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

EDRD 830.001
Foundations of Literacy, Birth to Later Childhood
3 Credits

Fall 2012

Instructor:	Allison Ward Parsons, Ph.D.
Time:	7:20 – 10:00 pm
Dates:	Thursdays: August 27– December 19, 2012
Room:	Fairfax Campus, Robinson Hall A, #206
Office Hours:	Before or after class and by appointment
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Catalog Course Description

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.

Nature of Course Delivery

This course utilizes a face-to-face seminar format based on discussion of class topics and readings as well as related experiences and research. Students are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Activities will include small group discussions, presentations, whole class sharing, and reflection.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

George Mason University Policies and Resources for Students
a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

b. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].

c. Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

d. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].

e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

f. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].
Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

For additional information please visit the GSE website: www.gse.gmu

Electronic Requirements:
After introductory training, students will also be expected to access Blackboard prior to every class session to download readings and other pertinent course documents. **Blackboard can be accessed by going to https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp**

General Requirements:
A. Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. Students with more than two absences may drop a letter grade or lose course credit.
B. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.

C. Graduate students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style

will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. The organizations of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style. APA has a helpful website – http://www.apastyle.org/pubmanual.html. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at http:/library.gmu.edu/resources/edu/.

D. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities in person and online, it is critical for you to keep up with readings and to participate in class.

REQUIRED TEXT

Neuman, S.B. & Dickinson, D.K. (2011). *Handbook of early literacy research (Vol 3)*. New York, NY: Guilford Press.

National Early Literacy Panel (2008). *Developing early literacy: Report of the National Early Literacy Panel.* Washington, DC: National Center for Family Literacy. (Follow Blackboard link for electronic copy)

Optional Text:

American Psychological Association (2009*). Publication Manual of the American Psychological Association 6th ed.).* Washington, DC: Author.

Additional 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. This includes bringing to each class 2-4 written, open discussion questions to clarify the readings and connect to prior knowledge. Questions will be collected each class.

2. Critiques of readings (20%) **Due no later than 10/4/12**
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. First year students: Integrated review (50%)   Advanced student option: Synthesis paper

* Topic due 10/11/10
* List of potential sources due 10/18/12
* Draft due to peer reviewer 11/1/12
* Draft due to instructor 11/15/12
* Final Paper Due 12/6/12

Integrated review: 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.

Synthesis paper: You will write a detailed synthesis of quantitative research on a topic of your choice that is related to early literacy. The synthesis needs to include: an introduction/purpose statement; specific sections related to the topic of the synthesis; a section summarizing the overall statistical effect sizes and impact of the included research; and an overall summary. The components and structure of the synthesis will be discussed in class.

Tentative Course Schedule and Readings
Note that "supplemental readings" are not required, but if you lack background or are interested in reading more about a topic, these are recommendations. In addition, the questions for each topic are designed to guide your thinking as you are reading. All of these questions may not be explicitly discussed in class.

Date	Topic and Questions	Readings
8/30	Introduction Course overview Assignment descriptions *Defining and Conceptualizing Emergent and Early Literacy* What is your existing knowledge of emergent and early literacy? How do you define emergent literacy? What is the distinction between emergent and early literacy?	*In Class Reading:* Ruddell, R. B. & Ruddell, M. R. (1994). *Supplemental Readings:* Purcell-Gates, 2001 van Kleeck, 1998
9/6	*Historical and theoretical background: Defining and conceptualizing early literacy* How has literacy development been conceptualized over time? Where are we as a field? **Identification of Articles to be Critiqued and Discussion Leaders Due**	*Assigned Readings:* Rhyner, Haebig, & West, 2009 Alexander, P. A., & Fox, E. (2004). Lonigan, C. J. (2006). *Supplemental Readings:* Senechal, LeFevre, Smith-Chant, & Colton, 2001 Whitehurst & Lonigan, 1998
9/13	*Oral Language Ability* How is oral language defined as related to	*Required Readings:* Handbook 3: Ch 3, 4 Dickinson & Porsche, 2011

	literacy? What are the prevailing theoretical perspectives on how children develop language? What environmental and developmental factors most contribute to risk and resilience in oral language development?	Mashburn et al., 2009 *Supplemental Readings:* Dickinson, McCabe, Anastasopoulos, Peisner-Feinberg, & Poe, 2003 Huttenlocher, Vasilyeva, Cymerman, & Levine, 2002
9/20	*Code-Related Skills: Phonological Awareness* How is phonological awareness defined? How is phonological awareness related to language and literacy? What are the prevailing theoretical perspectives on how children develop phonological awareness? What environmental and developmental factors most contribute to risk and resilience in phonological awareness? How does phonological awareness relate to phonological processing and alphabetic skills?	Handbook 3: Ch 5 Bradley & Bryant, 1983 Lonigan et al., 2009 Goswami (2000) *Supplemental Readings:* Troia Handbook 2: Ch 8 Anthony & Lonigan (2004) Scarborough & Brady (2002)
9/27	*Code-Related Skills: Print Knowledge and the Alphabetic Principle* How is print knowledge defined? What is the relationship between print knowledge and other aspects of developmental competence? What environmental and developmental factors most contribute to risk and resilience in print knowledge? What is the alphabetic principle? How do emergent literacy skills relate to acquisition of the alphabetic principle? How does a child's concept of word reflect knowledge of code-based skills and metalanguage?	*Required Readings:* Morris, Bloodgood, Lomax, & Perney, 2003 Flanigan, 2007 Justice, Bowles, & Skibbe, 2006 (read lit review and skim the rest) Piasta & Wagner (2010) *Supplemental Readings:* Handbook 2: Ch 9 Bialystok & Luk, 2007 Bus et al., 2001 Ehri, 2005 Justice, Pence, Bowles, & Wiggins, 2006
10/4	*Prediction of Reading* What is the contribution of oral language	*Required Readings:* NELP, 2008: Ch 1, 2 (focus on chapter 2) Dickinson, Golinkoff, & Hirsh-Pasek (2010)

	and code-related factors to later reading ability? At what time points do these skills make their greatest contributions? **Written critiques due* **Process discussion: Writing a Literature Review & Writing a Research Synthesis*	Storch & Whitehurst, 2002 NICHD ECCRN, 2005 *Supplemental Reading:* Handbook 1: Ch 8 (Scarborough) Kendeou et al., 2009 Juel (2006) Cunningham & Stanovich (1998) Hart & Risley (1995) NELP responses- see BB folder
10/11	Sociocultural & Instructional Considerations Given the inextricable nature of social and school environments, what does research suggest about approaches and considerations for early instruction? How does teacher knowledge impact student outcomes? **DUE: Solidify your (lit review/synthesis) questions. Start outlining your argumentation for your draft. Search the literature/handbooks and identify key research studies in your area that are critical to your piece.*	*Required Readings:* Gee (2004) Mason & Sinha (1993) NELP report: Ch 5 Risko et al. (2008) Wasik, Bond, & Hindman, 2006
10/18	*Evaluating Emergent and Early Literacy* What approaches currently prevail in the assessment and evaluation of early literacy development? Which assessment needs are being adequately met and which are not? To what extent have these instruments and approaches been scrutinized for psychometric quality? What aspects of emergent and early literacy remain elusive to assessment? What types of assessment are endorsed by current educational policies? *Early Literacy Policy*	Handbook 3: Ch 24 Invernizzi et al., 2010 Pena & Halle, 2011 Wilson & Lonigan, 2010 Kuhn et al., 2010 *Supplemental Readings:* Invernizzi et al., 2005 Handbook 1: Ch 26 Handbook 2: Ch 29 Lonigan, 2006

	What are the major policy issues in early literacy? **DUE: list of potential sources for project*	
10/25	*Oral Language: Instruction and Intervention* What are the prevailing approaches to language instruction in early education? To what extent do these reflect prevailing theories of language development? How is language instruction differentiated for children as a function of individual differences? What educational policies shape the nature of language instruction in early education? **DUE: Outline of project*	*Required Readings:* NELP, Ch 7 (skim) Dickinson science article, 2011 Marulis & Neuman, 2010 Handbook 3: Ch 22 Wasik, Bond, & Hindman, 2006 *Supplemental Readings:* Cabell et al. (2011) Dickinson, McCabe, & Clark-Chiarelli, 2004 Handbook 1: Ch 18 Handbook 2: Ch 20 Justice, Mashburn, Pence, & Wiggins, 2008 Neuman, Newman, & Dwyer, 2011
11/1	*No class- Allison @ ALER.* **DUE: share draft in progress with critical friends*	
11/8	*Code-Related Skills: Instruction and Intervention (includes phonological awareness, print knowledge, and phonics)* What are the prevailing approaches and "best practice" suggestions for code-focused instruction in early education? To what extent do these reflect current theories of literacy and language development? How is this instruction differentiated for children as a function of individual differences? To what extent does early instruction result in short- and long-term advantages to the developing child? How is educational policy and current research translated in the field with respect to phonological awareness and phonics? What barriers impact effective implementation?	*Required Readings:* Handbook 3: Ch 17 Snow & Juel, 2005 NELP Report: Ch 3 (Facilitator) Piasta & Wagner, 2010 *Supplemental Readings:* Jackson et al., 2006 Justice, Kaderavek, et al., 2009 Landry, Swank, Smith, Assel, & Gunnewig, 2006 Xue & Meisels, 2004 Handbook 1: Ch 11, 21 & 22

11/15	*Diverse Populations: Instruction and Intervention* What specific instructional considerations are needed to enhance ELLs' successful literacy learning? How is educational policy and current research translated in the field with respect to educating diverse learners such as ELLs? What barriers impact effective implementation? **DUE: e-mail draft to Allison*	*Required Readings:* Handbook 3: Ch 8,9 Lesaux & Geva, 2006 (Facilitator 4) Zepeda, Castro, & Cronin, 2011 Castro, Paez, Dickinson, & Frede, 2011 *Supplemental Readings:* Chatterji, 2006 Hart & Risley, 1995 (Book)
11/22	*No class- Thanksgiving*	
11/29	*No class- Allison @ LRA. Share work in progress with critical friends*	
12/6	*Fluency and Comprehension: Shared Book Reading & Text Considerations* What aspects of early interactive reading most contribute to short- and long-term literacy outcomes in children? What theories currently prevail for explaining qualities of these interactions? How should text be considered as a tool for fluency and comprehension?	*Required Readings:* Handbook 3: Ch 13, 16 Mol, Bus, & de Jong, 2009 Purcell-Gates, Duke, & Martineau, 2007 Hiebert & Fisher, 2007 *Supplemental readings:* Hindman, Connor, Jewkes, & Morrison,2008Mol & Bus, 2011 Zucker, Justice, Piasta, & Kaderavek, 2010 NELP report: Ch 4
12/13	*Individual Presentations* **Final projects due*	

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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?