GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

EDRD 635, "School-Based Inquiry in Literacy"

Instructor: Jackie Malloy	Office Hours: after class and by appointment
Office: A322 Robinson, Fairfax campus	Office Phone: 703-993-5628
Email: jmalloy2@gmu.edu	

Class Meetings
Except for first class, we will meet 4:30 – 8:30 in Rm 13 of the Johnson Learning Center

- Thursday, May 19 Wm campus **
- Thursday, June 2
- Thursday, June 9
- Thursday, June 16 ONLINE
- Wednesday, June 29
- Wednesday, July 6

- Friday July 8 ONLINE

- Wednesday, July 13
- Friday July 15th ONLINE
- Wednesday, July 20 – July 27th Window for accepting final proposals - no classroom meeting

Course Overview

Course Description: Capstone course in literacy emphasis, focusing on research-based inquiry related to literacy in school settings. Includes review of literature and teacher inquiry project.
Prerequisites: EDRD 630, 631, 632, 633, 637, and 634; admission to literacy emphasis; or permission of program coordinator.

IRA/NCATE competencies addressed in this course
- IRA 1.2 Demonstrate knowledge of reading research and histories of reading
- IRA 5.2 Continue to pursue the development of professional knowledge and dispositions
- IRA 5.4 Participate in, initiate, implement, and evaluate professional development programs

Virginia State Standards (2007) addressed in this course:
- 6i. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders, etc.
- 6j. Demonstrate knowledge of current research and exemplary practices in English/reading.

General Requirements

Readings and Participation
The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to school inquiry in literacy, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. I suggest that you keep a reading log that includes both notes on and reactions to each reading. Class participation will influence your grade.

Class Attendance
If, due to an emergency, you will not be in class, please contact me prior to class time; it's best to do so via email (jmalloy2@gmu.edu). You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information from class discussions despite attendance. Attendance will influence your grade.

Assignment Formatting
All assignments should be turned in on the due date indicated in the schedule below. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

TaskStream Artifacts
- Your final **teacher research paper** is the performance-based assessment for this course; it is required that you upload this paper to the TaskStream website at the end of the course.

- Your **Virginia Reading Assessment** score is also a required portfolio artifact that you will upload to the TaskStream system. The ASTL/Literacy program advises you to take the VRA sometime between the end of EDRD 633 and the end of EDRD 635; information on the VRA can be found at http://www.va.nesinc.com. You are **required** to take the VRA in order to complete the reading specialist program at Mason. All ASTL/Literacy program students must submit a VRA score before receiving credit for EDRD 635.

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:
- Students are expected to exhibit professional behavior and dispositions. See http://cehd.gmu.edu/teacher/professional-disposition for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://academicintegrity.gmu.edu/honorcode/.
- 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.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
- Students should be aware that all GMU students have access to free university counseling services (http://caps.gmu.edu/) as well as many other university services and opportunities (www.gmu.edu)
- The Writing Center provides in person and online help to students and faculty at all campuses: http://writingcenter.gmu.edu

Required Text

Mills, G. E. (2011). *Action research: A guide for the teacher researcher* (4th ed.). Boston: Pearson. ISBN-10: 0-13-704952-8

Additional articles will be assigned and available electronically.

For your current or future professional development leadership, check out free IRA podcasts:
http://www.reading.org/General/Publications/Podcasts.aspx

Course Requirements

A. *Professional development project analysis and reflection:* Based upon the professional development workshop you conducted for EDRD 634, write an analysis of the results of your professional development session. Reflect upon and analyze the effectiveness of the professional development session. See scoring sheet	Due: **20 points**
B. *Conference Reflection:* Attend a reading-related conference and write a summary and analysis. The conference cannot take place in your own school and must be at least a half-day (You may use information from the Teacher Researcher Conference if you attended) See scoring sheet	Due: **10 points**
C. *Teacher research project:* Design a teacher research project and write a proposal. You will collect preliminary or exploratory data and include these results in your proposal. See scoring sheet	Due Dates: **45 points**
D. *Class attendance and participation:* Attend every class; participate actively; complete reading assignments as scheduled; participate in planning groups; participate in sharing; participate actively on Blackboard when assigned; and support colleagues in their efforts as a member of a teacher-research group.	Email instructor if you will be absent or late. These must be only for emergency situations. **25 points**

Grading Scale

A	=	94%-100%		B	=	80%-87%
A-	=	90%-93%		C	=	75%-79%
B+	=	88%-89%				

Selected Resources

GMU Library – **http://library.gmu.edu**

Articles
Cochran-Smith, M., Lytle, S. L (1999). The teacher research movement: A decade later. *Educational Researcher, 28*(7), 15-25.
Richardson, L. (1998). Writing: A method of inquiry. In N. Denzin & Y. Lincoln (Eds.). *Strategies of qualitative inquiry* (Vol. 2). Thousand Oaks: Sage.
Rogers, R. et al. (2005). Professional development for social transformation: The literacy for social justice research group. *Language Arts, 82*(5), 347-358.

Books
Arhar, J., Holly, M. & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, New Jersey: Merrill Prentice Hall.
Bell, J. (1993). *Doing your research project: A guide for first-time researchers in education and social science*. Buckingham, England: Open University Press.
Hopkins, D. (1993). *A teacher's guide to classroom research*. Buckingham, England: Open University Press.
Hubbard, R. & Power, B. (1999). *Living the questions: A guide for teacher researchers*. NY: Stenhouse Publishers.
Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.
Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. Toronto, Canada: Heinle & Heinle Publishers.
IRA. (2004). *Preparing reading professionals: A collection from the International Reading Association*. Newark, DE: International Reading Association.
Macintyre, C. (2000). *The art of action research in the classroom*. London: David Fulton Publishers.
Nieto, S. (2003). *What keeps teachers going?* New York: Teachers College Press.
Sagor, R. (1993). *How to conduct collaborative action research.* Alexandria, VA: Association for Supervision and Curriculum Development.
Toll, C. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. International Reading Association: www.reading.org/publications/bbv/books/bk565/

Teacher Research Websites
- http://gse.gmu.edu/research/tr/tr_action (GMU teacher research site)
- http://www.accessexcellence.org/LC/TL/AR (teacher research site)
- http://www.teacherresearch.net (International teacher research site)

Professional Organizations
1. Greater Washington Reading Council: www.gwrc.net
2. Virginia State Reading Association: www.vsra.org
3. International Reading Association (IRA) (organization for educators/ and researchers) www.reading.org
4. Literacy Research Association (LRA) (an international literacy research organization): www.literacyresearchassociation.org
5. National Council of Teachers of English (NCTE): www.ncte.org

Date/Class	Topics	Assignments due
Class 1 **Thurs. May 19**	Syllabus and assignments Teachers as researchers Overview of Action Research Brainstorming Topics Finding Resources	Read Mills 2 and 3 for next class
Class 2 **Thurs. June 2**	Ethical issues Research questions Literature Review Frames Theory Bases Embrace the Hourglass	**Conference reflection Due** **Come with topic selected**
Class 3 **Thurs. June 9**	Mentor Texts Mapping the review Operationalizing Terms DV's and IV's Choosing a Method	**Submit rough draft of** **Intro/rationale**
Class 4 **Thurs. June 16** **ONLINE**	Describing a Context Choosing Participants Groups and Focals Describing an intervention Giving it time	**Professional development** **reflection Due** Locate and read articles on topic
Class 5 **Weds June 29**	Systematic and iterative Data sources and data collection Creating Instruments (valid, reliable, generalizable) Research skills: Work in groups to design interviews and/or surveys to be conducted (*does not have to be related to your proposal*)	**Send draft of Intro/Rationale by** **class today for feedback** **Bring Outline of literature review** **and Summary of 5 articles on your** **topic to class to discuss** Read Mills Chapters 4 and 5
Class 6 **Weds July 6**	Data analysis QUAL and QUAN Describing Data Presenting Data Triangulating	**Send draft of literature review by** **class today for feedback** Read Mills Chapter 6
Class 7 **Friday July 8** **ONLINE**	WRITER'S WORKSHOP – GETTING READY FOR THE SHARING PRESENTATION	**Draft of Methods and Analysis by** **class today** Read Mills Chapter 8
Class 8 **Weds. July 13**	SHARING WITH COLLEAGUES Writing it up Findings, Discussion, Limitations	**Handout for Colleagues** Read Mills Chapter 9
Class 9 **July 15th** **ONLINE**	WRITER'S WORKSHOP – GETTING READY FOR THE FINAL NARRATIVE – LAST CHANCE TO SEND ROUGH DRAFTS TO PROFESSOR!	

July 20th – July 27th Student workdays	Window for turning in final proposals.	Last day for accepting proposals is Wednesday, July 27th at 8:30 PM

Capstone Assignment: Teacher Research Project

Outline of Finished Project

[Use the seven topics (in bold) below for the section headings in the paper]

a. **Introduction** – brief description of overall topic, why it is important, and a clear rationale ("this purpose of this study is…"). About one or two paragraphs.

b. **Literature Review** (Compare/contrast at least 10 sources in an essay format – be sure to have an introduction and conclusion to this section - more detail below). About 5 pages. It is very important to cite sources appropriately and consistently throughout the paper. (Rule of thumb – most paragraphs in the literature review will have more than one citation). Include your research question(s) at the end.

c. **Methodology** (Details of what data you collected and how you analyzed it). About a page. Can include a chart in the appendix (refer to the chart in the text). Also include in the appendix and instruments you developed (e.g., survey, questionnaire, behavioral observation tool, etc.)

d. **Analysis of Preliminary Data** (pilot test at least one of your data collection methods and describe what you did and what you learned from this). (About 2 pages; must include a data sample in the appendix).

e. **Next steps** --A narrative explaining what you will do next with this research project (Will you carry it out as planned? When and where? Will you modify your original plan in some way?). (About one page).

f. **References** – use APA format (5th or 6th edition). At least 10 references (see below). See OWL at Purdue for format.

g. **Appendices**. Data chart (see #1 below), sample of your data, instruments you created (if you use one you did not create, put a citation for it in the methodology section).

Scoring Sheet for Workshop Report

Assignment description (from syllabus): **Staff development project: Implement either a study group or a workshop and write an analysis of the results (You may use the workshop plan developed in EDRD 634). Write an analysis of what you learned. Further instructions will be provided.**

Student's Name _____

Total point earned for this assignment: _____

1. Workshop or study group was related to reading/literacy and was presented to a teacher audience; report began with a general overview of the conference including title, location, and audience.

    Excellent (5)   High Competence (4)   Medium Competence (3)   Developing (2)… Needs Improvement (1)

2. Report effectively analyzed what went well /not so well in the presentation

    Excellent (5)   High Competence (4)   Medium Competence (3)   Developing (2)… Needs Improvement (1)

3. Report provided reflection on what was learned about teachers, the topic, and self as a presenter.

    Excellent (5)   High Competence (4)   Medium Competence (3)   Developing (2)… Needs Improvement (1)

4. Report addressed next steps – what are the next steps with this particular group of teachers in terms of their professional learning in relation to this or related topics?

    Excellent (5)   High Competence (4)   Medium Competence (3)   Developing (2)… Needs Improvement (1)

5. Writing was well organized with few, if any, editing problems and is between 3-4 pages.

    Excellent (5)   High Competence (4)   Medium Competence (3)   Developing (2)… Needs Improvement

Scoring Sheet for Conference Report

Assignment description (from syllabus): Attend a reading-related conference and write a summary of what you learned. Discuss whether you would like to present at this conference in the future and why. The conference cannot take place in your own school, and must be at least a half day.

Student's Name _____

Total point earned for this assignment: _____

1. Conference was related to reading/literacy and was at least a half day; report gave a general overview of the conference including title, location, name of organizer, and audience.

    Excellent (5)   High Competence (4)   Medium Competence (3)   Developing (2)… Needs Improvement (1)

2. Report effectively and succinctly summarized one session attended (Presenters, purpose, etc.)

    Excellent (5)   High Competence (4)   Medium Competence (3)   Developing (2)… Needs Improvement (1)

3. Report provided reflection – what was learned that was useful to participant and participant's thoughts on attending and presenting at this conference in the future.

    Excellent (5)   High Competence (4)   Medium Competence (3)   Developing (2)… Needs Improvement (1)

4. Writing was well organized with few, if any, editing problems and is between 3-4 pages.

    Excellent (5)   High Competence (4)   Medium Competence (3)   Developing (2)… Needs Improvement