Computer-Based Instruction in Reading Education

Instructor:
Professor Linda D. Labbo
llabbo@uga.edu
309 Aderhold Hall
706-542-2718 (Office)
706-548-1352 (Home)
Office Hours: By Appointment

Class Meets:
Wednesdays
4:40 p.m. - 7: 25 p.m.
Room 317 4:40pm - 6:00pm
& Lab 233 6:15 - 7:25pm

Texts:
McKenna, Labbo, Kieffer & Labbo, Eds. (in press). International Handbook of Literacy and Technology - Volume Two. Mahwah, NJ: Erlbaum. CD of unedited chapters. DO NOT CITE IN PUBLICATIONS (Wait for the edited volume).*

*Supplied by the instructor on a CD-ROM.
Other readings or online resources as assigned.

Materials:
1 one-use digital camera (or your own digital camera)
1 Creativity software package (power point, KidPix)
2 literacy-related software programs of your choice

Course Description:
Examines the computer's role in classroom instruction, learning, and research as these topics relate to PreK-12th grade literacy. Computer applications and Internet resources of potential value to the teaching of reading and writing will be critically examined. Applicable theoretical perspectives, as they relate to understanding the complexities of computer-related conventional and electronic literacy instruction will be explored. Students will use, evaluate, and present for demonstration and discussion a variety of computer applications and Internet sites. Students will develop and participate in a unit related to computer-based instruction activities focusing on conventional and electronic literacies.

5 Instructor-Identified Goals:

I invite students of READ 7110 to help shape the direction of the course through (1) initial discussions about what we know and want to know about the use of computers in PreK-12th grade literacy instruction, (2) individual decisions about student-identified goals, and (3) the focus and scope of student-selected activities.

• Explore and share computer-related literacy instruction topics of personal relevance and professional significance.
• Identify current issues, trends, research, standards and researchers.
• Assemble conceptual and pedagogical bases for the use of computers in literacy instruction that result in identification of guiding principles.
• Design a range of computer-related literacy activities appropriate for specific grade levels.
• Conduct professional inquiry to contribute to our knowledge base.

Student Goals:

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Class Format:

1/3 lecture, discussion of readings
1/3 demonstration, presentations
1/3 hands on experience in the computer Lab and working on course projects

Course Requirements:
Submit a contract (next page of syllabus) that
Completion of Requirements 1-4 with substance and quality will result in a potential grade of C for the course; 1 - 5 = potential grade of B; 1 - 6 = potential grade of A.

1. Professionalism:
• Regular attendance for all scheduled class meetings. Email the instructor if you have an emergency and can't attend class.
• Participation in all class activities.
• Submit all written material using computer applications (spelling and grammar checks are required - even for email exchanges).

2. Reviews of 10 literacy related Internet Sites: At least 5 of the sites should be directed towards student use for literacy development or instruction (e.g., games, online virtual field trips, virtual experiences, etc.). At least 5 of the sites should be directed towards teacher use (e.g., resources, professional development, etc.). Present web sites to classmates in class. You will be given time in class to work on this assignment.

3. Reviews of 2 literacy-related computer applications:
(include full citational information) to a) thoroughly describe, b) try out and reflect on use of the application with students/children, and c) review (including critiquing, relating to appropriate learning theory, and suggesting classroom implications) and present to the class.

4. D-LEA: Conduct, create, and write-up findings of a D-LEA (Digital Language Experience Approach) that utilizes a digital camera and creativity software. Present the D-LEA in the form of an Author's Computer Chair (directions will be given in class).

5. Mini-Unit: Work with 1 or 2 classmates to write and present a small, 1-week (e.g., to be completed in 1 week in a classroom), literature-based unit. Guidelines will be given in class.

6. Culminating activity: Write a paper that is suitable for publication (e.g., a manuscript appropriate for submission to a professional journal of your choice).

READ 7110 Course Contract Spring 2006   *Due January 18, 2006*
Keep a copy for your files and return the other copy to the instructor.
Name: Date:

Check one:

_____ I plan to fulfill requirements 1-4 for a potential grade of C.
_____ I plan to fulfill requirements 1-5 for a potential grade of B.
_____ I plan to fulfill requirements 1-6 for a potential grade of A.

Check all of the following that apply:

_____ **1. Professionalism.** By signing the contract *(Due January 18)*.
        I indicate that I understand and will adhere to regular attendance, participation in all class activities, submit all written material using computer applications

_____ **2. Reviews of 10 literacy related Internet Sites.** By signing the contract I indicate that I understand and will complete the assignment as described in the syllabus related to Internet reviews. *(Sign up to present during lab time as indicated on tentative course schedule)*.

_____ **3. Reviews of 2 literacy-related computer applications.** By signing the contract I indicate that I understand and will complete the assignment as described in the syllabus related to reviews of computer applications *(Due February 15 and 22nd)*.

_____ **4. D-LEA.** By signing the contract I indicate that I understand and will complete the assignment as described in the syllabus related to D-LEA *(Due March 22nd)*.

_____ **5. Mini-Unit.** By signing the contract I indicate that I understand and will complete the assignment with 1 or 2 other classmates as described in the syllabus related to a mini-unit *(Due April 12, 2006)*.

_____ **6. Culminating activity.** By signing the contract I indicate that I understand and will complete the assignment as described in the syllabus related to writing a professional paper suitable for publication in a professional journal *(Due April 26, 2006)*   Signatures:
 Student: Instructor: Date:

READ 7110 **Tentative Course Schedule**
Date Topics & Assignments

1. January 11 • Getting to know you
• Course Overview
• Lab visit - C-TELL http://ctell.uconn.edu/

2. January 18 • **Turn in course contract**
• Discuss IRA Position Statement
http://www.reading.org/positions/technology.html

• Read CD Handbook Introduction by McKenna
• Read CD Chapter 1 Multimedia Literacy by Lemke

3. January 25 • Critically evaluating educational technologies for
literacy learning
• READ CD Handbook - Chapter 10 by Coiro et al.
• READ CD Handbook - Chapter 24, Blachowicz et al

4. February 1 • Digital Language Experience Approach
Online reading:
http://www.readingonline.org/electronic/elec_index.asp?HREF=labbo
2/index.html
• READ CD Handbook - Chapter 25 by Bromley
• Guidelines for D-LEA and Author's Computer Chair
• D-LEA Due March 22nd

5. February 8 • Early Literacy
• READ CD Handbook - Chapter 7 by Turbill & Murray
• READ CD Handbook - Chapter 28 by McGee &
Richgels

6. February 15 • Beginning Readers & Phonics
• READ CD Handbook - Chapter 8 by Adams
• READ CD Handbook - Chapter 19 by Kuhn & Stahl
• *Review of first CD Software Program Due*

READ 7110   **Tentative Course Schedule Continued**
<u>Date</u>   Topics & Assignments

7. February 22   • Comprehension
                  • READ CD Handbook - Chapter 9 by Bus et al
                  • READ CD Handbook - Chapter 21 by Duke et al
                  • *Review of second CD Software Program Due*

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8. March 1   No class -
                  • READ CD Handbook - Chapter 20 by Edwards
                  Work on assignments - Send an email to
                  Dr. Labbo about your reflections on the reading & work.

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9. March 8   No class -
                  • READ CD Handbook - Chapter 14 Kinzer et al
                  • READ CD Handbook - Chapter 17 McKenna & Proctor
                  Work on assignments - Send an email to
                  Dr. Labbo about your reflections on the reading & work.

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10. March 15   *Spring Break*

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11. March 22   • Assessment
                  • READ CD Handbook - Chapter 30, Walker & Goetze
                  • *D-LEA Due*
                  • *Present D-LEA to class*

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12. March 29   • Struggling Readers
                  • READ CD Handbook - Chapter 6, Dalton & Strangman
                  • READ CD Handbook - Chapter29, Kame'enui &Wallin
                  • *Sign-up to Present Internet Sites during Lab*

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13. April 5   Online and CD-ROM Curriculum Programs
                  • READ CD Handbook - Chapter 11 Stafford et al
                  • READ CD Handbook - Chapter 23, Templeton
                  • *Sign-up to Present Internet Sites during Lab*

READ 7110   **Tentative Course Schedule Continued**
Date   Topics & Assignments

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14. April 12   Diversity
                   • READ CD Handbook - Chapter 26, Bernhardt
                   • READ CD Handbook - Chapter 27, Au
                   • *Mini Units Due Sign- up to Present*

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15. April 19   Technology and New Literacies
                   • READ CD Handbook - Chapter 2, Hobbs
                   • READ CD Handbook - Chapter 22, Alvermann
                   • READ CD Handbook - Chapter 18, Gambrell
                   • *Sign-up to Present Internet Sites during Lab*

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16. April 26   Last Class
                   • *Culminating Activity Papers Due*
                   • *Present Papers*