

EDRD 831: Theory, Research, and Practice in Literacy: Early Adolescence through Young Adulthood.

Section B02. Summer 2015; Credit hours: 3

Description: Explores youth culture and socio-historical constructions of adolescence; literacy in the lives of culturally and linguistically diverse learners; multimodal literacy; international literacy contexts; adolescent literacy policy and leadership; content area and disciplinary literacy; literacy needs of special learners; and adult literacy. Individual projects will connect adolescent literacy to students' areas of interest.

Instructor: Dr. Betty Sturtevant

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Office Hours: by appointment

Class time and location: T/Th 4:30-7:10 Thompson 1507.

Note: please leave an email or voicemail if you must miss class due to an emergency.

Professional Association Standards (that are met through this course)- N/A

Nature of course delivery: primarily face-to-face with one or two online meetings.

TaskStream Requirement – Not applicable

Perspective:

This course will be taught from an inquiry-oriented perspective, in that students will have the opportunity to develop and explore their own questions in a way that makes sense given their work to this point in the Ph.D. program. As part of this process, each individual will propose and conduct a project based on her or his own interests and learning needs.

Student Outcomes:

- A. Students will read and analyze research studies and research reviews related to adolescent and young adult literacy.
- B. Students will provide leadership for colleagues in class discussions.
- C. Students will develop questions regarding adolescent and adult literacy and will create a scholarly paper to address those questions.
- D. Students will develop an historical understanding of the field.
- E. Students will develop an increased understanding of ways to participate in the academic community.

Texts:

- Alvermann, D. E, & Hinchman, K. A. (2012). *Reconceptualizing the literacies in adolescents' lives: Bridging the everyday, academic divide*. 3rd ed. New York: Routledge.
- Readings listed in syllabus (available from library).
- Students will also need access to the American Psychological Association Manual, 6th Edition.

COURSE REQUIREMENTS AND EVALUATION METHODS:

1. Complete all course readings before the related class (see schedule). Please bring a copy of the reading to class as we will refer to it during discussion. If you like, your copy can be electronic if you bring a laptop to class.
2. Complete any assigned pre/during/post reading activities. These will be decided by instructor or class members leading discussions on a week-by-week basis. Some of this work may be out-of-class and/or online and some will be in-class.
3. Critique a research article. 20% (See Blackboard and Appendix A of revised syllabus). July 2.
4. Lead a discussion in class on the article you critiqued. Distribute the article on Thursday of the prior week and give class members a short activity to complete before, during OR after reading. (See content area reading texts for suggestions). They will bring this to class as it will lead into the discussion. Week of July 7. 20%
5. Write a short paper demonstrating your breadth of knowledge OR prepare an AERA proposal based on your paper or earlier work 20%. Last class. May submit earlier for feedback.
6. Write a paper (15-18 pages) related to an adolescent literacy topic that demonstrates your understanding of research on a focused topic. Present your topic to the class. 40% Parts will have specific due dates. Further guidance will be given. July 15 via blackboard.
7. Participation – attend all classes and participate actively. If an emergency prevents attendance, please discuss the situation with the instructor.

Additional Suggested Reading (some of the below are required- see schedule).

- Alvermann, D. E. (2004). *Effective Literacy Instruction for Adolescents*. Available online at www.nrconline.org. (Published as a white paper for the National Reading Conference and also as an article in the *Journal of Literacy Research*).#
- Alvermann, D. E. & Moore, D. W. (1991). Secondary school reading. In Barr, R., Kamil, M., Mosenthal, P., and Pearson, P. D. (Eds.), Handbook of Reading Research (Vol. II). New York: Longman.#
- Alvermann, D. E. & Qian, G. G. (1994). Perspectives on secondary school reading: Implications for instruction. Reading and Writing Quarterly: Overcoming Learning Difficulties, 10, 21-38.
- Alvermann, D. E., O'Brien, D. G. & Dillon, D. R. (1990). What teachers do when they say they're having discussions of content area reading assignments: A qualitative analysis. Reading Research Quarterly, 4, 296-322.#
- Anderson, J., & Gunderson, L. (2001, February). "You don't *read* a science book, you *study* it": Exploring cultural concepts of reading. *Reading Online*, 4(7). Available: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/anderson/index.html#

- Anderson, R. C. (1994). Role of the reader's schema in comprehension, learning, and memory. In R. B. Ruddell, M. R. Ruddell & H. Singer (Eds.), Theoretical models and processes of reading (4th edition), 469- 482. International Reading Association, Newark: DE. #
- Applebee, A. N. (1984). Contexts for learning to write: Studies of secondary school instruction. Norwood, NJ: Apex.
- Au, K. H. (1995). Multicultural perspectives on literacy research. Journal of Reading Behavior, *27*, 85-100.
- Brown, A. L. (1980). Metacognitive development and reading. In R. J. Spiro, B. Bruce, & W. Brewer (Eds.), Theoretical issues in reading comprehension. Hillsdale, NJ: Earlbaum.
- Dillon, D. R, O'Brien, D. G. Wellinski, S. A., Springs, R., & Stith, D. (1996). Engaging at risk high school students: The creation of an innovative program. In D. J. Leu, C. K. Kinzer, and K. A. Hinchman (Eds.) Literacies for the 21st century: Research and practice (45th Yearbook of the National Reading Conference), 15-46, Chicago, IL: The National Reading Conference.
- Dillon, D., O'Brien, D., Moje, E. & Stewart, R. (1994). Literacy learning in secondary school science classrooms: A cross-case analysis of three qualitative studies. Journal of research in science teaching, *31*, 345-362.#
- Freire, P. (1970). Pedagogy of the oppressed. New York: Herder & Herder
- Guthrie, J. T. et al. (1996). Growth of literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction. Reading Research Quarterly, *31*, 306-333.
- Jimenez, R. T., Garcia, G. E., Pearson, P. D. (1996). The reading strategies of bilingual Latina/o student who are successful English readers: Opportunities and obstacles. Reading Research Quarterly, *31*, 90-113.
- Ma, W. (2008). Participatory dialogue and participatory learning in a discussion-based graduate seminar. Journal of Literacy Research, *40* (2), 220-249. (Available through GMU library electronic journal system).
- Meyer, V., Estes, S. L., Harris, V. K. & Daniels, D. M. (1991). Norman: Literate at age 44. Journal of Reading, *35*, 38-42.
- Mikulecky, L. & Drew, R. (1991). Basic literacy skills in the workplace. In Barr, R., Kamil, M., Mosenthal, P., and Pearson, P. D. (Eds.), Handbook of Reading Research (Vol. II). New York: Longman.
- Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. Journal of Adolescent & Adult Literacy, *52*(2), 96-107. doi: 10.1598/JAAL.52.2.1#
- Moore, D. W. (1996). Contexts for literacy in secondary schools. In D. J. Leu, C. K. Kinzer, and K. A. Hinchman (Eds.) Literacies for the 21st century: Research and practice (45th Yearbook of the National Reading Conference), 15-46, Chicago

, IL: The National Reading Conference.

Moore, D. W., Readence, J. E., & Rickelman, R. J. (1983). An historical exploration of content area reading instruction. Reading Research Quarterly, 18, 419-438.

O'Brien, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary school: Complexities of curriculum, pedagogy, and school culture. Reading Research Quarterly, 30 (3), 442-463.

Padak, N. D. & Padak, G. (1991). What works: Adult literacy program evaluation. Journal of Reading, 34, 374-379.

Pearson, P. D. & Stephens, D. (1994). Learning about literacy: A 30-Year Journey. In R. B. Ruddell, M. R. Ruddell & H. Singer (Eds.). Theoretical models and processes of reading (4th edition), 469-482. International Reading Association, Newark: DE.

Pressley, M. (2003, September). A few things reading educators should know about instructional experiments. Reading Teacher, 57(1). Available:
http://www.readingonline.org/articles/art_index.asp?HREF=RT/9-03_column/index.html

Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review, 78(1), 40-61.

Spear-Swerling, L., Sternberg, R. J. (1994). The road not taken: An integrative theoretical model of reading disability. Journal of Learning Disabilities, 27, 91-103.

Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education

Sturtevant, E. G. (1996). Lifetime influences on the literacy-related instructional beliefs of experienced high school history teachers: Two comparative case studies. Journal of Literacy Research, 28 (2)

Sturtevant, E. G., Boyd, F. B., Brozo, W. G., Hinchman, K. A., Moore, D. W., Alvermann, D. E. (2006). *Principled practices for adolescent literacy: A framework for instruction and policy*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Weber, R. (1991). Linguistic diversity and reading in American society. In Barr, R., Kamil, M., Mosenthal, P., and Pearson, P. D. (Eds.), Handbook of Reading Research (Vol. II), 97-119. New York: Longman.

SUGGESTED JOURNALS

Literacy related:
College English
English Journal

Journal of Adolescent and Adult Literacy (formerly Journal of Reading)
Journal of Literacy Research (formerly Journal of Reading Behavior)
Literacy Research and Instruction (formerly Reading Research and Instruction)
Reading Research Quarterly <http://www.reading.org/rrqonline/>
Reading and Writing Quarterly
Written Communication
Yearbooks of the National Reading Conference
Yearbooks of the College Reading Association (now Association of Literacy Educators and Researchers)

General Scholarly Education Journals(this list is not comprehensive):

American Educational Research Journal
Educational Researcher
International Journal of Qualitative Studies in Education
Journal of Curriculum Studies
Journal of Educational Research
Review of Research in Education
Qualitative Studies in Education

Also Important:

Research Handbooks
[e.g., Handbook of Reading Research (four volumes), Handbook of Research on Teaching, Handbook of Research on Teacher Education, and several others).

Related Organizations:

- Literacy Research Association (LRA) (literacy researchers, any topic)
- American Educational Research Association AERA (all educational researchers)
- International Reading Association IRA (literacy practitioners and researchers)- new name International Literacy Association -- ILA
- National Council of Teachers of English NCTE (English teachers/researchers—similar in many ways to ILA)
- Association of Literacy Educators and Researchers (ALER) formerly the College Reading Association (CRA) (has divisions for “Teacher Education,” “Clinical”, “College Reading” and “Adult Reading”)

Schedule

Class Session	Date	Topic	Reading Due
1	June 2	Introduction	
2	June 4	Youth Experiences	Beginning to p.68 (text)
3 -4	Week of June 9	Historical perspectives	T: Moore et al. 1983; O'Brien, Stewart and Moje 1995 Th: Text part II
5-6	Week of June 16	Strategy research	T: Alvermann and Moore 1991, Anderson (schema article); Th: Text part III Develop questions
7-8	Week of June 23	Content Literacy vs disciplinary literacy Guest speakers: Hinchman and Alvermann on June 23	T: Text Part IV. Guest speaker questions Th: Shanahan and Shanahan (2008) Moje (2008) Carlson (2015)
9-10	Week of June 30	International perspectives Writing a Lit review	June 30 Reading – select two of the articles on BB to read – will be posted by June 20 (related to international ed) July 2 Pass out your article to class along with instructions (electronic is fine). Critique is due
11-12	Week of July 7	Student developed topics and readings	July 7 Discussion leadership July 9 Discussion leadership
13-14	Week of July 14	Student developed topics and readings	July 14 July 15 – long paper due via Blackboard July 16
15	Week of July 21	Paper topic share	July 21 July 23 short paper or proposal due (turn in earlier for feedback- arrange date with instructor).

GMU Policies and Resources for students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
 - b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
 - c. 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, and program will be sent to students solely through their Mason email account.
 - d. 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/>].
 - e. 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/>].
 - f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
 - g. 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/>].
2. Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.
 3. Core Values Commitment
The College of Education & 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/>
 4. For GSE Syllabi:
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Appendix A: EDRD 831
Critique and Discussion of a Research Study

A critique consists of a discussion of a research study and its results followed by your comments (called “critical comments”) about the strengths and weaknesses of the study.

A critique should include the following sections:

- Reference –put at the top of page 1
- Purpose
- Method
- Results
- Conclusions
- Critical comments

A critique should be brief (no more than 2 typed, single-spaced pages)

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

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.

- (for quantitative studies) What variables were studied? How was each variable measured?
- (for qualitative studies) What questions were studied? What methods of data collection were used?)
- What was the size of the sample or who were the participants? How were the participants or sample selected? What are the demographics/characteristics of the sample/participants?
- How long did the investigation last?
- How were the data analyzed?

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

The last section, *critical comments*, is 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. Though both strengths and weaknesses are included in this section, it is not appropriate to discuss only the strengths of a study. Every study has some weaknesses. Look for them as you read the study and describe them in your critique.

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 directions and effort.