

**George Mason University**  
**College of Education and Human Development**  
**Literacy Program**

EDRD 629 A01 – Literacy Foundations and Instruction for School Psychologists  
3 Credits, Summer 2019  
Tuesday & Thursday 5:00-8:00 p.m., Fridays, online; 10340 Democracy Lane, 203N

**Faculty**

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**Prerequisites/Corequisites**

Admission to school psychology program or permission of literacy program coordinator

**University Catalog Course Description**

Examines literacy theory, research, and practice as it relates to children in order for school psychologists to effectively work with teachers and families to improve students’ literacy learning. Includes reading, writing, and oral communication. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Explores evidence-based strategies for reading instruction.

**Course Overview**

This course is designed to provide school psychologist candidates with an in-depth understanding of literacy development, including sociocultural, linguistic, psychological, and developmental influences on literacy. School psychologists work directly and indirectly with children to understand and ameliorate their academic difficulties, including difficulties in literacy. Understanding literacy development and supportive instructional practices allows school psychologists to effectively work with teachers and families to improve students’ literacy learning.

**Course Delivery Method**

This course will be delivered using a hybrid (2-75% online) format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Read, understand, and critique the literature and research describing literacy development and the cognitive, linguistic, motivational, and sociocultural factors that impact reading and writing development.
3. Identify examples of evidence-based reading instruction for developing key literacy components (including word recognition, language comprehension, strategic knowledge,

and reading–writing connections) and apply this knowledge when designing interventions and instructional activities to meet students’ literacy-related needs.

4. Explain ways in which diverse student characteristics and experiences interact with reading and writing development.
5. Explore and discuss ways for school psychologists to support literacy instruction and interventions in schools.

**Professional Standards** (International Reading Association’s 2010 Standards for Reading Professionals)

**Standard 1: Foundational Knowledge**

**Element 1:1** – *Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

**Element 1:2** – *Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

**Element 1.3** – *Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.*

**Standard 4: Diversity**

**Element 4.1** – *Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.*

**Virginia Department of Education Standards:**

- 2a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening)
- 2 b. Demonstrate expertise in developing students’ phonological awareness skills
- 2 d. Demonstrate an understanding of the unique needs of students with language differences and delays
- 2 e. Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.
- 3a. Demonstrate expertise in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills
- 3 b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships;
- 3 d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development
- 4 b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of “invented spelling,” the orthographic patterns, and strategies for promoting generalization of spelling study to writing
- 6 c. Demonstrate an understanding of the significance of cultural contexts upon language

## **Required Texts**

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2017). *Early intervention for reading difficulties: The interactive strategies approach* (2nd ed.). New York, NY: Guilford.

Helman, L. (2012). *Literacy instruction in multicultural classrooms: Engaging English language learners in elementary school*. New York, NY: Teachers College Press.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **Assignments and/or Examinations**

The **completion of all readings** assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy development, it is imperative that you keep up with the readings and participate in class. As you read, examine both the content and the writing style (craft) of the piece. Consider the historical context, adequacy of the research, application in diverse classrooms, and overall impact on the field of each reading. Readings will be selected from a variety of sources (journals, edited books, and selected book chapters) and time periods (current and seminal work).

### **1. Article Leadership (10 points)**

Students will choose two assigned readings to critique and lead class discussion regarding the findings. The readings will both be from one class meeting and the discussion/activity should plan to be approximately 15 minutes. The leader will pose two questions for the group or a few discussion points that include strengths or weaknesses of the readings. *NOTE: You must briefly summarize the readings' key points, not re-state the readings in full since the class members have also read them.* Then the leader will engage the group in either an activity, discussion, or both that helps class members make connections between the readings and to course content/other assigned readings. The ongoing discussion should fully integrate the topic into your expanding knowledge of the field of literacy research and practice.

### **2. Annotated Bibliography (20 points)**

Each student will research a literacy topic from class discussions (topics stated on the class schedule). The research needs to draw from multiple sources (including library resources (see below the suggested list of literacy related journals) and assigned in-class readings) and address your understanding of the literacy needs of the diverse families and children who live in Northern Virginia. You will read 8 related, peer-reviewed research articles and provide annotated bibliographic information for each. This includes a full APA citation, a 1-2 paragraph summary and 1-2-paragraph critique per article. Do not exceed 2 paragraphs for either summary or critique- your goal is to write succinctly). You will also write a detailed synthesis statement that explains the overall message in the articles and how they relate and support each other (2 paragraph minimum, 2 page maximum).

Criteria for evaluation will include ability to analyze and synthesize reference materials and other sources as well as writing clarity and coherence (writing that demonstrates graduate level writing, attention to detail, grammatical and syntactical structure, and correct spelling, at a minimum). Each student will also make a 5-minute informal class presentation on her/his topic to the class on the last class session.

### **3. Book Club (10 points)**

Students will participate in a book club. The class will be broken into approximately 3 groups who will meet 4 times to discuss the Helman text. Students will take turns facilitating a discussion that allows the group to make connections between the text, our class readings, and how the information relates to the role of the school psychologist as both an assessment and intervention specialist. Dates for the club meetings are provided on the calendar and an additional handout with specific requirements will be provided prior to the start of club meetings.

### **4. Interactive Read-Aloud (5 points)**

Students will develop an interactive read-aloud lesson. Students will be required to choose a book and then develop a short lesson that will focus on activating prior knowledge, vocabulary building, and comprehension.

### **5. Literacy Development Project (30 points)**

The purpose of this project is for students to demonstrate their understanding of literacy development, including the different stages of literacy development and the linguistic, motivational, cognitive, and sociocultural factors that influence literacy development. Students will also identify the implications of this knowledge for assessment/evaluation practices along with ways to create supportive literacy-learning environments for diverse student populations. Students will create a presentation to share this information with other educators as part of an intervention team.

The presentation should include:

- An explanation of the major theories of reading and writing processes and development, including a description of stages of literacy development.
- Cognitive, linguistic, motivational, and sociocultural factors which influence literacy development and an explanation of how these contribute to literacy development.
- Information about the relationship between first and second literacy acquisition and the role of native language in learning to read and write in a second language.
- Implications of this historically shared knowledge of reading and writing development for assessment/evaluation practices.
- Instructional strategies that can support classroom teachers' knowledge of literacy components (e.g., oral language, phonological awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, writing).
- An explanation and examples of how instruction may need to be differentiated for language learners or students with special needs.
- The importance of fair-mindedness and empathy for all students and the necessity to be responsive to all students' needs.

### **6. Evidence-Based Strategy Share (10 points)**

The purpose of this assignment is to give the opportunity to share an evidence-based strategy from one area of literacy development.

- Students will choose a strategy related to either word recognition, vocabulary, fluency, comprehension, writing, or content area reading.
- Students will review the professional literature for direct and/or related support for your strategy. Direct support refers to studies and expert opinion addressing the specific strategy you are sharing. Related support refers to studies and expert opinion that do not address the specific strategy but benefits of general approaches to developing literacy within which your strategy fits. For example, you may have success with a strategy that helps teach reading to follow directions. The approach may not have a specific name so may not be identified by name in the professional literature. However, because the approach is motivational, student-centered, and generative, professional literature related to these constructs can be used in support of the strategy. Ideally this strategy would be related to the research from your annotated bibliography.
- Students will develop a (1 page) handout to share with the class that provides a brief description for the strategy and gives a brief theoretical and research rationale, provides a list of materials needed for the strategy, and gives directions for how to implement the strategy with a struggling reader/writer.

### **Other Requirements**

**Participation (15 points):** In-person and online participation is required. This includes individual, small group, and class discussions, online module assignments, and other assignments as deemed necessary during class.

**Class attendance** is both important and required. If, due to an emergency, you need to miss class, you must contact the instructor via phone or email in advance and make a plan for getting course material. Assignments are due on the day noted in the schedule, regardless of class attendance. More than two absences may result in a dropped letter grade or loss of course credit.

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

It is expected that assignments will be turned in on time (the beginning of the class in which they are due, or the time stated in the schedule for online assignments). 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.

Graduate students must become familiar with APA 6<sup>th</sup> edition (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. All written work unless otherwise noted must electronically submitted and should be proofread carefully.

The organization of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style.

**Grading**

All assignments will be discussed in class. Rubrics for major assignments will be posted on Blackboard.

Grading Scale (Please note: A course grade less than B- requires that you retake the course. A grade of “F” does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

**Grading Scale**

- A+ = 99-100
- A = 93-98
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C = 70-79
- F = below 70

**Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

**Class Schedule**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week – Class	Topics	Readings Due for Class	Assignments Due
Class 1 May 21 Face-to-Face 5:00-8:00	Syllabus Review  Historical Perspectives: Language & Literacy  Stages of Literacy Development	Alexander & Fox (2013)  NAEYC/IRA (1998) Joint Position Statement	Consider article leadership opportunities  Explore Blackboard tools: wiki, blog, journal, discussion board
Class 2 May 23 Asynchronous Online Class	Theoretical Perspectives  Oral Language Development & Language-focused Interactive read-aloud techniques	<i>Ch 1,2 Scanlon, Anderson, &amp; Sweeney text</i>  Read: Bear et al. (2012)	<b>To Do Before 5/28:</b>  Watch Oral Language Module Part I, II, III  Review: Putting Reading First

Class 3 May 24 Asynchronous Online Class	Theoretical Perspectives  Oral Language Development & Language-focused Interactive read-	Mason & Sinha (1993)  Anderson (1994)  McClure&King-Fullerton (2017)  Barclay, K. (2014)	<b>To do Before 5/28:</b>  Watch interactive reading videos  Online responses to readings
Class 4 May 28 Face-to-Face	Relating classroom talk & instruction with theories	<i>Ch 3 Scanlon et al</i>  Snow, Burns, & Griffin	Sign up for Article Leadership  <b>Due: Choice of topic for annotated bibliography</b>
Class 5 May 30 Face-to-Face	Phonological and Phonemic Awareness,	<i>Ch 5, 6, 7 Scanlon et al</i>  Yopp & Yopp (2000)	First book club meeting- (Ch.1- 2 Helman)  <b>Interactive Reading Project Due</b>
Class 6 May 31 Synchronous Online	Concept of Word & early fluency, print awareness	<i>Ch 4,8 Scanlon et al.</i>  Flanigan (2006)  Flanigan (2007)	Watch COW assessment @ PALS website
Class 7 June 4 Face-to-Face	Phonics & Word Study for Beginning Readers  CTOPP-2/WJ- IV/KTEA	<i>Ch 9, 10, 11 Scanlon et al.</i>	
Class 8 June 6 Face-to-Face	Phonics & Word Study For Transitional Readers	<i>Ch 12,13 Scanlon et al.</i>  Mesmer & Griffith (2005)  Stahl, S., Duffy-Hester, A., & Stahl, K. (1998).	Second book club meeting- (Ch. 3-4 Helman)
Class 9 June 7 Synchronous Online	Fluency (beginners & transitionals)	<i>Ch 14 Scanlon et al.</i>  Kuhn (2004)  Hiebert (2005)	<b>Annotated Bibliographies DUE BY Midnight June 9: Email to Instructor</b>
Class 10 June 11 Face-to-Face	Comprehension and vocabulary (Part 1)	<i>Ch 15 Scanlon et al.</i>  Stahl, K. (2009) Berkeley& Larsen (2018)	

Class 11 June 13 Face-to-Face	Comprehension and vocabulary (Part 2)	<i>Ch 16 Scanlon et al.</i>  Block & Lacina (2009)  Cho et al. (2019)	Third book club meeting- (Ch. 5-6 Helman)
Class 12 June 14 Synchronous Online	Comprehensive Literacy Instruction & Diverse Learners	Vaughan et al. (2019)  Laman, & Van Sluys, K (2008)	
Class 13 June 18 Face-to-Face	Writing Theory & Reading-Writing Connections	Choose 2 writing articles from the folder on BB.	Last book club meeting (Ch.7-8 Helman)  <b>Strategy Review Due</b>
Class 14 June 20 Face-to-Face	RtI: Early literacy assessment and instructional strategies	<i>Ch 17,18 Scanlon et al.</i>  Invernizzi et al. (2010)  PALS  Review ILA	
Class 15 June 21 Online (Type of online class TBD)	Bringing it all together		<b>UPLOAD AND SUBMIT CASE STUDIES TO Blackboard by midnight TO ENSURE FINAL GRADE.</b>

### 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/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the

time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**