

EDUC 4P27: 21st Century Literacies Across the Junior/Intermediate Curriculum

Instructor: Susan Drake Ph. D.

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Class time: Mondays 7-10 pm

Location: TH 242

COURSE DESCRIPTION:

This course revolves around multiple literacies and how they can be integrated into the curriculum. This is an emerging area of extreme importance for all new teachers who will need to have an understanding of what the new literacies are and how they can be integrated into their teaching. As a new teacher, you will be expected to lead the way into 21st Century teaching and learning. **Since this is an emerging area there will be a lot of exploratory work between us as we engage in our role as a community of learners.**

REQUIRED TEXT:

Drake, S. M., Reid, J. L. & Kolohon, W. (2014). *Interweaving curriculum and assessment: Engaging 21st Century Learners*. Toronto, ON: Oxford University Press.

** Please note: Required readings also include articles – see course schedule. **

By the end of this course, you should:

KNOW

Big Ideas:

- Multiple Literacies – traditional literacies, new literacies, assessment literacy.
- Integration of curriculum, assessment, and instructional strategies.
- Curriculum Alignment

Big Understandings:

- In a rapidly changing world we need to be literate in a variety of arenas in order to be a successful member of society.
- Aligning the KDB with the assessment of, for and as learning enhances student learning and is accountable.
- Assessment can be a valuable tool to a) evaluate student work, b) act as a diagnostic tool to determine what students need to know and c) to enhance student learning.

DO

Big Skills:

- Recognize different literacies as identified in curriculum documents.
- Create an integrated curriculum that focuses on literacies across the curriculum and embed ongoing appropriate assessment strategies.
- Align the KDB of curriculum with assessment OF, FOR and AS learning.

BE

- Literate across disciplines - Multiliterate

COURSE SCHEDULE:

Jan. 6	Welcome & Introductions - Course Overview - Traditional and new literacies - Form Integrated Curriculum Groups - Form Literacy Jigsaw Groups	Readings Chapter 1 in text	What is Due
Jan. 13	Expert Literacy Groups - Expert Literacy groups go over the resources each member gathered on their literacy - Members come up with ways to teach their peers about their literacy	Articles on Sakai about your chosen literacy Additional sources you found on your chosen literacy	Additional Resources on Literacy <i>Begin following at least 3 active interesting educators online</i> <i>Blog created and online location of blog posted to the "Blog" Forum on Sakai</i>
Jan. 20	Literacy Jigsaw - Jigsaw groups are formed and each literacy "expert" presents		"Expert" Literacy Presentations First Blog Post Due
Jan. 27	Literacy Groups - Expert Literacy groups reconvene and construct their understanding of all 10 literacies Inquiry Learning	Drake et al. (2014) Chapter 4	
Feb. 3	Activity Integrated Curriculum KDB Model: Horizontal Scan and Cluster	Drake et al. (2014) Chapter 5 Skim Chapter 2	21st Century Literacies Paper Due
Feb. 10	Activity Recognizing New Literacies Within Curriculum Documents KDB Model: KDB Chart and Umbrella	Skim Ministry Policy Documents and Literacy Resource Guides (on Sakai)	Due: Horizontal Scan and Cluster (End of Class)
Feb. 24	Activity Passion-based Learning Genius Hour	Explore the site http://www.geniushour.com/	Second Blog Post Due

Mar. 3	Problem-based Learning Finding Powerful Rich Performance Assessment Tasks Genius Hour Preparation	Research High Tech High, the Buck Institute, Calgary Science School and the Inquiry Hub	Due: KDB Chart and KDB Umbrella (End of Class)
Mar. 10	Genius Hour		Genius Hour Presentation
Mar. 17	Moral Literacy/Character Education Activity KDB Model: Interdisciplinary Assessment and Learning Experiences	Look at the site code.org	Third Blog Post Due
Mar. 24	Branding	Drake et al. (2014) Chapter 6	Due: Integrated Curriculum Unit (Digital) for Peer Assessment (End of Class)
Mar. 31	Peer Assess Rich Performance Assessment Task		Rich Performance Assessment Task Due (Before Class)

*****DUE April 2nd, 2015: Final Integrated Curriculum Unit (Digital) and Final Blog Post*****

COURSE EVALUATION:

Criteria	Assessor	Weight
Active Course Engagement	Instructor, TAs	20%
21st Century Literacies Paper	Instructor, TAs	20%
Ongoing Blog	Self, Instructor, TAs	20%
Interdisciplinary Curriculum	Instructor, TAs, & Peers	2.5% Scan and Cluster 2.5% KDB Chart & Umbrella 15% Final Curriculum Unit
Rich Performance Assessment Task	Instructor, TAs, & Peers	20%

COURSE REQUIREMENTS**Active Course Engagement:****25%**

This class will be run using a blended learning format. As a result, students are expected to attend all classes and participate in the online activities. Failure to do this will adversely affect your final course grade.

As professional commitment and conduct are integral to the profession, this grade will be holistically comprised of professional demeanor, the quality of the class preparation and participation, the ability to work independently and cooperatively, and overall conduct becoming a member of the teaching profession. Class engagement individually and in-group, both in class and online, is not only encouraged, it is expected. **Remember we are a community of learners**, not competitors. **Reflective practice is an important skill for both students and teachers.** Students must be prepared to insightfully discuss classroom readings and discussion topics as well as engage in the hands-on activities. Students will also be expected to peer assess their colleagues integrated units and rich performance assessment tasks.

21st Century Literacies Paper**20%**

The first few weeks of the course you will be teaching yourself, and your peers, about ten of the 21st century literacies mandated by the Ontario government to be included in your classrooms in every subject and every grade. You will be doing this using the *jigsaw method*. At the end of the fourth week of the course you are required to write a short paper (5-7 double-spaced pages) outlining what you learned. This paper needs to communicate your understanding of the literacies (i.e. What does literacy mean to you as a teacher and as a student/citizen?). Include references from your peer's activities/lessons/presentations. **Due: February 3rd, 2015.** More details will be provided in class.

Blog – Ongoing Throughout the Course**20%**

As metacognition has been recognized as a key ingredient to successful teaching and learning you will be practicing your metacognitive skills throughout the course by creating, and posting to, your own blog. As you go through the course you will be engaging in a learning journey which begins with what the 21st century literacies are, continues with how to integrate them into your curriculum, provides you with example activities, and has you view exemplar educators doing this in classrooms around the world. Consider your blog the journal you use to document your learning journey. You will be required to post a **minimum of FOUR blogs throughout the term (due January 13th, February 24rd, March 17th, and April 3rd, 2015)**. Of course you are encouraged to post to your blog as often as you would like and can use it to curate ideas and artifacts you would like to save to include in your rich performance assessment task. You are also encouraged to comment on your fellow classmate's blogs.

You may use any site you wish to create your blog including, but not limited to, Blog.com, Google's Blogger.com, Edublogs.org, Tumblr.com, Livejournal.com, Wordpress.com, Weebly.com, Wix.com or svtle.com. Your blog **MUST be publicly viewable and comments MUST be enabled**. When you have created your blog **post its web address to the Forum on Sakai labelled "Blogs" by the beginning of class on January 13th, 2015**.

Interdisciplinary Curriculum Design

2.5% + 2.5% + 15% = 20%

As a group you will develop an integrated curriculum unit using backward design principles. You will begin with the expectations at your selected grade level and follow the directions given in class and outlined in Drake et al. (2014). **Your unit will include at least 4 subject areas and 3 literacies**. You will hand in a digital copy of your scan and clusters on **February 10th, 2015** for feedback (worth 2.5%). You will hand in a digital copy of your KDB chart and umbrella **March 3rd, 2015** for feedback (worth 2.5%). **You will send your curriculum to the instructor on March 24rd, 2015 through email (msavage@brocku.ca) and she will upload it to Sakai for peer assessment**. Each person will be assigned one of the curriculum units posted online to peer assess. The peer assessment will be sent to the instructor and the group **through Sakai by Thursday, March 26th**. **By April 2nd, 2015 you will send your final integrated curriculum unit to the instructor through email at sdrake@brocku.ca after you have made any changes as a result of your peers' feedback**. Much more detail will be provided in class.

Rich Performance Assessment Task

20%

As a budding educator/researcher in the 21st century one of the most important questions you need to ask yourself is: How will I incorporate the 21st century literacies into my own practice? In order to help you answer this key question you will be engaging in a number of activities throughout the term. You will also be *required to find and follow online a minimum of three interesting educators* who regularly contribute online through some medium **throughout the entire term**. Possible mediums include twitter, their own teacher blog, their own website, Pinterest, Instagram, Facebook or Scoopit! At least TWO of the educators must teach in the primary/junior panel. You are free to follow as many educators as you like. There is no maximum number. Everyone should follow Aviva Dunsiger. Her blog is Avivaloca at <http://adunsiger.com/>. Her twitter handle is @avivaloca. Other suggestions are Cathy Cassidy at <http://mscassidysclass.edublogs.org/>. Her Twitter handle is @misscathyclass. And Angie Harrison at <http://techieang.edublogs.org/>.

At the end of the term you will create a public online product that answers the key question: How will I incorporate the 21st century literacies into my own practice? You may create this using

anything you like (e.g. twitter, Pinterest, Instagram, Facebook, Youtube, a custom webpage, etc.) In your final product you **MUST** answer the key question AND you **MUST provide evidence that you followed at least 3 interesting educators online throughout the entire term and learned from their practice.** You may include evidence that you followed MORE than three interesting educators if you wish. You will be peer assessing one of your peer's rich performance assessment tasks in addition to completing your own. Your rich performance assessment task is due **by the beginning of class March 30th, 2015.** More detail will be provided in class.

LATE POLICY:

All assignments are expected to be handed in on time. If extenuating circumstances arise, extensions will be granted at the discretion of the instructor on a case-by-case basis. A 10% deduction per day will ensue for late assignments. After five days, the assignment will not be accepted.

PLAGIARISM:

Plagiarism will NOT be tolerated. Academic penalties will be enforced. Please familiarize yourself with Brock University's plagiarism document.

<http://www.brocku.ca/academicintegrity/policy.php>

EXCEPTIONALITIES:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with exceptionalities. If you require accommodations related to a permanent disability to participate in this course, you are encouraged to contact the Student Development Centre Services for Students with Disabilities (4th Floor Schmon Tower ext. 3240) and also discuss these accommodations(s) with the professor/instructor.

BROCK GRADING CRITERIA:

A - 90 to 100	Reserved for students where work is of outstanding quality that provides clear evidence of a rare talent for the subject and of an original and/or incisive mind. Work could be published and/or is considered a valuable contribution to the field by an expert in the discipline.
A - 80 to 89	Awarded for excellent, accurate work in which evidence of a certain flair for and comprehension of the subject is clearly perceptible.
B - 70 to 79	Indicates competent work that shows a sound grasp of the course goals without being distinguished.
C - 60 to 69	Represents work of adequate quality which suffers from incompleteness or inaccuracy.
D - 50 to 59	Given where the minimum requirements of a course are barely satisfied.
F - 49 or lower	Means that minimum requirements have not been met and no credit has been given for the course.

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