

George Mason University
College of Education and Human Development
Literacy Program

EDRD 635.6L8 – School-Based Inquiry in Literacy
3 Credits, Summer, 2023
Wednesday, 5:20-8:00, Signal Hill, Room 111, Loudoun Campus
Monday & Friday, 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 online (76% or more) using a mixture of synchronous and asynchronous 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 @gmU.edu) and email password. The course site will be available on May 22.

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

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

- 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 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/

Expectations

- Course Week: Online synchronous meetings will take place as indicated in the class schedule. Asynchronous class meeting will take place as indicated on the 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, 30th 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:

1. **Annotated Bibliography (20%)**

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

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 48 hours during weekends and holidays. If you have not heard from me within 48 hours, please email me again. 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**

Grade	Range
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/polices-procedures/>

Class Schedule

Date/format	Topic	Assignments/Tasks	Readings
May 22nd (asynchronous)	Literacy Leaders: roles in policy and advocacy. Course Overview		Syllabus 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 24th (face to face in person - F2F)	Literacy Leaders: roles in policy and advocacy. Literature Review: Introduction and Overview: Choosing a Topic and Formulating a Research Question Database Searches	Critical friend meeting schedule.	
May 26th (asynchronous)	Literature Review: Elements of a literature review	Select a topic for literature review.	Beauchamp (2015) Hall (2005)

	Literature Review: Choosing, Organizing, and Evaluating Resources	CF Meeting: Research Question. Locate at least 3 articles.	Begin reading articles for literature review.
May 31st (face to face in person - F2F)	Literature Review: Refining your research question.	Bring research questions to class. Make a reading schedule.	Continue reading articles for literature review this week.
June 2nd (asynchronous)	Literature Review: Finalizing your article choice.	Finalize list of 10-12 articles for literature review.	
June 5th (asynchronous)	Literature Review: Writing critical annotations.	CF Meeting: Annotations.	
June 7th (face to face in person - F2F)	Literature Review: Synthesizing & Analyzing Sources for Themes.	Bring at least one completed annotation to class.	Complete literature review reading this week.
June 9th (asynchronous)	Literature Review: Writing Synthesis Statements.		
June 12th (asynchronous)	Literature Review: Writing: Drafting and Constructing a Logic Chain	CF Meeting: Synthesis statement.	
June 14th (face to face in person - F2F)	Literature Review: Crafting the literature review.	Draft literature review outline in class.	Annotated Bibliography Due
June 16th (asynchronous)	Literature Review:	CF Meeting: Outline.	
June 21st (Synchronous)	Literature Review: Revising.	Conferences with instructor.	
June 23rd (asynchronous)	Literature Review: Revising.		
June 26th (asynchronous)	Literature Review: Editing.	CF Meeting: Literature Review.	

June 28th (face to face in person - F2F)	Grant writing: Introduction and overview. Elements of a grant proposal and how to follow an RFP.	Literature Review due with self-evaluation.	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.
June 30th (asynchronous)	Needs Assessment & Project Narrative		Maxwell, D. J. (2005); Money, money, money: Taking the pain out of grant writing. <i>Teacher Librarian</i> , 32(3), 16-21. Nutt, P. (2003). Anatomy of a grant proposal. <i>Tech Trends</i> , 47(1), 33-35. Read and review sample grant proposals.
July 3rd (asynchronous)	Budget and sustainability	CF Meeting: Grant proposal- ideas and planning.	Stinson, K., & Renninger, P. (2007). Successful grantsmanship at the middle level. <i>Middle School Teacher</i>
July 5th (face to face in person - F2F)	Grant Writing: Drafting your proposal.		
July 7th (asynchronous)	Grant Writing: Writing to win!		
July 10th (asynchronous)	Grant Writing: Revising.	CF Meeting: Grant proposal- revision.	
July 12th (face to face in person - F2F)	Grant Writing: Peer Review.	Bring revised grant to class for peer review.	
June 14th (asynchronous)	Grant Writing: Revising and editing.	CF Meeting: Final grant feedback.	
July 17th		Grant Due with self-evaluation.	

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 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.

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

Rubric for Grant Proposal

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
4.4 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.
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.	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.
6.4 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.