<div align="center">

George Mason University
College of Education and Human Development
Literacy Program

EDRD 640.DL1 & 6L8 – Trajectory of Literacy Research
2 credits, Fall 2023
Asynchronous, Online

</div>

Faculty
Name: Jennifer I. Hathaway, Ph.D.
Online Office Hours: Mondays from 4:30-6:00 p.m., or by appointment
Office Location: 1500 Thompson Hall, Fairfax Campus
Office Phone: 703-993-5789
Email Address: jhathaw2@gmu.edu

Prerequisites/Corequisites
none

University Catalog Course Description
Examines the trajectory of literacy research. Emphasizes understanding and analysis of fundamental aspects of literacy research and instruction.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format 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 August 21.

At Mason, one credit hour represents one hour in the classroom and a minimum of two hours of out-of-class work per week throughout a 15-week semester (see Academic Policy 2.3 in the University Catalog). Thus, this 2-credit course requires a minimum of 2 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 4 hours of out-of-class work each week. Please schedule your time accordingly.

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/Ultra/Getting_Started/Browser_Support
- 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:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Thursday, and finish on Wednesday.
- 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 that 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 ensure 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. Explain major theories and empirical research in literacy.
2. Describe the historical trends in literacy development and instruction.
3. Read and analyze the scholarship of the field.

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

1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.

1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.

1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, convention of standard English, vocabulary acquisition and use, speaking listening, viewing, visually representing) and its relationships with other aspects of literacy.

1.4 Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.

Virginia Standards for Reading Specialist Programs addressed in this course:

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
All required 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
<u>**or**</u>
American Psychological Association. (2020). *Concise guide to APA style* (7th ed.). https://doi.org/10.1037/0000173-000

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**
  (See Blackboard for specific guidelines and evaluation rubrics for all assignments.)

  1. Online Modules (20%)
  Throughout the semester you will complete asynchronous online modules of varying lengths that involve an array of activities designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each module will open on Thursday. All activities and assignments due within that

module must be submitted by 11:59 p.m. on the Wednesday indicated in the class schedule. Late work within modules will not be accepted without prior approval. Once each module is opened, it will remain open so that you may review content as needed.

In this course, modules will follow an Absorb-Do-Connect (Horton, 2012) instructional design framework to encourage active learning. As you complete your assigned readings and view the provided resources, you will *absorb* key knowledge. Then, you will have opportunities to practice, explore, and discover as you *do* something with what you are learning. Finally, you will be asked to *connect* what you are learning to your prior learning and current work.

For each online module, you should thoughtfully and thoroughly complete all activities. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understanding, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module.

In each module, Do and Connect activities will be scored using the rubrics below.

Criteria for Evaluation (DO)	Meets Expectations	Approaches Expectations	Below Expectations
Completion	*All activities* are complete. (2 points)	*Some activities* are complete. (1.6 points)	*No activities* are complete. (0 points)

Criteria for Evaluation (CONNECT)	Meets Expectations	Approaches Expectations	Below Expectations
Completion	*All activities* are complete. (1 point)	*Some activities* are complete. (0.8 points)	*No activities* are complete. (0 points)
Understanding of Course Content	Demonstrates *clear understanding* of the module content. Responses are *accurate* and include *correct terminology*. (1 point)	Demonstrates *emerging understanding* of the module content. Responses are *mostly accurate* but may lack sophistication or use *incorrect terminology*. (0.8 points)	Demonstrates *little to no understanding of the module content. Responses are highly inaccurate.* (0 points)
Quality of Connections	Includes *explicit connections* to content from the course *AND* personal professional practice. (1 point)	Includes *vague connections* to content from the course *OR* personal professional practice. (0.8 points)	Include *no connections* to content from the course or personal professional practice. (0 points)

2. **Research Analyses (15% each, 45% total)**
The objective of this assignment is to read research in the field of literacy, and to learn to provide brief, effective summary and analysis regarding the research foundation, content, and impact of the piece on the field. You will analyze <u>three</u> research reports. In each two-page analysis paper, include the purpose of the research, main elements of the research, an analysis of study quality, and a brief reflection on research (based on your previous knowledge or experience).

3. **Online Small Group Discussions (10%)**
The objective of this assignment is to discuss some of the key theoretical and empirical readings and content you encounter within the course with your peers to help you make connections between course content and your personal experiences. You will work within a fixed small group of peers to be assigned in the first weeks of the course. You will participate in four 15- to 20-minute online synchronous conversations (plus one planning session) to discuss course content following a provided protocol.

These meetings will take place (and be recorded) in Blackboard Collaborate Ultra and will be held at times scheduled by your group. You will need to turn your video and microphone on as you participate.

4. Annotated Bibliography (25%)
An annotated bibliography is a collection of source references about a specific topic. The goal of an annotated bibliography is to provide researchers interested in a specific problem or topic with information about a source's contents and usefulness. You will research a literacy topic addressing the literacy needs of diverse learners. You will locate and read at least 5 related, peer-reviewed, high-quality research articles and provide annotated bibliographic information for each. You will also create a brief synthesis of the research reviewed, explaining the overall message in the articles and how they relate to and support each other. Finally, you will share your results with your peers.

- **Other Requirements**
Assignment Guidelines
All assignments should be submitted by 11:59 p.m. on the date noted in the class schedule. Unless arrangements have been made beforehand with your instructor, 5% of the total points will be deducted from graded assignments for **each** day they are submitted late.

Assignments should follow APA (7th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). 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 (7th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please include your name as part of the file name (ex: JANEDOELessonPlan1.docx).

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 or receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

Communication
Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 48-hour response time for replies. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will meet with you by phone or online at other times by appointment.

Advising
Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, licensure exam 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 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**
Literacy students must re-take any licensure course in which they receive a grade of C or lower (note that the grade of B- is not given). Incomplete grades in licensure courses must be cleared before moving to the next course in the instructional sequence.

Grading Scale	
Grade	Points
A	= 94 – 100
A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 75 – 79
F	= below 75

Professional Dispositions
See https://cehd.gmu.edu/students/policies-procedures/

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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- 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/.

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

Date	Topics	Readings	Assignments
Welcome Module August 21-23	Course Overview	course syllabus	Video Introductions
Module 1 August 24-30 (1 week)	Research and Its Role in Literacy Leadership	Duke, N. K., & Martin, N. M. (2011). 10 things every literacy educator should know about research. *The Reading Teacher, 65*(1), 9-22. https://doi.org/10.1598/RT.65.1.2 Shanahan, T. (2020). The science of reading: Making sense of research. *The Reading Teacher, 74*(2), 119-125. https://doi.org/10.1002/trtr.1940	Module 1 activities
August 28		**Last Day to Add Classes**	
Module 2 August 31-September 13 (2 weeks)	Reading & Understanding Research	"Reading a Research Report" (Ch. 3) from Dane, F. C., & Carhart, E. (2023). *Evaluating research: Methodology for people who need to read research* (3rd ed.). Sage. "Issues in Evaluating Education Research" (Ch. 6) & "Assessing the Relevance of Education Research" (Ch. 10) from Lauer, P. A. (2006). *An education research primer: How to understand, evaluate, and use it*. Jossey-Bass.	Module 2 activities Annotated Bibliography Topic
September 5		**Last Day to Drop Classes with 100% Tuition Refund**	
September 12		**Last Day to Drop Classes with 50% Tuition Refund**	
Module 3 September 14-27 (2 weeks)	Theoretical & Historical Perspectives Informing Literacy Research	"Introduction to Theories and Models" (Ch. 1) & "Putting It All Together" (Ch. 10) from Tracey, D. H., & Morrow, L. M. (2017). *Lenses on reading: An introduction to theories and models* (3rd ed.). The Guilford Press. Alexander, P. A., & Fox, E. (2019). Reading research and practice over the decades: A historical analysis. In D. E. Alvermann, N. J. Unrau, M. Sailors, & R. B. Ruddell (Eds.), *Theoretical models and processes of literacy* (7th ed., pp 35-64). Routledge. Smith, A. (2019). Waves of theory building in writing and its development, and their implications for instruction, assessment, and curriculum. In D. E. Alvermann, N. J.	Module 3 activities Annotated Bibliography Reference List Small Group Discussion Planning Meeting

		Unrau, M. Sailors, & R. B. Ruddell (Eds.), *Theoretical models and processes of literacy* (7th ed., pp. 65-83). Routledge.	
September 26	**Last Day to Withdraw from Classes (No Tuition Refund)**		
Module 4 September 28- October 11 (2 weeks)	Hypotheses, Theories, & Models in Literacy: The Process of Reading	Scarborough, H. S. (2001). Connecting early language and literacy to later (dis)abilities: Evidence, theory, and practice. In S.B. Neumann & D. K. Dickinson (Eds.). Handbook of Early Literacy Research (Vol. 1, pp. 97-110). The Guilford Press. Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. Reading Research Quarterly, 56(S1), S25-S44. https://doi.org/10.1002/rrq.411 Cartwright, K. B., & Duke, N. K. (2019). The DRIVE model of reading: Making the complexity of reading accessible. The Reading Teacher, 73, 7-15. https://doi.org/10.1002/trtr.1818	Module 4 activities Research Analysis #1 Small Group Discussion #1
Module 5 October 12-25 (2 weeks)	Hypotheses, Theories, & Models in Literacy: The Development of Literacy	Chall, J. (1983). *Stages of reading development.* McGraw-Hill. (selected excerpt) "Emergent Literacy" (Ch. 2) from Schwanenflugel, P. J., & Knapp, N. F. (2016). *The psychology of reading: Theories and applications*. Guilford Press. Ehri, L. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly, 55*, 545-560. https://doi.org/10.1002/rrq.334	Module 5 activities Small Group Discussion #2 Draft of 1 Annotated Bibliography Entry
Module 6 October 26- November 8 (2 weeks)	Key Moments in the Trajectory of Literacy Research: Literacy Research in a Policy Context	Shanahan, T. (2014). Educational policy and literacy instruction. Worlds apart? *The Reading Teacher, 68*(1), 7-12. https://doi.org/10.1002/trtr.1269 Duke, N. K. (2019). Reading by third grade: How policymakers can foster early literacy. *State Education Standard, 19*(2), 6-11. https://www.nasbe.org/	Module 6 activities Research Analysis #2 Small Group Discussion #3

Module 7 November 9-29 (2.5 weeks)	Key Moments in the Trajectory of Literacy Research: Reading Wars	Kim, J. S. (2008). Research and the Reading Wars. In F. M. Hess (Ed.), *When research matters: How scholarship influences education policy* (pp. 89-111). Harvard Education Press. Gabriel, R. (2020). The future of the science of reading. The Reading Teacher, 74(1), 11-18. https://doi.org/doi:10.1002/trtr.1924 Goldberg, M, & Goldenberg, C. (2022). Lessons learned? Reading Wars, Reading First, and a way forward. *The Reading Teacher, 75*(5), 621-630. https://doi.org/10.1002/trtr.2079	Module 7 activities Research Analysis #3 Small Group Discussion #4
November 22-26	**Thanksgiving Recess**		
Module 8 November 30-December 6 (1 week)	Sharing What You've Learned from Research	– none	Annotated Bibliography