



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 558 How to Leverage Technology to Teach and Assess Writing

Instructor Information:

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Instructor Background:	<i>Jacqui Murray is a 20 year K-18 technology teacher both online and in classrooms. She is editor of the K-8 Technology Curriculum and author of over one hundred books that integrate technology into classes. She mentors, coaches, and guides educators on topics including integrating tech into the classroom, everyday tech tools, meeting reading/writing standards with technology, and gamifying education. She is webmaster for four blogs, an Amazon Vine Voice, CAEP reviewer, CSTA presentation reviewer, freelance journalist on tech ed topics, and a weekly contributor to TeachHUB. You can find her resources at Structured Learning.</i>

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):	<p>Online Course</p> <p>The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above.</p> <p>Approximately 45 hours of instructional time is devoted to this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101.</p> <p>If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
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Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours/credits.
Accrediting Partners	For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you.
Required Books and Materials	<ul style="list-style-type: none"> ● Lesson plans, short videos and pedagogic articles on writing (provided) ● <i>How to Teach Common Core With Tech: Writing (provided)</i> ● Twitter account (you set up--free)

Course Description: Experiment with a wide variety of available writing tools to help your students develop their inner writer. Understand the secrets to picking good digital writing tools while working with classmates in a hands-on and non-threatening writer’s workshop format. Resources include a blend of videos, pedagogic articles, lesson plans, projects, and virtual face-to-face meetings to share suggestions with classmates in a collaborative environment. Strategies introduced range from conventional tools such as quick writes, online websites, and visual writing to unconventional approaches such as Twitter novels, comics, and Google Earth lit trips. These can be adapted to any writing program be it 6+1 Traits, Write Source, IB, Common Core, or other popular language arts curricula.

- Learning Outcomes/Competencies:**
 At the completion of this course, the learner will be able to:
1. *Use technology to drive authentic writing activities and project-based learning.*
 2. *Use traditional and non-traditional technology approaches to build an understanding of good writing and nurture a love of the process.*
 3. *Guide students in selecting writing strategies that differentiate for task, purpose and audience.*
 4. *Assess student writing without discouraging creativity via easy-to-use tech tools.*
 5. *Provide students with effective feedback in a collaborative, sharing manner.*
 6. *Be prepared for and enthusiastic about using technology tools in the writing classroom.*

Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Format of the Course and Submitting Work

This course has a total of fourteen (14) individual assignments including reading the materials, participating in weekly discussions, submitting a weekly project, and completing a summative final essay. You are required to complete all of the pieces with a total grade of an A or B in order to receive credit for the course. It is recommended that the coursework be completed in the sequence listed in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS (Learning Management Software) Canvas. Your Final evaluation assignment will be submitted electronically to your instructor. Files can be submitted as a PDF, Google Doc (via Google Drive), or WORD Docx. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Review all course materials--ebooks, videos, etc.		11 hours
Classroom discussions via Canvas (5 @ 40 points each)	200 points	5 hours
Virtual Meeting weekly via Google Hangouts, Twitter, or another (4 @ 40 points each)	160 points	4 hours
Projects: weekly project related to the topic (4 @ 60 points each)	240 points	15 hours
Final evaluation essay (1 @ 100 points)	100 points	10 hours
Total points possible	700 points	45 hours
<p>Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and receive a failing grade of F.</i></p> <p>If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>		

Classroom Discussion Rubric--5 @ 40 points each			
Category	Superior (10-9 pts)	Sufficient (8-7 pts)	Minimal (6-0 pts)
Preparation ____/10	Participation in discussion forums shows thorough preparation, that all materials were read and applied to assigned questions.	Participation in discussion forums indicates that most materials were read and applied to assigned questions.	Participation shows a lack of preparation, that materials weren't read or understood; unable to apply concepts to the discussion questions.

Participation ____/10	Always participates in discussions with comments that are thorough, helpful, supportive, on-task. Grammar/spelling is correct.	Usually, participation in discussions is thorough, helpful, supportive, and on-task. Grammar/spelling is mostly correct.	Participation in discussions includes general, non-specific comments without evidence from weekly resources nor indication that materials were understood..
Reflection ____/10	Demonstrates in-depth reflection on and personalization of the theories, concepts, and strategies presented in this course.	Demonstrates some reflection on and personalization of theories, concepts, and strategies presented in this course.	Demonstrates no reflection on and personalization of theories, concepts, and strategies presented nor how to apply them to a class ecosystem..
Practical and anecdotal evidence ____/10	Provides strong practical and anecdotal evidence of course ideas and insights in class discussions. Consistently cites evidence in comments.	Provides occasional practical and anecdotal evidence of ideas and insights from this course being applied to discussions.	Provides little practical or anecdotal evidence of the ideas and insights from this course. Shows little understanding how to apply them to classroom situations.

Virtual Meeting Rubric--4 @ 40 points each			
Category	Superior (10-9 pts)	Sufficient (8-7 pts)	Minimal (6-0 pts)
Preparation ____/10	Participation in virtual meetings showed thorough preparation, that all materials were read and applied to assigned questions.	Participation in virtual meetings indicated that most materials were read and applied to assigned questions.	Participation showed a lack of preparation, that materials weren't read or understood; unable to apply concepts to the discussion questions.
Participation ____/10	Always participates in virtual meetings with comments that are thorough, helpful, supportive, on-task and include evidence from weekly resources and discussions..	Usually, participation in virtual meetings is thorough, helpful, supportive, and on-task and include evidence from weekly resources and discussions.	Participation includes general, non-specific comments that don't share evidence from weekly resources or discussions or indicate an understanding of materials.
Reflection ____/10	Demonstrates in-depth reflection on and personalization of the theories, concepts, and strategies presented in this course.	Demonstrates some reflection on and personalization of theories, concepts, and strategies presented in this course.	Demonstrates no reflection on or personalization of theories, concepts, and strategies presented in this course nor how to apply them to a class ecosystem..
Practical and anecdotal evidence ____/10	Provides strong practical and anecdotal evidence of course ideas and insights being applied to student thinking. Consistently cites evidence in comments.	Provides occasional practical and anecdotal evidence of ideas and insights from this course being applied to discussions and student thinking.	Provides little practical or anecdotal evidence of the ideas and insights from this course nor from class discussions. Shows little understanding how to apply them to classroom situations.

Projects/Quizzes Rubric--4 @ 60 points each
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Category	Superior (20-18 pts)	Sufficient (17-15 pts)	Minimal (14-0 pts)
<i>Practical evidence</i> ____/20	All projects show a strong understanding of class activities, concepts, lesson plans, and tools and maximize learning. Student works to the best of their ability and shows clear thought and preparation.	Most projects show adequate understanding of class activities, concepts, lesson plans, and tools. Student may not be working to their capacity and may not display clear thought and preparation.	Projects show little understanding of class activities, concepts, and tools, nor how they benefit learning. Work does not display clear thought and preparation. Student doesn't seem to be working to the best of their ability
<i>Accuracy</i> ____/20	All projects are completed according to instructions and incorporate the weekly resources. Grammar and spelling is always accurate. Attention to detail and pride in work product is obvious.	Most projects are completed according to instructions and incorporate the weekly resources. Grammar and spelling is mostly accurate. Attention to detail and pride in work product is usually obvious.	Most projects aren't completed according to instructions; many don't incorporate the weekly resources. There are many grammar and spelling errors. As such, attention to detail is lacking as is pride in work product.
<i>Understanding</i> ____/20	Student shows ample evidence of making the connection between their authentic work and the lessons learned in class.	Student usually connects their authentic work and lessons learned in class.	Student is not making the connection between their authentic work and the lessons learned in class.

Final Evaluation Rubric- 100 points				
Category	Superior (25-23 pts)	Sufficient (22-18 pts)	Minimal (17-12 pts)	Below Standard (11-0 pts)
<i>Supporting Evidence</i> ____/25	Final evaluation shows strong evidence that the student understands the ideas and insights from this course, learned from the experiences of fellow students and the completed projects, and can apply them to the classroom.	Final evaluation shows provides evidence that the student understands the ideas and insights from this course, learned from the experiences of fellow students and the completed projects, and can apply them to the classroom.	Final evaluation shows some evidence student understands ideas and insights of this course learned from experiences of fellow students, materials presented, and completed projects, and will make an effort to apply them to their classes.	Final evaluation shows little evidence that the student can apply the ideas and insights from this course, including the experiences of fellow students and the completed projects, to the classroom.
<i>Accuracy</i> ____/25	All supporting facts are accurately represented with citations as needed. Final evaluation includes 0-1 mistakes in grammar or spelling.	Almost all supporting facts are accurately represented with citations as needed. Final evaluation includes a few grammar and spelling mistakes.	Some supporting facts are inaccurately represented without proper citation. Final evaluation includes to many grammar/spelling mistakes.	Many supporting facts and statistics are inaccurately represented without proper citations or attention paid to the detail of an accurate summative evaluation.
<i>Logical Sequencing</i> ____/25	Final evaluation is written in a clear,	Final evaluation is mostly clear, concise,	Final evaluation is somewhat unclear	Ideas presented are mostly unclear and disorganized.

	concise, and well organized manner. Thoughts are presented coherently, succinctly, and logically.	and well organized. Thoughts are presented in a coherent and logical manner.	and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Thoughts are presented in an incoherent and illogical manner.
Reflection ____/25	Final evaluation demonstrates in-depth reflection on and personalization of the theories, concepts, and strategies presented in this course.	Final evaluation demonstrates some reflection on and personalization of the theories, concepts, and strategies presented in this course.	Final evaluation demonstrates a minimal reflection on and personalization of the theories, concepts, and strategies presented in this course.	Final evaluation demonstrates no reflection on or personalization of the theories, concepts, and strategies presented in this course.

Course Schedule

**All assignments must be completed the week assigned. In emergencies, please contact instructor.*

Week 1 – How to encourage good writing

- If you don't have a Twitter account, create one.
- Review Chapter 2, 14, 15, 16 in *Common Core and Technology: The Writing Strand* (each chapter is a lesson plan).
- Review additional provided resources (if any).
- Complete weekly project.
- Join classmates during the week in Discussion Board conversations and for a weekly virtual meeting to discuss materials and project.

Week 2 – How to research when writing

- Review Chapter 1, 13, 17, 20, 21 in *Common Core and Technology: The Writing Strand*.
- Review additional provided resources (if any).
- Complete weekly project.
- Join classmates during the week in Discussion Board conversations and for a weekly virtual meeting to discuss materials and project.

Week 3 –How to Plan-write-edit-revise-rewrite—or try a new approach

- Review Chapter 5, 6, 17, 19, 22, 24, 26, 27 in *Common Core and Tech: The Writing Strand*.
- Review additional provided resources.
- Complete weekly project.
- Join classmates during the week in Discussion Board conversations and for a weekly virtual meeting to discuss materials and project.

Week 4 –Assess Student Writing

- Review Chapter 3, 4, 7, 9, 12, 25—assessment portions--in *Common Core and Technology*.
- Review any additional provided resources.
- Complete weekly project.

- Join classmates during the week in Discussion Board conversations and for a weekly virtual meeting to discuss materials and project.

Week 5 –Non-traditional writing tools

- Review Chapter 8, 10, 11, 18, 23, 28 in *Common Core and Technology*.
- Review any additional provided resources.
- Join classmates during the week in Discussion Board conversations.
- Complete Final Evaluation.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an

education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.