

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

Course

EDRD 830 – Foundations of Literacy: Birth through Later Childhood
Fall, 2010
3 Credits

Meeting Time

Thursdays 7:20-10:00
Krug Hall 253

Instructor Information

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Overview

Explores theory, research, and practice related to emergent literacy and literacy development during childhood. Topics include literacy acquisition and development; historical trends in theories of literacy development; psychological and linguistic, sociocultural, and instructional influences on literacy development; vocabulary development; role of narrative and scripts on linguistic development; authentic tasks and assessment and early literacy; and development in academically diverse children.

Course Outcomes

- A. Students will be able to summarize, synthesize and compare specific psychological and linguistic influences on literacy acquisition and development in early, middle, and later childhood.
- B. Students will be able to summarize, synthesize and compare specific socio-cultural influences on literacy acquisition and development in early, middle, and later childhood.
- C. Students will be able to synthesize and analyze instructional influences on children's developing literacy.
- D. Students will read original research and classic research summaries in order to identify and compare the variety of theoretical perspectives and research designs currently used to study literacy.
- E. Students will be able to compare and contrast specific literacy studies in terms of methodology and results.
- F. Students will review research studies in an area of personal interest that have encouraged the use of specific classroom applications such as reciprocal teaching or authentic assessment.

GSE SYLLABUS STATEMENT OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students abide by the following:

Dispositions

Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

Honor Code

As stated on the GMU web site: “Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions.” Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Office of Disability Services

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

University Policies

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

Course Readings

NO REQUIRED TEXT

Readings will be made available through Blackboard and E-reserves (see course schedule)

Course Requirements

1. Participation (15%)

You are responsible for completing the reading and participating in class discussions.

2. Critiques of readings (20%) **Due no later than 10/14/10**

For two of the assigned readings, you will prepare a written, focused critique. At least one of the written critiques needs to be on a research article. Each student and the instructor will determine the articles for the critiques.

3. Discussion facilitation (15%) **Due date varies**

You will lead a discussion with the class that is focused on one of the assigned critiques. The criteria for discussion group leader are included on a handout and will be discussed in class.

4. Integrated review (50%) **Topic due 10/14/10** **List of potential sources due 10/21/10** **Draft due to peer reviewer 11/4/10** **Draft due to instructor 11/18/10** **Due 12/16/10**

You will write an integrated review of studies on a topic of your choice that is related to early literacy. The review needs to include: an introduction; specific sections related to the topic of the review; a section that summarizes specific applications of this area of literacy research to practices in instructional settings; and an overall summary. The components and structure of the review will be discussed in class.

Topics, Schedule, and Assigned Readings

WEEKS 1 AND 2: HISTORICAL AND THEORETICAL FOUNDATIONS OF LITERACY ACQUISITION

Week 1 – 9/2/10 – Introduction and Course Overview

In Class Reading:

Ruddell, R. B. & Ruddell, M. R. (1994). Language acquisition and literacy processes. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes in reading* (4th ed., pp. 83-103). Newark, DE: International Reading Association.

Week 2 – 9/9/10 – Historical and Theoretical Background

Identification of Articles to be Critiqued and Discussion Leaders Due

Assigned Readings:

Alexander, P. A., & Fox, E. (2004). A historical perspective on reading research and practice. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes in reading* (5th ed., pp. 33-68). Newark, DE: International Reading Association. BB

Lonigan, C. J. (2006). Development, assessment, and promotion of preliteracy skills. *Early Education and Development*, 17(1), 91-114. BB

WEEKS 3 AND 4: PSYCHOLOGICAL, COGNITIVE, AND LINGUISTIC INFLUENCES ON LITERACY FOR YOUNGER LEARNERS

Week 3 – 9/16/10 – Phonics, Language, and Development

Assigned Readings:

Goswami, U. (2000). Phonological and lexical processes. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr, (Eds.), *Handbook of reading research* (Vol. III, pp. 251-267). Mahwah, NJ: Lawrence Erlbaum. ER

Stahl, S. A. (2001). Teaching phonics and phonological awareness. In S. B. Neumann & D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 333-347). New York: Guilford. ER

Optional Reading:

Scarborough, H. S., & Brady, S. A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the “phon” words and some related terms. *Journal of Literacy Research*, 34(3), 299-336. BB

Week 4 – 9/23/10 – Emergent Literacy

Assigned Readings:

Sulzby, E., & Teale, W. (1991). Emergent literacy. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of Reading Research* (Vol. II, pp. 727-758). New York: Longman. ER

Yaden, D. B., Rowe, D. W., & MacGillivray, L. (2000). Emergent literacy: A matter (polyphony) of perspectives. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr, (Eds.), *Handbook of reading research* (Vol. III, pp. 425-454). Mahwah, NJ: Lawrence Erlbaum. ER

WEEKS 5 AND 6: SOCIAL, CULTURAL, POLITICAL, CONTEXTUAL INFLUENCES ON EARLY LITERACY

Week 5 – 9/30/10 – Sociocultural Influences

Assigned Readings:

- Gee, J. P. (2004). Reading as situated language: A sociocultural perspective. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes in reading* (5th edition, pp. 116-132). Newark, DE: International Reading Association. ER
- Mason, J. M. & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Ed.), *Handbook of research on the education of young children* (pp. 137-150). New York: Macmillan. ER

Week 6 – 10/7/10 – Contextual/Language Influences

Assigned Readings:

- Wasik, B. A. & Hindman, A. H. (2009). The quality of teacher language and its impact on children's vocabulary. In K. M. Leander, D. W. Rowe, D. K. Dickinson, M. K. Hundley, R. T. Jimenez, & V. J. Risko (Eds.), *58th yearbook of the National Reading Conference* (pp. 82-98). Oak Creek WI: National Reading Conference. ER
- Juel, C. (2006). The impact of early school experiences on initial reading. In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of early literacy research* (Vol. 2, pp. 410-426). New York: Guilford Press. ER
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WEEKS 7 AND 8: INSTRUCTIONAL INFLUENCES AND THE ASSESSMENT OF LITERACY LEARNING FOR YOUNGER LEARNERS

Week 7 – 10/14/10 – Instruction and Assessment

**Critiques of Two Assigned Readings Due
Integrated Review Topic Due**

Assigned Readings:

Piasta, S. B & Wagner, R. K. (2010). Developing early literacy skills: A meta-analysis of alphabet learning and instruction. *Reading Research Quarterly*, 45(1), 8-38. BB

Britto, P. B., Fuligni, A. S., & Brooks-Gunn, J. (2006). Reading ahead: Interventions for young children's early literacy development. In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of early literacy research* (Vol. 2, pp. 311-332). New York: Guilford. ER

Week 8 – 10/21/10 – Instructional Influences

Integrated Review List of Potential Sources Due

Assigned Readings:

Justice, L. M., Mashburn A., J., Hamre, B. K., & Pianta, R. C. (2008). Quality of language and literacy instruction in preschool classrooms serving at-risk pupils. *Early Childhood Research Quarterly* 23, 51-68. BB

Purcell-Gates, V., Duke, N. K., & Martineau, J. A. (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly*, 42(1), 8-45. BB

WEEK 9: TEACHING LITERACY TEACHERS OF YOUNGER LEARNERS

Week 9 – 10/28/10 – Teacher Education

Integrated Review Outline Due

Assigned Readings:

Risko, V. J., Roller, C. M., Cummins, C., Bean, R. M., Block, C. C., Anders, P. et al. (2008). A critical analysis of research on reading teacher education. *Reading Research Quarterly*, 43, 252-288. BB

Hoffman, J. V., Roller, C., Maloch, B., Sailors, M., Duffy, G. Beretvas, S. N., et al. (2005). Teachers' preparation to teach reading and their experiences and practices in the first three years of teaching. *The Elementary School Journal*, 105(3), 267-287. BB

Week 10 – 11/4/10 – No class – Seth at ALER

Integrated Review Section Draft for Peer Review Due to Peer Reviewer

Assigned Readings:

Shanahan, T. & Lonigan, C. (2010). The National Early Literacy Panel: A summary of the process and the report. *Educational Researcher*, 39, 275-278 BB

Pearson, P. D. & Hiebert, E. H. (2010). National reports in literacy: Building a scientific base for practice and policy. *Educational Researcher*, 39, 279-285. BB

Neuman, S. B. (2010). Lessons from my mother: Reflections on the National Early Literacy Panel Report. *Educational Researcher*, 39, 301-304. BB

Dickinson, D. K., Golinkoff, R. M., Hirsh-Pasek, K. (2010). Speaking out for language: Why language is central to reading development. *Educational Researcher*, 39, 305-310. BB

Teale, W. H., Hoffman, J. L., & Paciga, K. A. (2010). Where is NELP leading preschool literacy instruction? Potential positive and pitfalls. *Educational Researcher*, 39, 311-315. BB

Lonigan, C. J. & Shanahan, T. (2010). Developing early literacy skills: Things we know and things we don't know. *Educational Researcher*, 39, 340-346. BB

WEEKS 11 AND 12: THE LITERACY NEEDS OF YOUNGER LEARNERS FROM DIVERSE POPULATIONS

Week 11 – 11/11/10 – Second Language Learners

Provide Peer Review Feedback on Draft

Assigned Readings:

Tabors, P. O. & Snow, C. E. (2004). Young bilingual children and early literacy development. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes in reading* (5th edition, pp. 240-267). Newark, DE: International Reading Association. ER

Reyes, I., & Azuara, P. (2008). Emergent biliteracy in young Mexican immigrant children. *Reading Research Quarterly*, 43(4), 374-398. BB

Week 12 – 11/18/10 – Learners from Diverse SES Backgrounds

Integrated Review Draft for Instructor Review Due

Assigned Readings:

Kainz, K. & Vernon-Feagans, L. (2007) The ecology of early reading development for children in poverty. *Elementary School Journal*, 107(5), 407-427. BB

Neuman, S. B., & Celano, D. (2006). The knowledge gap: Implications of leveling the playing field for low-income and middle-income children. *Reading Research Quarterly*, 31(2), 176-201. BB

Week 13 – 11/25/10 – No class – Thanksgiving

Week 14 – 12/2/10 – No class – Seth at LRA

Week 15 – 12/9/10 – Family Literacy

Instructor Review Feedback on Section Draft

Assigned Readings:

Edwards, P. A. & Turner, J. E. (2009). Family literacy and reading comprehension. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 622-642). New York: Routledge. ER

Mol, S. E., Bus, A. G., deJong, M. T., & Smeets, D. J. H. (2008). Added value of dialogic parent-child book readings: A meta-analysis. *Early education and Development, 19*(1), 7-26. BB

Week 16 – 12/16/10 – Exam Date – Integrated Review Papers Due and Sharing Reviews

*Instructor reserves the right to adjust syllabus as deemed necessary

EDRD 830
ARTICLE DISCUSSION AND PRESENTATION
Evaluation Criteria

Name _____

Article _____

DISCUSSION AND PRESENTATION:

Involving Others in Discussion by Asking and Using Critical Questions

Closure

CLARITY:

Key Ideas

Connection to Other Readings

GENERAL COMMENTS:

EDRD 830
CRITIQUE AND DISCUSSION OF A RESEARCH STUDY

The *reference* for the article being critiqued should be in APA (6th ed.) style.

The *purpose* of the study is a brief description (usually 1-3 sentences) of what the study examined. The research questions or hypotheses often provide a concise statement of the purpose of the study.

Method refers to how the study was conducted. In this section you should briefly describe what was done in the study. The following questions cover some of the information that is important. What variables were studied? How was each variable measured? What was the size of the sample? How was the sample selected? What are the demographics of the sample? How long did the investigation last? How were the data analyzed?

In the *Results* section, describe what was found in the study and the conclusions the investigator drew from the findings.

The last section, *critical comments* are very important. In this section, you have the opportunity to comment on the value of the research as conceptualized, conducted, and reported and on the practical value of the research for teachers, students, and schools. Think about the following issues: 1) new conceptual contributions of the study; 2) new methodological contributions of the study; 3) validity of the study; 4) research design; 5) the adequacy of the written report and suggestions for improvement; 6) suggestions for future research direction and effort; 7) the appropriateness of the design in relation to the research questions.

EDRD 830
CRITIQUE OF A REVIEW OR SYNTHESIS ARTICLE

The *reference* for the article being critiqued should be written in APA (6th ed.) style.

The *purpose* of the review/synthesis is a description of what the review/synthesis examined.

In the *summary* section you need to summarize the most important points of the review/synthesis. Identify the most critical points that were presented and discussed. Think about the following issues: 1) Are theoretical/definitional issues addressed? 2) How is the article organized? 3) Does the organization reflect the purpose? 4) Is the review/synthesis thorough? 5) Are the conceptual issues clear and coherent?

The *conclusions* section should include the conclusions that the author(s) drew from the review or synthesis of the particular topic.

The last section, *critical comments* are very important. In this section, you have the opportunity to comment on the value of the review/synthesis as conceptualized, organized, reported, and on the practical value of the review/synthesis for teachers, students, and schools. Think about the following issues: 1) Are the conclusions linked to the evidence that was reviewed or synthesized? 2) Does the review/synthesis identify problems for future research?