

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

EDRD 635.6L1 – School-Based Inquiry in Literacy  
3 Credits, Summer, 2023  
Tuesdays, 5:20-8:00, 312 Van Metre Hall, Arlington Campus  
Thursdays, asynchronous online

**Faculty**

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**Prerequisites/Corequisites**

EDRD 630, EDRD 631, EDRD 632, EDRD 633, and EDRD 637

**University Catalog Course Description**

Examines professional literature in order to develop a literature review and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

**Course Overview**

Not Applicable.

**Course Delivery Method**

This course will be delivered in a hybrid fashion using a mixture of in-person and online (50% or more) formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 21<sup>st</sup>.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: In-person class meetings will occur on Tuesdays. Online asynchronous class will occur as indicated in the class schedule. All synchronous meetings with your critical friend must occur by Friday of each week as indicated in the class schedule.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week**. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

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

1. Read and analyze literacy studies related to research interest and write a literature review.
2. Design a grant proposal to fund a project or materials to enhance role as a literacy leader.

### **Professional Standards** (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have met the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 4.4 Candidates advocate for equity at school, district, and community levels.
- 6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.
- 6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Virginia Standards for Reading Specialist Programs addressed in this course:

- 6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
- 6k. Demonstrate knowledge of current research and exemplary practices in English and reading.
- 6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

### **Required Texts**

There are no required texts for this course. Readings will be made available on Blackboard and through GMU Library databases.

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Zinsser, W. (2006). *On writing well, 30<sup>th</sup> anniversary edition: The classic guide to writing nonfiction*. HarperCollins.

### **Course Performance Evaluation**

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

## Assignments and/or Examinations

### 1. Course Engagement (5%)

Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities. It is **critical** to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive, timely feedback to your peers.

### 2. Critical Friends (5%)

Literacy specialists collaborate with colleagues. In this course, you will be assigned a critical friend and be expected to meet weekly to brainstorm ideas, discuss course materials, and provide feedback on assignments. You will record brief meeting notes and submit weekly to instructor. A template will be provided for recording notes in Blackboard.

### 3. Literature Review (50%)

Literacy specialists need to be knowledgeable of current research in literacy. The purpose of this assignment is to summarize and critique a relevant literacy topic that needs to be developed in your school. Choose a topic and review current (past 10 – 15 years), relevant (focused on your topic), peer-reviewed research. Also, review any seminal work and theoretical bases that would ground your topic in the research literature. This assignment has 2 parts:

#### **Part 1: Annotated Bibliography (20%)**

This task scaffolds the literature review. You will read at least 12 peer-reviewed research articles from academic journals; you will then create a critical annotation for each.

#### **Part 2: Literature Review Paper (30%)**

Write a well-organized review of the research literature. Your review should critically analyze and synthesize the literature, providing clear and insightful analysis of the current knowledge on the topic. Follow current APA guidelines.

### 4. Performance-Based Assessment: Grant Proposal (40%)

Literacy specialists are in a position to procure funding to create, support, or develop literacy programs or instruction within the school. The purpose of this assignment is to identify a grant opportunity related to your literature review topic and write a proposal for that grant. Consult the grant proposal guidelines carefully to find out the specific requirements of the funding agency and include all of the necessary permissions and attachments required to submit the grant application. Once completed, you will develop a presentation reviewing your topic and grant proposal.

## Other Requirements

- **Assignment Guidelines**

All assignments and online tasks are due by 11:59 p.m. (or by class time if so noted) on the date listed in the class schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. **Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the assignment for each day the assignment is late.**

Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources)

Graduate level writing is expected for all assignments in this course. If you find that you need support, **the University Writing Center** (<https://writingcenter.gmu.edu/>) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

- **Communication**

Email is my preferred form of communication, so please **check your GMU email account daily**. I am always available via email, but allow a 24-hour response time for replies during the week, and at least 48 hours during weekends and holidays. The class schedule may need to be modified during the semester. If this occurs, notice of changes will be by announcements in class, by email, and/or by changes to this syllabus posted on Blackboard.

- **Advising**

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the Organizations option in the main menu, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

<u>Grade</u>	<u>Range</u>
A	= 94 – 100%
A-	= 90 – 93%
B+	= 85 – 89%
B	= 80 – 84%
C	= 75 – 79%
F	= below 75%

Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (note that the grade of B- is not given). Incompletes must be cleared before moving to the next course in the instructional sequence.

**Professional Dispositions**

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

## Class Schedule

Week	Date/Format	Topic	Assignments/Tasks	Readings
Week 1	May 23rd (In Person)	Literacy Leaders: Roles in Policy and Advocacy  Course Overview  Literature Review: Introduction and Overview & Choosing a Topic and Formulating a Research Question  Database Searches (Library Presentation)	Critical friend meeting schedule	Moving the Field Forward as Leaders and Literacy Advocates (Chapter 12) from Shearer, B. A., Carr, D. A., & Vogt, M. (2019). <i>Reading specialists and literacy coaches in the real world</i> (4th ed.). Long Grove, IL: Waveland Press.
	May 25 <sup>th</sup> (Async)	Literature Review: Elements of a Literature Review & Choosing, Organizing, and Evaluating Resources	Select a topic for literature review  <b>CF Synchronous Meeting:</b> Research Question & locate at least 3 articles	Beauchamp (2015) Hall (2005)  Begin reading articles for literature review
Week 2	May 30 <sup>th</sup> (In Person)	Literature Review: Refining your Research Question	Bring research questions to class  Make a reading schedule	Continue reading articles for literature review this week
	June 1 <sup>st</sup> (Async)	Literature Review: Finalizing your Article Choice & Writing Critical Annotations	Finalize list of 10-12 articles for literature review  <b>CF Synchronous Meeting:</b> Annotations	
Week 3	June 6 <sup>th</sup> (In Person)	Literature Review: Synthesizing &	Bring at least one completed annotation to class	Complete literature review reading this week

		Analyzing Sources for Themes		
	<b>June 8<sup>th</sup> (Async)</b>	Literature Review: Writing Synthesis Statements & Drafting and Constructing a Logic Chain	<b>CF Synchronous Meeting:</b> Synthesis statement	
<b>Week 4</b>	<b>June 13<sup>th</sup> (In Person)</b>	Literature Review: Crafting the Literature Review	Draft literature review outline in class  <b>Annotated Bibliography Due</b>	
	<b>June 15<sup>th</sup> (Async)</b>	Literature Review: Revising	<b>CF Synchronous Meeting:</b> Outline	
<b>Week 5</b>	<b>June 20<sup>th</sup> (Synchronous)</b>	Literature Review: Revising	Conferences with instructor	
	<b>June 22<sup>nd</sup> (Async)</b>	Literature Review: Revising	<b>CF Synchronous Meeting:</b> Literature Review  Edit Literature Review	
<b>Week 6</b>	<b>June 27<sup>th</sup> (In Person)</b>	Grant writing: Introduction and Overview  Elements of a Grant Proposal & How to Follow an RFP	<b>Literature Review due with self-evaluation</b>	Writing Proposals (Chapter 11) from Bean, R. M. (2015). <i>The reading specialist: Leadership and coaching for the classroom, school, and community</i> (3rd ed.). New York, NY: Guilford Press.
	<b>June 29<sup>th</sup> (Async)</b>	Needs Assessment & Project Narrative Budget and sustainability	<b>CF Synchronous Meeting:</b> Grant proposal- ideas and planning	Maxwell, D. J. (2005); Money, money, money: Taking the pain out of grant writing.



				<p><i>Teacher Librarian</i>, 32(3), 16-21.</p> <p>Nutt, P. (2003). Anatomy of a grant proposal. <i>Tech Trends</i>, 47(1), 33-35.</p> <p>Stinson, K., &amp; Renninger, P. (2007). Successful grantsmanship at the middle level. <i>Middle School Teacher</i></p> <p>Read and review sample grant proposals</p>
Week 7	<b>July 4<sup>th</sup></b> <b>(NO CLASS)</b>			
	<b>July 6<sup>th</sup></b> <b>(Async)</b>	Grant Writing: Drafting your Proposal	<b>CF Synchronous Meeting:</b> Grant proposal-revision	
Week 8	<b>July 11<sup>th</sup></b> <b>(In Person)</b>	Grant Writing: Peer Review.	Bring revised grant to class for peer review	
	<b>June 13<sup>th</sup></b> <b>(Async)</b>	Grant Writing: Revising and editing.	<b>CF Synchronous Meeting:</b> Final grant feedback	
FINALS	<b>July 17<sup>th</sup></b>		<b>Grant Due with self-evaluation.</b>	

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

### 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 <https://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 VIA should be directed to [VIAhelp@gmu.edu](mailto:VIAhelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments/>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## **Rubric for Grant Proposal**

<b>ILA Standard/ Component</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Below Expectations (1)</b>
<b>4.4</b> Candidates advocate for equity at school, district, and community levels.	Provides exemplary evidence of ability to advocate for equity at school, district, and community levels.	Provides satisfactory evidence of ability to advocate for equity at school, district, and community levels.	Provides partial evidence of ability to advocate for equity at school, district, and community levels.	Provides little or no evidence of ability to advocate for equity at school, district, and community levels.
<b>6.1</b> Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides exemplary evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides satisfactory evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides partial evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides little or no evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.
<b>6.4</b> Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides exemplary evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides satisfactory evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides partial evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides little or no evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.