

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
PhD in Education, Literacy Program

Course

EDRD 832 001
Trends and Issues in Literacy
3 credits
Spring 2014

Class Meeting

Thursday, 4:30-7:10
Music Theater Building 1004

Instructor

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Office hours: by appointment

Prerequisites

EDUC 800, EDRS 810, or permission of instructor

University Catalog Description

This course explores emerging trends and issues related to literacy research methods, processes, practices, and policies. Students analyze literacy research and develop a research proposal on a topic of personal interest.

Course Description

This course is a foundational course for doctoral students who have selected Literacy as a specialization or minor in the PhD in Education program. Other PhD in Education students may enroll with instructor permission. Emerging topics and issues are approached through multiple research designs prevalent in the field of literacy. Topics include emerging issues related to literacy research methods, processes, and practices. The course has a strong emphasis on research methodologies in the domain of literacy, so knowledge about foundational theories of literacy and literacy processes is assumed. Students will study a common core of literature and will also design their own research proposal on a topic of personal interest. The class will be held in a seminar format.

Nature of Course Delivery

This course will meet face-to-face each week. This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning.

Learner Outcomes

This course is designed to enable students to

1. Develop an understanding and appreciation of a few current research methodologies that encompass current trends and issues in the field of literacy.
2. Complete a content analysis of recent literature in the field of literacy and collaborate with classmates to create a report of current trends and issues in topics of study and methods used.
3. Prepare a research proposal in an area of research interest that fits within a specific research methodology.
4. Participate in class discussion with questions and ideas derived from the readings and pertinent to class topic.

Professional Standards

Not applicable

GMU Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [see oai.gmu.edu/honor-code/]
- Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- 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/>].
- 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 [see <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].

Students are expected to exhibit professional behaviors and dispositions at all times.

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 <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [see <http://gse.gmu.edu>].

Required Text

Duke, N. K., & Mallette, M. H. (Eds.) (2011). *Literacy research methodologies* (2nd ed.). New York, NY: Guilford.

Course Assignments

1. Participation – 25 points

Students are expected to attend every class. Students are expected to complete all assigned readings and tasks. Course meetings will be discussion based. Students are expected to actively participate in discussions.

2. Content Analysis and Presentation – 25 points

Each student will be assigned a set of literature to review, from which s/he will document the topics of study and the methodologies used. Each student will present his/her findings to the group. Collectively, the class will pull together each individual's findings to create a picture of the topics being studied and the methods being used in current literacy journals.

3. Research Proposal and Presentation – 50 points

Each student will write a research proposal on a literacy topic of his/her interest. The proposal will include two major sections: a literature review demonstrating a gap in the extant literature and a proposed study to address the gap. The proposal will include the following sections:

- Problem Statement: What is the problem the study will look at and why is it important?
- Literature Review: Synthesize the research that has been conducted on the topic, displaying the gap in the literature on this topic and building the case for the proposed study.
- Research Question(s)
- Method: participants, design, data sources, data analysis
- Limitations
- Conclusion

Grading Scale

A	100-96
A-	95-91
B+	90-86
B	85-81
C	80-71
D	70-65
F	below 65

Class Schedule

Date	Topic	Assignment and/or Readings Due
1/23	Introduction, Syllabus, Content Analysis Assignment, peer group creation	Chs. 1 and 3 Beach et al., 2009
1/30	Case Study and Single Subject	Chs. 2 and 17
2/6	No Class – Work on Content Analysis	
2/13	Survey	Chs. 12 and 18 Henk & Melnick, 1995
2/20	Content Analysis Presentations	Content Analysis Presentation
2/27	Ethnography	Chs. 5 and 8 Purcell-Gates, 1993
3/6	Formative and Mixed Methods	Chs. 10 and 14 Benge et al., 2010
3/13	No Class – Mason Spring Break	Proposal Outline and Research Qs – email to me by 3/13
3/20	Experimental and Quasi-Experimental Sign up for conferences – 4/17	Ch. 9 Foorman et al., 1998
3/27	Verbal Protocols Peer Review	Ch. 19; Wyatt et al., 1993 Draft of Lit Review for peers
4/3	No class – AERA	
4/10	Meta-Analysis Peer Review	Ch. 13; Bus et al., 1999 Draft of Proposal for peers
4/17	Conferences	
4/24	Correlation	Chs. 4 Cunningham & Stanovich, 1997
5/1	Research Proposal Presentations	Chs. 20 and 21 Research Proposal Presentation
5/8	Exam date – No class – IRA	Final Proposal due – email to me by 5/8