the digital divide and participation gap on learning, including social and educational sorting on the basis of digital access. (\*ACEI 3.2; NAEYC 2a, 4b10 level II; ISTE/ NETS.T 3 & 5; CF#13)
6. Develop strength in critically analyzing media and using critical media literacy to counteract and deconstruct contemporary media. (\*ACEI 3.2, 4; NAEYC Standard: 5d level II; ISTE/NETS.T 3 & 4; CF#13)
7. Apply aptitude for media communication while situating selves as citizens and future teachers in the media “web” – including publishing methods, communicating through images, video communication, blogging, etc. (\*ACEI 5.1; NAEYC 2b level III; ISTE/ NETS.T 1, 2, 3 & 4; CF#13).

\*Abbreviations: Association for Childhood Education International (ACEI); International Society for Technology Education (ISTE); National Educational Technology Standards for Teachers (NETS.T); SUNY Cortland’s 2010 Conceptual Framework (CF).

**Academic Integrity Statement:** The students and faculty at State University of New York College at Cortland have set forth high standards for academic integrity in the [Student Code of Conduct](#). The beginning of the preamble is significant:

“The State University of New York College at Cortland strives to maintain a community which promotes and values the academic experience, institutional and personal integrity, justice, equality, and diversity. The College, therefore, believes in values that foster an environment where people can work, study and recreate together as a community.”

The college is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies or ask your instructor.

**Students with Disabilities:** If you are a student with a disability and wish to request accommodations, please contact the [Office of Student Disability Services](#) located in B-1 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

**Taskstream:** The Childhood/Early Childhood Education Department uses TaskStream as its data management tool for performance-based assessment for New York State Department of Education, NCATE (ACEI and NAYEC), and other reports. Candidates are required to subscribe to TaskStream, and to upload certain tasks into a Directed Response Folio for each of their courses in the C/EC program.

**Practical Skills:** In this course, there will be lab exercises, hands-on activities, readings, and projects. This course requires the use, application, and creation of media content that should contain evidence (artifacts) representing the student’s best work. Final products could be used to highlight, for a potential employer, a student’s technology knowledge, skills, and abilities.

**Evaluation of Student Performance:** Class grade break down.

**Grading Scale:**

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A 93-96%	B 83-86%	C 73-76%	D 63-66%
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%
			F 59% or less

**Important Note:** There will be no rounding up of grades in this course. This may not seem reasonable to some but it is the course policy. Please understand if a student earns a 96.9 it is an A and will not be a A+ in this class. In addition, an A+ cannot be earned by anyone with an unexcused absence.

**Learning Activities and Assignments:** The following are requirements of this course. Modules have interconnectedness and therefore an overlap of modules must occur during the semester.

Course Content/eLearning	Overview of Content	Points Percentage and Objectives	
Assignments Tab: Independent Writing Assignments WA 1 Due wk 2 WA 2 Due wk 9	Two Individual Writing Assignments and Safe Assign 1. Digital Divide and Participation Gap 2. Teachers, Students and Technology - Current Research Pros and Cons	15%	1 4 5 & 6
Discussion Area Course Module 1: <b>Professionalism of Teachers and Technology</b> Weeks 1-3	<b>Lecture and Discussion</b> - History of technology in Education and Technology Standards in Elementary Education. (ISTE and NYS technology standards)  <b>Projects</b> - Introduction to Taskstream, iGoogle web design and the technology standards in elementary education (NETS.T and NYS technology standards).	10%	1 4 6 & 7
Discussion Area Course Module 2: <b>Using Standard Computer Platforms and Programs</b> Weeks 1-5	<b>Lecture and Discussions</b> - Computers: Platforms, Software and Hardware; How to Use: Word, PPT, Excel, PDF, HTML Editors, Templates, Save As Functions, and Picture tools. What Are?: Open Source Tools and the Importance Understanding File Management.  <b>Projects:</b> Creating Classroom Products from Templates (Taskstream Technology Section), Picture Use (Taskstream Home Page Completed)	10%	3 & 4

Discussion Area Course Module 3: <b>Value and Ethics of Media and Digital Application of the 21<sup>st</sup> Century</b> <b>Weeks 2-15</b>	<b>Lecture and Discussions</b> - Define Ethics. These areas will be reviewed in connection to the value of ethics and media in the face-to-face classroom and digital applications. Copyright and Plagiarism Issues, Safe Internet Use and Smart Search Engines, Social Networks Students and Teachers, Usability and Accessibility of Learning Material in Digital Format, Net-etiquette, Online/Virtual Education in K-6, and Assistive and Adaptive Technologies for Classrooms. Use and download of video material will be reviewed at this time.  <b>Project</b> - Group Projects will be assigned and PPT presentation will be due for Mid-term of course. Class presentation will take place during identified class periods. This becomes part of the Technology Section of Taskstream. Peers will video tape students for self-evaluation purpose.	10%	1 3 4 & 6
Discussion Area Course Module 4: <b>Practical Application of Technology use in Education</b> <b>Weeks 6 - 12</b>	<b>Lecture and Discussion:</b> SmartBoard, Clicker Technologies, Audio Tools, Web 2.0, Gaming in Education with Technology, Digital Storytelling, Blogs and Wikis.  <b>Project</b> - Audio Story, Short Digital Story, Data Analysis, and Game Creation. All Projects will be part of the Taskstream Portfolio	20%	1 2 3 4 5 6 & 7
Discussion Area Course Module 5: <b>Innovative Technology Movements for Educational Use and Authentic Service Learning Component</b> <b>Weeks 6-15</b>	<b>Lectures and Discussions:</b> Mobile Learning Technologies in K-6, Virtual and Online Education for K-6, and Current Issues.  <b>Project</b> - Authentic Service Learning Project with School District -Integrated Lesson, Digital Story and Lesson Plan are all part of Taskstream Portfolio	20%	1 2 3 & 5
Discussion Area Course Module 6: <b>Taskstream Portfolio Completion</b> <b>Weeks 1-16</b>	This culminating project will occur over the entire semester with publication of portfolio for peer review the Week of May 2-6 <sup>th</sup> .  <b>Project</b> - Peer Evaluation of Portfolio Complete Portfolio Presentation during finals week.	10%	7
Assessment Tab Course Final: – Online Assessment M/C, T/F, Matching, and/or Short Essay <b>Week 17</b>	Final Examination - Final Week date and time will be announced at mid-semester break.	15%	1,2, 3,4, 5, 6 & 7
<b>Total Score</b>		<b>100%</b>	

Projects will be graded according stated outcome criteria given for each task and sometimes, a peer evaluation of your project will be part of your grade. All course modules, excluding final, will have required readings, writing tasks and at least one project assignment.

There will be online discussions and sharing connected to each module within the course. The expectation of the online discussions will be unique in each instance and will be explained as each discussion is brought forth in the class. The online discussions will most often explore the classroom demonstration for the next face-to-face meeting.

You will be expected to present almost all of your completed work as part of your course work to your peers and your professor. There are three exceptions; they are the two writing assignments and final.

Final will be based on required readings, all lectures in the course and all other work connected with projects. The professor will identify peer work that will be applicable to the final. The class final will be an online assessment but will take place in a face-to-face environment.

**Late Work:** It is important that all students keep to the class timeline; however, there are times an extension is needed. If an extension is required due to personal needs, the extension must be requested 48 hours in advance. Extensions are available for emergencies but in all cases, the student should hand in what they have completed at that point in time as to when the emergency occurred and documentation of emergency will be requested. ***Late work that does not meet the criteria identified here will receive a zero. No partial grade is given.***

#### ***Additional Important Information:***

**Participation:** Participation means more than attending class or completion of work by logging in to the eLearning system. Participation means contributing to the discussion and making meaningful comments both during face-to-face and online work. Participation means asking questions and actively encouraging other class members to contribute. It is expected that all participants in the class will be peer tutors.

**Respect:** All students and teachers have the right to learn in a respectful environment. Be considerate of others. Behave in an ethical manner. Ethics online can be a subjective area. Remember all **CAPS** in bold is yelling. A word or two may be used for emphasis but complete posts in all caps are not appropriate. Do not FLAME or be inconsiderate in any learning environment. Complaining should not be done, instead make appropriate meetings with individuals to discuss problems in a professional manner.

**Attitude:** Be curious, flexible, patient, take risks, and care about what you are doing!

**Communication:** Email is also the easiest and quickest way to contact for course communication. eLearning will be used and the email system inside of eLearning will be the courses primary email account. The eLearning email can be adjusted under personal settings so that emails forwarded to one's must frequently accessed email account. This forward only allows a user to know that an email has been sent in the online environment. The eLearning user must access their eLearning room to correspond, but it will allow a quick method of communication. All students are also required to use an active Cortland Email account for alternative communication if the eLearning system is down, but eLearning email should be used first during this course.

**Writing Style:** All students are expected to use an APA writing style in the papers, discussion threads, course material, and presentation material.

**Writing Policy:** All written work must be typed and be of advanced quality. The [Academic Support and Achievement Program](#) (ASAP) tutors have liberal hours to assist those students who need assistance in meeting these standards. The ASAP tutors do not serve as proofreaders. Rather, they assist writers to organize their thoughts and to write more coherently. Take written work to the ASAP Center well in advance of due dates for assistance throughout the writing process. Be mindful that, as a future teacher of writing (which is now being taught in every subject area), written work must be that of a professional. Present your assignments as if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students.

**eLearning:** Access to the online eLearning room is required through MyRedDragon Portal.

**Writing Assignment Overview:** Each writing assignment will address certain pieces of the course objectives and have been built within the class structure to allow all students some flexibility within the content. Each assignment is completely detailed in the online discussion areas for each course module or individual writing assignments. Due dates are also noted in this same area. Please follow these guidelines general guidelines that will not be found in the individual areas.

1. Be sure you present your own work (or groups' work). Plagiarism will not be tolerated.
2. Adhere to APA format of writing.
3. Completed writing assignments must include a title, author's name, and page numbers when submitted as attachments. Attachment writing assignments must be double-spaced, have appropriate file titles that include the author's last name, be formatted using page break tools for references, and be a readable file for all computer platforms (.rtf, .doc, .docx, or .pdf when applicable).
4. References or reference page must be included for all writing assignments unless professor specifically notes references are not needed.
5. Follow all submission guidelines for the writing assignment posts in the Assignment Directions area of the online classroom. This may include hyperlink requirements, peer posts, or other specific writing assignment tasks. Read and follow all directions for each individual writing assignment.
- 6. Late assignments are given a zero unless prior arrangements have been discussed with the professor.**

**Media Assignments Overview:** **USE this list when you post your completed projects within the Taskstream Page Creation areas.**

DO NOT include the questions instead create the content in complete sentences for your Taskstream pages. There is four media projects required for upload to your Taskstream Portfolio. They will be identified in the course modules but in all situations, these questions should be addressed for all items.

- 1) Completed media project is placed on the Taskstream page and then these questions should be answered about the project:
  - a) Creators/Authors of the Media Project. (This is you!)

- b) Identified the Targeted Audience: Grade(s) or Age(s) or Level(s)
  - c) Brief Introduction of the media project – What is the value of using this type of media project? What impact on learning do you foresee occurring with the use of this media project in an educational setting?
  - d) What learning styles will most likely be attracted to this media creation? (This might be a nice refresher for you on learning styles, use this only as a guide. <http://nwlink.com/~donclark/hrd/styles.html> )
  - e) What instructional strategies have been utilized? (This list is somewhat exhaustive and here is a site to use as a guide. <http://glossary.plasmalink.com/glossary.html> )
  - f) Is this a self-paced, instructor directed task, or both? Would an individual, group, or either use this media project?
- 2) Avoid Copyright problems - References or Resources should be listed last. This may just be copy/paste from within your media project reference area.
  - 3) Add the appropriate ISTE, ACEI, or NAYEC standards as appropriate. These should be added in the uploaded attachment of the Media Project in Taskstream. **DO NOT use the attachments standards link found in the edit tools of the pages.**

**Online Discussions and Sharing:** There will be several online discussions within the course. Such as iGoogle features, Web 2.0 Programs in Education, Clicker technology, Smartboard usage, Mobile Learning, Online/Virtual Education, Ethic and Technology, etc. All discussions should be completed with proper grammar, spelling should be checked, proper use of 'white-space', in-text references should be used as necessary, and references to the discussion should be added to the bottom of the post.

APA should be followed. Watch initial post deadlines and follow-up to peers deadlines. Be thoughtful and considerate in follow-up posts to all your peers. Read, thoroughly, all directions for each assignment. Use syllabus general guidelines in addition to specific or unique tasks given with each discussion.

**Please follow this piece of advice for online posts:**

All initial posts should be written in a word processor first, and then copy/paste into the discussion area. It is required that all students use the HTML editor before they post. This tasks will be taught in class. Follow up or peer responses may be completed in such a fashion that a word program may not be needed. But Remember!!! **IF you type in a discussion thread and do not post within 15 minutes the eLearning System will find the system inactive, log the user out, and all work will be LOST! Copy/Paste will save you many headaches.**

**Professors' Survival Notes**

I hope it does not happen but it almost ALWAYS does. Someone is going to lose a flash drive or have a system crash. **PLEASE BACKUP YOUR WORK AS YOU GO!** Always have multiple copies of your work - save work on your Hard Drive, on a flash drive, or even on server space. **Save early, save often.**

*Final Caveat! This syllabus is only a guideline. I reserve the right to make adjustments along the way depending on such variables as class interests, schedules, special events, or the weather. Be flexible!*

***After reading the syllabus, please email me in your online room (Cortland email will not count) and indicate to me that you understand the course policies. That must be done by all but if completed before next class start time 1 extra credit point will be added to your grade book.***



## Classroom Schedule for ECE 315 section 601 and EDU 315 sections 603 & 604

	<i>Course</i>	<i>Date</i>	<i>Course</i>	<i>Date</i>	<i>Course</i>	<i>Date</i>
<i>Spring Quarter 1</i>	<i>ECE 315-601</i>	<i>1/25</i>	<i>EDU 315-603</i>	<i>1/25</i>	<i>EDU 315-604</i>	<i>1/27</i>
	<i>ECE 315</i>	<i>2/1</i>	<i>EDU 315</i>	<i>2/1</i>	<i>EDU 315</i>	<i>2/3</i>
	<i>ECE 315</i>	<i>2/8</i>	<i>EDU 315</i>	<i>2/8</i>	<i>EDU 315</i>	<i>2/10</i>
	<i>ECE 315</i>	<i>2/15</i>	<i>EDU 315</i>	<i>2/15</i>	<i>EDU 315</i>	<i>2/14 &amp; 2/21 8am switch</i>
	<i>ECE 315</i>	<i>2/22</i>	<i>EDU 315</i>	<i>2/22 No Class RQL</i>	<i>EDU 315</i>	<i>2/24 No Class RQL</i>
	<i>ECE 315</i>	<i>3/1</i>	<i>EDU 315</i>	<i>3/1</i>	<i>EDU 315</i>	<i>3/3</i>
	<i>ECE 315</i>	<i>3/8</i>	<i>EDU 315</i>	<i>3/8</i>	<i>EDU 315</i>	<i>3/10</i>
<i>Spring Break March 14 – 18</i>						
<i>Spring Quarter 2</i>	<i>ECE 315</i>	<i>3/22</i>	<i>EDU 315</i>	<i>3/22</i>	<i>EDU 315</i>	<i>3/24 (TBA)</i>
	<i>ECE 315</i>	<i>3/29</i>	<i>EDU 315</i>	<i>3/29</i>	<i>EDU 315</i>	<i>3/31</i>
	<i>ECE 315</i>	<i>4/5</i>	<i>EDU 315</i>	<i>4/5</i>	<i>EDU 315</i>	<i>4/7</i>
	<i>ECE 315</i>	<i>4/12</i>	<i>EDU 315</i>	<i>4/12</i>	<i>EDU 315</i>	<i>4/14</i>
	<i>ECE 315</i>	<i>4/19</i>	<i>EDU 315</i>	<i>4/19</i>	<i>EDU 315</i>	<i>4/21</i>
	<i>ECE 315</i>	<i>4/26</i>	<i>EDU 315</i>	<i>4/26</i>	<i>EDU 315</i>	<i>4/28</i>
	<i>ECE 315</i>	<i>5/3</i>	<i>EDU 315</i>	<i>5/3</i>	<i>EDU 315</i>	<i>5/5</i>
<i>Last Day of Spring Qt.2 Open Labs</i>	<i>ECE 315</i>	<i>5/10 (Open Lab)</i>	<i>EDU 315</i>	<i>5/10 (Open Lab)</i>		<i>5/12 Study Day (Open Lab)</i>
<i>Finals May 13-18</i>	<i>ECE 315</i>	<i>Final TBA</i>	<i>EDU 315</i>	<i>Final TBA</i>	<i>EDU 315</i>	<i>Final TBA</i>

EDU 315 section 604 will have two class changes. First will be 2/17 on this date you will still come to the lab but you will have Dr. LaChance for EDU 373. We will have class on 2/14 and 2/21 and will meet in your EDU 373 classroom. You must bring NetBooks for both of these classes.

EDU 315 section 604 will also have a change for 3/24 class time but at this time I am unsure on the change. I must attend this EdTech Conference day.

All EDU 315 sections: Travel to the schools for the authentic learning and teaching projects will occur after the spring break. Tentatively it is set to occur the second week after the break but more information will follow. Since this project is being completed in conjunction with EDU 379 both instructors will be working the schedule so that the learning and teaching activity will still occur during your normal class time.

ECE 315: You have two items to look at. First, the Raquette Lake requirement has been added but will not affect your classroom time. Secondly, you will also have an authentic learning experience but we will work out times for groups of students. This will take place at in either a day care, preK-2 grade room or in the SUNY Cortland Children's Museum.

All Writing Assignment and Discussions for all courses have due dates within the eLearning classrooms. Project due dates have tentative deadlines but might change as decided upon collectively by each class as content is covered.