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

Course
EDRD 832 001
Research Methodologies and Trends in Literacy
3 credits
Fall 2015

Class Meeting
Tuesday, 4:30-7:10
Robinson Hall B 218

Instructor
Seth Parsons
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Prerequisites
EDUC 800, EDRS 810, or permission of instructor

University Catalog Description
Develops knowledge and skills in the application of research methodologies in literacy to current national and international trends.

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.

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 http://oai.gmu.edu/the-mason-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 – 30 points**
Students are expected to
   - Attend every class
   - Complete all assigned readings and tasks
   - Actively participate in discussions

2. **Methodology Presentation – 30 points**
Each student will select a chapter from the text to read, so s/he will learn about a specific methodology. The student will consult other sources about the methodology and sample studies of the methodology in use. Each student will conduct a presentation on his/her methodology. Each student will also assign a study for the class to read in advance of his/her presentation.

3. **Content Analysis – 40 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. Students will present their findings to the class. 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.

Grading Scale

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

Class Schedule

Date	Topic	Assignment and/or Readings Due
9/1	Introduction, Syllabus, Assignments, chapter selections	Ch. 1
9/8	Epistemology and theory in educational research	Ch. 20; Kelly, 2006; Unrau & Alvermann, 2013
9/15	Brief look at the recent history of the field of literacy research	Duke & Mallette, 2001; Kamil, 1995; Pearson, 2004; Stanovich, 1998
9/22	Current status of the field of literacy research	Allington & Pressley, 2015; Kamil et al., 2011; Tierney, 2014
9/29	Our project	Ch. 3; Previous content analysis manuscript
10/6	Content Analysis	Krippendorff, 1989; Stemler, 2015; Previous content analyses (jigsaw)
10/13	2 methodology presentations; work on content analysis	2 articles
10/20	2 methodology presentations; work on content analysis	2 articles
10/27	2 methodology presentations; work on content analysis	2 articles
11/3	2 methodology presentations; work on content analysis	2 articles
11/10	2 methodology presentations; work on content analysis	2 articles
11/17	Content analysis presentations	TBA
11/24	Writing Class	Saldaña, 2014
12/1	**No class - LRA**	TBA
12/8	TBA	TBA
12/15	Exam date	Ch. 21

Reading List – EDRD 832, 2015

Epistemology and Theory

Dressman, M., & McCarthey, S. J. (2011). Toward a pragmatics of epistemology, methodology, and social theory. In N. K. Duke, & M. H. Mallette (Eds.), *Literacy research methodologies* (pp. 441-463, 2nd ed.). New York, NY: Guilford. <mark>(chapter 20)</mark>

Kelly, G. J. (2006). Epistemology and educational research. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Complementary methods in education research* (pp. 33-56). Washington, DC: American Educational Research Association.

Unrau, N. J., & Alvermann, D. E. (2013). Literacies and their investigation through theories and models. In D. E. Alvermann, N. J., Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (pp. 47-90, 6th ed.). Newark, DE: International Reading Association.

Brief Historical Look at the Field

Duke, N. K., & Mallette, M. H. (2001). Critical issues: Preparation for new literacy researchers in multi-epistemological, multi-methodological times. *Journal of Literacy Research, 33,* 345-362. doi:10.1080/10862960109548114

Kamil, M. L. (1995). Some alternatives to paradigm wars in literacy research. *Journal of Reading Behavior, 27*, 243-261. doi:10.1080/10862969509547880

Pearson, P. D. (2004). The reading wars. *Educational Policy, 18*, 216-252. doi:10.1177/089904803260041

Stanovich, K. E. (1998). Twenty-five years of research on the reading processes: The grand synthesis and what it means for our field. *Yearbook of the National Reading Conference,* 47, 44-58.

Current Status of the Field

Allington, R. L., & Pressley, M. (2015). Introductions and Chapter 1: Skills emphasis, meaning emphasis, and balanced reading instruction: A brief history. In R. L. Allington, & M. Pressley (eds.), *Reading instruction that works: The case for balanced teaching* (4th ed., pp. 1-62). New York, NY: Guilford.

Kamil, M. L., Afflerbach, P. P., Pearson, P. D., & Moje, E. B. (2011). Preface: Reading research in a changing era. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research* (Vol. IV, pp. xiii-xxvi). New York, NY: Routledge.

Tierney, R. J. (2014). Mapping the challenges and changes in literacy research. *Yearbook of the Literacy Research Association, 63*, 32-47.

Content Analysis Methodology

Hoffman, J. V., Wilson, M. B., Martinez, R. A., & Sailors, M. (2011). Content analysis: The past, present, and future. In N. K. Duke, & M. H. Mallette (eds.), *Literacy research methodologies* (2nd ed.). New York, NY: Guilford. <mark>(chapter 3)</mark>

Krippendorff, K. (1989). Content analysis. In E. Barnouw, G. Gerbner, W. Schramm, T. L. Worth, & L. Gross (eds.), *International encyclopedia of communication* (Vol. 1, pp. 403-407). New York, NY: Oxford University Press.

Stemler, S. E. (2015). Content analysis. In R. Scott, & S. Kosslyn (eds.), *Emerging trends in social and behavioral sciences*. Hoboken, NJ: John Wiley & Sons

Previous Content Analyses

Baldwin, S. R., Readence, J. E., Schumm, J. S., Konopak, J. P., Konopak, B. C., & Klingner, J. K. (1992). Forty years of NRC publications: 1952-1991. *Journal of Literacy Research, 24*, 505-532. doi:10.1080/10862969209547793

Dunston, P. J., Headley, K. N., Schenk, R. L., Ridgeway, V. G., & Gambrell, L. B. (1998). National Reading Conference research reflections: An analysis of 20 years of research. *Yearbook of the National Reading Conference, 47*, 441-450.

Guzzetti, B., Anders, P. L., & Neuman, S. (1999). Thirty years of JRB/JLR: A retrospective of reading/literacy research. *Journal of Literacy Research*, *31*, 67-92.

Morrison, T. G., Wilcox, B., Billen, M. T., Carr, S., Wilcox, G., Morrison, D., & Wilcox, R. T. (2011). 50 years of Literacy Research and Instruction: 1961-2011. *Literacy Research and Instruction, 50*, 313-326. doi:10.1080/19388071.2011.602924

Reutzel, D. R. & Mohr, K. A. J. (2014). 50 years of Reading Research Quarterly (1965-2014): Looking back, moving forward. *Reading Research Quarterly, 50*, 13-35. doi:10.1002/rrq.87

Schumm, J. S., Lewis-Spector, J., Price, D., & Doorn, K. (2014). A content analysis of College Reading /Association of Literacy Educators and Researchers teacher education publications: Past, present, and future. *Literacy Research and Instruction*, *53*, 225-244. doi:10.1080/19388071.2013.847132

Still, K. L., & Gordon, J. P. (2011). Five decades of ALER conference session presentations, 1960-2010. *Literacy Research and Instruction*, *50*, 327-347. doi:10.1080/19388071.2011.603598

Writing

Saldaña, J. (2014). Blue-collar qualitative research: A rant. *Qualitative Inquiry, 20*, 976-980. doi:10.1177/1077800413513739