Teaching English with Technology   University of Massachusetts Boston
English 613   MW 6:00 p.m. – 9:00 p.m.
Summer 2017   Wheatley 6-0047

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While the Internet may not be fed directly into our brains (yet), digital technologies play an immeasurable role in our lives. Once the quintessential noun of literary study, the word "text" is now regularly used as a verb. For some, the advent of instant messaging is a sign of the apocalypse. For others, the speed and precision of texting offer exciting possibilities. As teachers, we are acutely aware of the influence of emerging technologies on literate practices, but we rarely have the opportunity to assess these innovations. Even for those of us who have recognized the potential of digital modes such as blogs and wikis, we hesitate to use them with our students because of the time, energy, and heartache we fear they require.

This course addresses the ways that new technologies are changing the teaching of English at the middle, secondary, and college levels. To understand the angst that accompanies the emergence of new literate modes, we will attend to the history of writing technologies, beginning with Plato's prediction that writing would destroy the human capacity to memorize. We will then

consider the ways that scribal proficiency, the printing press, and computer coding have revolutionized our conceptions of writing and the very nature of literacy itself. As we move into what Jay David Bolter has called "the late age of print," we will examine the rise of peer-to-peer interaction via social networking and texting, identifying their effective uses and their egregious abuses. To do so, we will immerse ourselves in the digital world, contributing to social networks, blogs, and wikis, and evaluating when and how they should be used in our teaching of language, literature, and writing. In addition to the careful consideration of the philosophical and ethical concerns that accompany these dynamic and collaborative environments, the bulk of the course will be dedicated to developing effective strategies for helping our students read, interpret, and produce written, hyper, and multi-modal texts. The ultimate goal is that participants will create digital teaching portfolios that reflects their pedagogical beliefs and revitalizes their instruction.

Several questions will be threaded through our work for this course.
- What are the effects of Web 2.0 technologies and the multiple modes of representation/interpretation (including visual and aural) they use on the ways in which our students might approach reading, writing, speaking, listening, and viewing?
- How can we, as English teachers, prepare our students to engage both actively and critically in a rapidly changing communicative environment while maintaining our traditional curricular focus on literature, language, reading, and writing?
- How can we most effectively use the technological resources available to us to foster students' learning and literacy for the 21st century in middle school through college classrooms?

Course goals: This course has four primary goals:
1) to reframe the work of the English classroom within a contemporary literacy context shaped by emergent technologies;
2) to explore a range of technological tools and teaching practices that are being used currently in the teaching of English in middle, secondary, and college classrooms;
3) to consider, from a critical perspective, the ways in which these tools and practices may impact our teaching and to what extent they are compatible with the theoretical perspectives of our field;
4) to have participants develop (with peer critique) actual sites and materials (digital stories, data visualizations, wikis, blogs, etc.) that they will be able to draw on in future teaching.

Course Topics: After the first class, the course will be organized into several main topics, with a hands-on activity for each topic, one of which will be developed in a final project. We'll work with these general topics but may adjust the class content to respond to the needs and interests of the group.

June 5th-12th	Emergent Reading and Writing Technologies
June 14th-21st	Collaboration and Community Online
June 26th-July 3rd	Technology and Student Research, Reading, and Writing
July 5th-12th	Digital Presentation and Assessment Tools

The final project is due July 12th.

Much of the work will contribute to a resource page (http://engl613-mueller.wikispaces.umb.edu/) that will be available for future teaching.

Instructional Approach and Expectations: In this course we will combine the reading and discussion of relevant texts with an introduction to and application of several technologies that are being used in significant ways in English classes and the examination of relevant online resources. Through our wiki site, we will be using the typical features of online systems such as posting materials, participating in threaded discussions, blogs, and chat, and we'll reflect on what they contribute to teaching and learning and what difficulties they might pose, especially to new users.

Weekly work will include both reading and discussion on a topic and hands-on activities with particular tools.

Before each class, I'll expect you to
- Complete the readings and annotate them on our Annotation Studio site.
- Respond to posts on our course blog "Digital Techne".
- Work with particular tools and visit relevant online sites. I'll offer introductions to these tools and ask you to do particular activities using them or create something with them. I'll also ask you to contribute brief examples of your own experiences (as a teacher/learner/reader/writer) with the tools we explore where relevant.
- Create something using the tools and post a link to our course wiki site.

  If you've already worked with a tool I introduce in a particular week, you can send me an example and a suggestion for an alternative activity.

Requirements will include:

Attendance and Participation: It is expected that you attend class on time and come prepared to participate, which means completing the reading and assignments, listening attentively to demonstration lessons, asking questions, bringing the assigned text to every class, and actively discussing the readings. Discussion will not be as useful or engaging if not all participants are in attendance or prepared for class. In addition, your contributions to this course will develop your professional identities as teachers and colleagues.

More than one absence will result in a penalty for your participation/attendance grade for the course. You are responsible for keeping up with the syllabus and/or changes to the syllabus.

If you know you will be absent on a certain date, due to any sort of conflict, let me know as soon as possible. We can work together on a plan for make-up work **before** you are absent. If you have a last-minute absence, a courtesy phone message or email to me, alerting me to your absence, is appreciated.

Blog Post and Discussion Facilitation: For one class meeting, I'll ask you to compose a blog entry in response to the readings, facilitate class discussion about the reading, and summarize key points that emerge across responses to the reading.

Weekly Annotations and Blog Comments: **Before each class, you will be expected to add at least 4 annotations to the reading uploaded to Annotation Studio.** While four comments is the minimum requirement, I would encourage you to add many more comments, especially if your comments are short. This extra effort will not go unnoticed! **You are also expected to comment on the blog post for the class. Details of these requirements will be explained in class and on the course wiki.**

You will notice that some weeks include readings that are not available on Annotation Studio. Those weeks are labeled "TWITTER" because you are expected to send out 4 tweets as "annotations" to the course readings. This will require that you have a Twitter account. Details will be provided on the wiki and in class.

Final Project: From your class activities you'll identify a technological tool that you'll use in developing a final project and an area of interest for that project. Final projects may also be done in pairs (and I'll especially encourage pairings that match those who are not currently teaching with those who are). You'll submit your final project by our last class meeting.

Evaluation of Student Performance
- Attendance, participation in class discussion   10%
- Blog post and discussion facilitation (one time)   15%
- Hands-on activities   20%
- Annotations and blog comments   25%
- Final project   30%

I will post rubrics for these activities on the wiki site, and I'll ask for your feedback on them, but the main requirement for each is timely and substantial participation in the work.

I anticipate that students will enter the course with very different levels of experience with technology. To accommodate those differences, I'll ask you to complete a preliminary skills inventory. The above weightings are approximate, and you will have an opportunity to negotiate the balance to be used in your final grade. My goal is to have each of you add to your ways of thinking about and using technology from wherever you're starting.

Grading Policy, Withdrawals, Incompletes: All work assigned in the class must be submitted on time for satisfactory completion of the course. An assignment can be handed in late only by prior arrangement with me; such arrangements must be made a week in advance of the assignment's due date. It is almost impossible to receive an incomplete; incompletes are strongly discouraged, require documented physical or psychological illness, and are given only at my discretion.

Accommodations: If you have a disability that may affect your performance in this class, please know that UMass Boston has resources that can help you succeed in your coursework. Please contact the Ross Center for Disabilities (Campus Center UL211) to receive official university services and accommodations; they will provide you with documentation that you then bring to me.
--Ross Center website: http://www.umb.edu/academics/vpass/disability/

Plagiarism: Using someone else's work or work you have written for another class without clear documentation is forbidden. Plagiarism is taking what the academic community considers its most important resource: ideas. You cannot present someone else's ideas as your own. You must document even the shortest of phrases and sentence fragments, the "borrowed" argument/theme/thesis, all quotations, and all notes, citations, and references used. You must document your use of another source, no matter what the source—including a web site. **If you plagiarize in my course, as a graduate student, at the very least you will fail the course.** I will also undertake a full judicial investigation, seeking further sanctions. For a list of possible sanctions, see the Student Handbook (2002-3), 157-158.

Required Texts:
> DeVoss, Dànielle Nicole, Elyse Eidman-Aadahl, and Troy Hicks. *Because Digital Writing Matters: Improving Student Writing in Online and Multimedia Environments*. John Wiley & Sons, 2010.
> Drucker, Johanna. *Graphesis: Visual Forms of Knowledge Production*. Cambridge and London: Harvard University Press, 2014.

> *The required readings that are available on the web are accompanied by their web address. Some of these readings will be available through the Healey Library website. You must enter your bar code on the back of your library card to gain access to these texts. If you don't have a bar code on your library card, please visit the front desk of Healey library to obtain one. **The readings on the Annotation Studio website must be annotated before the class for which they are scheduled.***

> *The required readings labeled "WIKI" will be available on the course wiki.*

Proposed Schedule (Please note: this does not represent the final schedule of our work, and you should rely on the up-to-date weekly content on the wiki site. We are likely to make some adjustments, based on the interests of the participants and new resources that we discover, but the larger topics and general types of activities will remain the same.)

INTRODUCTION

May 31st – *Introduction and Reframing the Field; A Brief History of Reading and Writing Technologies*

> a. Read syllabus and examine the wiki site and course structure.

> b. Address starting questions, issues, and practices in the use of technology in English studies and the digital humanities.

> c. Readings [provided in-class] and Discussion:
>   Selection from Plato's Phaedrus
>   David Crystal, Ch. 1, "The Hype about Texting"

EMERGENT READING AND WRITING TECHNOLOGIES

June 5th – *Distributed Cognition*

    a. Readings and Discussion:
        Dànielle Nicole DeVoss, Elyse Eidman-Aadahl, and Troy Hicks, "Introduction"
        Johanna Drucker, "Overview"
        Nicholas Carr, "Is Google Making Us Stupid?"

June 7th – *Transmedia Navigation*

    a. Reading and Discussion [TWITTER]:
        DeVoss, Eidman-Aadahl, and Hicks, Ch. 1, "The Landscape of Digital Writing"
        Drucker, "Image, Interpretation, and Interface"

    b. Sites to visit:
        Center for Digital Storytelling
        Examples of Digital Stories:
            http://edcg610.pbworks.com/w/page/6699012/digitalstories
            http://blog.lib.umn.edu/afroam/storytelling/2008/10/white_teacher.html

    c. Activities:
        Begin creating a digital story **[Hands-on activity #1]**

June 12th – *Simulation and Play*

    a. Reading and Discussion:
        Jorge Luis Borges, "The Garden of Forking Paths"
        DeVoss, Eidman-Aadahl, and Hicks, Ch. 2, "Revising the Writing Process"
        Drucker, "Windows"

    b. Sites to visit:
        http://www.houseofleaves.com/
        Michael Joyce, *afternoon, a story*
        Michael Joyce, *Twelve Blue*

    c. Activities:
        DIGITAL STORY DUE

COLLABORATION AND COMMUNITY ONLINE

June 14th – *Performance*

    a. Introduction to key concepts and uses of blogging and online role-play.

    b. Readings and Discussion:

DeVoss, Eidman-Aadahl, and Hicks, Ch. 3, "Ecologies for Digital Writing"
Geoffrey Chaucer, *The Miller's Prologue and Tale*
Alex Mueller, "Digitizing Chaucerian Debate" (WIKI)

c. Sites to visit:
    My blogs:
        Postcard 2.0
        The Roundtable
        Quitting Your Classmates
        Teaching English in Urban Contexts
    Blogs of linguistically/culturally diverse students with disabilities who have
        participated in the Cultural and Linguistic Diversity Transition Success Research
        Project of the University of Hawaii (http://www.cld.hawaii.edu/)

d. Activities:
    Begin creating your hypertext **[Hands-on activity #2]**

June 19th **–** *Collective Intelligence*

a. Readings and Discussion:
    DeVoss, Eidman-Aadahl, and Hicks, Ch. 4, "Standards and Assessment for Digital
        Writing"
    Vannevar Bush, "As We May Think"
    Alison J. Head and Michael B. Eisenberg, "How Today's College Students Use
        Wikipedia for Course Related Research"

b. Sites to visit:
    My wikis:
        Wikipedia in HEL
        Teaching Literature
        Romancing the Tome
        Chaucer
        Contemporary Issues in Teaching English
        Chaucer's *Canterbury Tales*
        Teaching Literature in Urban Settings
        King Arthur
        King Arthur [Grad Section]
        From Bologna to Blogosphere
        Freshman English II

June 21st **–** *Networking*

a. Readings and Discussion:
    Dorothy Kim, "The Rules of Twitter"
    Sherry Turkle, *Alone Together* (WIKI)
    Christine Rosen, "Electronic Intimacy"

    b.   Sites to visit:
          http://www.facebook.com/
          http://twitter.com/

    c.   Activities:
          HYPERTEXT DUE

TECHNOLOGY AND STUDENT RESEARCH, READING, AND WRITING

June 26th **–** *Judgment*

    a.   Introduction to key concepts of online research, intellectual property, and remixing.

    b.   Readings and discussion:
          DeVoss, Eidman-Aadahl, and Hicks, Ch. 5, "Professional Development for Digital Writing"
          Lawrence Lessig, *Free Culture*
          Henry Jenkins, "Confronting the Challenges of Participatory Culture: Media Education for the 21st Century"

    c.   Activities:
          Begin creating your remix **[Hands-on activity #3]**

June 28th **–** *Appropriation*

    a.   Introduction to key concepts of multiliteracies and using material from search engines, websites, visual resources, podcasts

    b.   Readings and discussion [TWITTER]:
          Siva Vaidhyanathan, "The Googlization of Everything and the Future of Copyright"
          Drucker, "Interpreting Visualization"
          Gunther Kress, "Gains and Losses: New Forms of Text, Knowledge, and Learning" (WIKI)

    c.   Sites to visit:
          My screen captures:
            "Wikipedia in HEL"
            "Arthurian Fan Fiction"
            "Thinking and Linking: Teaching with Hypertext"
            "Confronting the Common Core: Teaching 'Informational Texts'"
            "Playing the Role, Befriending the Troll: Enchantment and Critique in the Classroom"
            Freshman English

July 3rd **–** *Negotiation*

      a.   Introduction to key concepts and tools in using technology in the teaching of writing.

      b.   Readings and discussion:
           Drucker, "Interface and Interpretation"
           DeVoss, Eidman-Aadahl, and Hicks, Afterword, "Some Conclusions, Many
               Beginnings"
           Robin Wharton, "Of Icebergs and Ownership"

      c.   Sites to visit:
           http://www.freshman.umb.edu. Visit teacher pages with sample sections and posted
               freshman student writing.
           http://www.readwritethink.org/. An NCTE-sponsored site with integrated
               reading/writing activities for K-12.
           http://docs.google.com

      d. Activities:
           REMIX DUE

DIGITAL PRESENTATION AND ASSESSMENT TOOLS

July 5th **–** *Multitasking*

      a.   Introduction to the topic of presentations

      b.   Reading and discussion**:**
           Drucker, "Designing Graphic Interpretation"
           Edward Tufte, "PowerPoint is Evil"
           Pete Rorabaugh and Jesse Stommel, "How to Storify"

      c.   Activities:
           Begin creating visual presentation **[Hands-on activity #4]**

July 10th **–** *Visualization*

      a.   Introduction to key concepts and tools for curriculum, assessment, and using other
           online tools in teaching.

      b.   Readings and discussion:
           Drucker, Afterword
           Aaron Bady, "The MOOC Moment and the End of Reform"

      c.   Activities
           VISUAL PRESENTATION DUE

<u>July 12th</u> – *Final Projects*

    a.   **FINAL PROJECT DUE**

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