George Mason University
Graduate School of Education

EDRD 829.002 Advanced Foundations of Literacy Education

Section 002
Spring 2016
Wednesdays, 4:30 – 7:10
West 1008

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COURSE DESCRIPTION

Advanced Foundations of Literacy Education explores advanced foundational theory, research, and methodology across the broad field of literacy both nationally and internationally. Includes analysis of historical and current trends, research, practice, and policy in literacy. Individual projects will connect literacy to students' areas of interest. Appropriate for PhD in Education students in any specialization.
Prerequisite(s): EDUC 800, EDRS 810, or permission of instructor.

NATURE OF COURSE DELIVERY

This course will be taught from an inquiry-oriented perspective. Lecture, class discussion, and role plays will be employed to understand and critique literacy theory, research, policy, and practice. Students will also have the opportunity to develop and explore their own questions about literacy that are meaningful to them, given their work to this point in the doctoral program.

LEARNER OUTCOMES or OBJECTIVES:

Each individual will conduct a project based on course options and her/his own interests and learning needs. The choice for individual projects should be based on what has already been accomplished in previous graduate coursework as well as goals that have

been set in the doctoral portfolio. The specific nature of each project will be determined through consultation with the professor.

<mark>PROFESSIONAL STANDARDS</mark> Not applicable

REQUIRED TEXTS

The syllabus lists required readings, which may be accessed through GMU Library electronic databases.

Recommended text:

American Psychological Association. (2010). *Publication manual of the American*

   Psychological Association (6th ed.). Washington, DC: Author.

REQUIRED COURSE READINGS

Allington, R. (2007). *Whole-language high jinks: How to tell when*

   "scientifically-based reading instruction" isn't (Review). East Lansing, MI: Great

   Lakes Center for Education Research and Practice.

Barry, A. (2008). Reading the past: Historical antecedents to

   contemporary reading methods and materials. *Reading Horizons*, *49*(1), 31-52.

Behrman, E.H. (2006). Teaching about language, power, and text: A review of

   classroom practices that support critical literacy. *Journal of Adolescent & Adult*

   Literacy, *49*(6), 490-498.

Brozo, W.G., Sulkunen, S., Shiel, G., Garbe, C., Pandian, A., & Valtin, R. (2014).

   Reading, gender, and engagement: Lessons from five PISA countries. *Journal of*

   Adolescent & Adult Literacy, *57*(7), 584-593.

Calderon, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English

   learners. *The Future of Children*, *21*(1), 103-127.

Craig, H. K., Zhang, L., Hensel, S. L., & Quinn, E. J. (2009). African American

English- speaking students: An examination of the relationship between dialect shifting and reading outcomes. *Journal of Speech, Language, and Hearing Research*, *52*, 839-855.

Dole, J.A., Duffy, G.G., Roehler, L.R., Pearson, P.D. (1991). Moving from the old to the new: Research on reading comprehension instruction. *Review of Educational Research*, *61*(2), 239-264.Goodman, K. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, *6*(4), 126–135.

Janzen, J. (2008). Teaching English language learners in the content areas. *Review of Educational Research*, *78*(4), 1010–1038.

Kamil, M. (2012). Current and historical perspectives on reading research and instruction. In K. R. Harris, S. Graham, and T. Urdan (Eds.), *APA educational psychology handbook: Vol. 3. Application to learning and teaching*. American Psychological Association.

Kintsch, W., & Mangalath, P. (2011). The construction of meaning. *Topics in Cognitive Science*, *3*(2), 346–370.

Learning Points Associates. (2004). *A closer look at the five essential components of effective reading instruction: A review of scientifically based reading research for teachers* (2004). Naperville, IL: Learning Point Associates. Author.

Leu, D.J., Kinzer, C.K., Coiro, J., Castek, J., & Henry, L.A. (2013). New literacies:

A dual-level theory of the changing nature of literacy, instruction, and assessment. In D. E. Alvermann, N. J. Unrau, & R.B. Ruddell (Eds.), *Theoretical models and processes of reading* (6th ed) (pp. 1150-1181). Newark, DE: International Reading Association.

Manguel, A., (1996). *A history of reading*. New York; Viking.

McGill-Franzen, A. (2000). *The relationship between reading policy and reading instruction: A recent history*. Albany, NY: National Research Center on English Learning & Achievement

McVee, M.B., Dunsmore, K., & Gavelek, J.R. (2005). Schema theory revisited. *Review of Educational Research*, *75*(4), 531-566.

Moats, L. (2007). *Whole-language high jinks: How to tell when "scientifically-based reading instruction" isn't*. Washington, DC: Thomas Fordham Institute.

Moore, D.W., Readence, J.E., & Rickelman, R.J. (1983). An historical exploration of content area reading instruction. *Reading Research Quarterly*, *18*(4), 419-438.

Palincsar, A.M. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, *49*(1), 345-375.

Pearson P. D. (2004). The reading wars. *Educational Policy,18*(1), 216-252.

Pearson, P.D., & Hiebert, E.H. (2010). National reports in literacy: Building a scientific base for practice and policy. *Educational Researcher*, *39*(4), 286-294.

Peterson, P.E., Woessmann, L., Hanushek, E.A., & Lastra-Anadón, C.X. (2011). *Globally challenged: Are U. S. students ready to compete?* Boston, MA:

Harvard's Program on Education Policy and Governance & Education

Next.

Shanahan, T., & Lonigan, C.J. (2010). The National Early Literacy Panel: A

summary of the process and the report. *Educational Researcher*, *39*(4),

279-285.

Shannon, P. (1983). The use of commercial reading materials in American

elementary schools. *Reading Research Quarterly*, *19*(1), 68-85.

Shannon, P. (2007). *Reading against democracy: The broken promises of*

reading instruction. Portsmouth, NH: Heineman.

Spiro, R. (1980). *Schema theory and reading comprehension: New directions*.

Champaign, IL: Center for the Study of Reading.

Street, B. (2003). What's "new" in New Literacy Studies? Critical approaches to

literacy in theory and practice. *Current Issues in Comparative Education*,

52(2), 77-91.

Van Enk, A., Dagenais, D., & Toohey, K. (2005). A Socio-cultural perspective on

school-based literacy research: Some emerging considerations. *Language*

and Education, *19*(6), 496-515.

Van Kleeck, A., & Schuele, C.M. (2010). Historical perspectives on literacy in

early childhood. *American Journal of Speech-Language Pathology*, *19*,

341–355.

Van Sluys, K., Lewison, M., & Seely Flint, A. (2006). Researching critical literacy:

A critical study of analysis of classroom discourse. *Journal of Literacy*

Research,

38(2), 197–233.

Venesky, R. (1987). A history of American reading textbooks. *The Elementary School*

Journal, *87*(3), 246-265.

Vogt, M.E., & Shearer, B.A. (2011). *Reading specialists and literacy coaches:*

Honoring the past, shaping the future. New York: Pearson.

Walsh, M. (2010). Multimodal literacy: What does it mean for classroom practice?

The Australian Journal of Language and Literacy, *33*(3), 211–239.

COURSE REQUIREMENTS AND EVALUATION

Important Note: Regardless of the assignment you choose, your paper must be original for this course. If relevant, you may draw on ideas from previous work, but only 10% of a paper completed for another course may comprise the overall content of the paper you write for EDRD 829.

I. Term Paper
Each student will choose to write one paper from a set of required options focusing on some aspect of literacy (See options below). Each option will be explained in class and each student will be given individual support in the development of the paper. Papers should be 15 – 25 pages in length and include a title, logical subheadings, and a Reference section. All students will present a brief oral summary of what they learned and accomplished through the paper during the final class sessions.

A. Conduct a literature review documenting the historical development of an area of literacy related to your field of interest (e.g., content literacy in mathematics, family literacy, adult literacy, multicultural literacy). Research the earliest recommendations and applications of literacy strategies and practices for this aspect of literacy and track the literature in this area to the present day. Bring the discussion into the current context by explaining and analyzing prevailing approaches and their historical antecedents.

B. What theories have been proposed to explain and impel approaches to literacy related to your field of interest? Describe and analyze one or more of these theories for their explanatory value as well as how they might serve as catalysts for research.

C. Pose a question related to an aspect of literacy in which you are interested (e.g., Why has it been difficult to infuse literacy into the math curriculum? What are the best ways to promote family literacy?) Answer the question by providing an historical perspective on the topic. Analyze how the topic was studied in the past and compare this to how it is studied today.

D. What foundational knowledge in literacy informs or could inform instructional approaches in the field of interest to you. Describe and analyze this critical foundational knowledge and demonstrate existing or potential connections to research supportable practices in your area.

II. Conference Proposal

Write a proposal to give either a paper or do a roundtable or poster session at a national or international conference. The focus of the conference should be literacy or related to your field of interest. The proposed paper must include a literacy component. Submit the proposal according to the conference guidelines. You are not required to attend the conference if the proposal is accepted; however, you are strongly encouraged to do so.

III. Class Participation

Students are expected to participate actively in each class by preparing for each class. Preparation entails completing all required readings and response heuristics (See below for details.). If an absence is necessary, please discuss it with the professor.

For each course reading, respond to the following prompts. Although you are not required to submit your responses in writing, you are required to bring your responses to class in order to participate actively in discussion.

- **Author's Most Significant Points**
  What are the author's points you found to be most significant?
- **Questions and Criticisms**
  What doubts, challenges, and lingering questions do you have as a result of reading the text?
- **Text-to-Self Connections**
  How does the reading contribute to knowledge building for your own professionalism?

* Assignments will be graded on a *Pass* or *In Progress* basis. A *Pass* grade converts to an "A". An *In Progress* grade means the student's work has not yet achieved a *Pass* grade and s/he will be expected to continue improving the assignment until a *Pass* grade is achieved. If necessary, the student will be offered the option of taking an *Incomplete* for the course in order to finish work at a *Pass* level.

*Written assignments will be submitted electronically. Redrafted assignments must include tracked changes.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT
Every student registered for any Literacy course <u>with a required performance-based</u> <u>assessment</u> is required to submit this assessment, [Not Applicable to This Course] to Tk20 through

Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester."

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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/**).

PROFESSIONAL DISPOSITIONS

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

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/**.

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

PROPOSED CLASS SCHEDULE

Session	Topic	Assignments Due
1. **1/20**	**Course Introduction & Requirements**	Bring copy of syllabus to class
2. **1/27**	**Foundations of Literacy: A Primer** **Historical Perspectives**	Manguel (1996) Venezky (1987) Barry (2008)
3. **2/3**	**Historical Perspectives**	Vogt & Shearer (2010) van Kleeck & Schuele (2010) Kamil (2012) Moore, Readence, & Rickelman, 1983
4. **2/10**	**Political Perspectives**	Learning Point Associates (2004)

		Pearson (2004) McGill-Franzen (2000) Shannon (1983) (2007)
5. **2/17**	**Political Perspectives**	Shanahan & Lonigan, 2010 Pearson & Hiebert, 2010
6. **2/24**	**Political Perspectives**	Goodman (1967) Moats (2007) Allington (2007)
7. **3/2**	**Cognitive Psychological Perspectives**	Spiro (1980) McVee, Dunsmore, & Gavelek, 2005
8. **3/9**	**SPRING BREAK**	
9. **3/16**	**Cognitive Psychological Perspectives**	Dole et al (1991) Kintsch & Mangalath (2011)
10. **3/23**	**Social Constructivist Perspectives**	Palincsar (1998) Van Enk, Dagenais, & Toohey (2005)
11. **3/30**	**International Literacy Studies Perspectives**	Peterson, Woessmann, Hanushek, Lastra-Anadón (2011) Open Letter in Guardian (2014) Brozo et al (2014)
12. **4/6**	**TBA**	van Sluys, Lewison, & Seely Flint (2006) Behrman (2006) Street (2003) Leu et al (2013) Walsh (2010)
13.	**Linguistic & Cultural Diversity Perspectives**	Calderon, Slavin, &

4/13		Sanchez (2011) Craig, Zhang, Hensel, & Quinn (2009) Janzen (2008)
14. 4/20	**Individual Conferences**	
15. 4/27	**Presentation of Term Projects**	**Term Papers due**
16. 5/4	**Presentation of Term Projects**	
17. 5/11	**TBA**	

ASSESSMENT RUBRIC(S):