

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

EDRD 641.DL1 – Trends and Issues in Literacy  
2 credits, Spring 2024  
Asynchronous, Online

**Faculty**

Name: Jennifer I. Hathaway, Ph.D.  
Online Office Hours: Mondays from 4:00-5:30 p.m., or by appointment  
Office Location: 1500 Thompson Hall, Fairfax Campus  
Office Phone: 703-993-5789  
Email Address: [jhathaw2@gmu.edu](mailto:jhathaw2@gmu.edu)

**Prerequisites/Corequisites**

none

**University Catalog Course Description**

Examines current trends and issues in literacy research, development, and instruction. Considers the impact of students' cultural, linguistic, and exceptional diversity on literacy learning.

**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 January 16.

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](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/](http://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.
- 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 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 that describe current issues in literacy development and instruction.
2. Read and analyze the scholarship of the field.
3. Identify approaches to literacy instruction which acknowledge the cultural, linguistic, and exceptional diversity in schools.
4. Describe the unique developmental, cognitive, and linguistic needs of students.

## **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:

- 2d. Demonstrate an understanding of the unique needs of students with language differences and delays.
- 6a. Demonstrate an understanding of developmental psychology, including personality and learning behaviors.
- 6b. Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels.
- 6c. Demonstrate an understanding of the significance of cultural contexts upon language.
- 6d. Demonstrate an understanding of varying degrees of learning disabilities.
- 6k. Demonstrate knowledge of current research and exemplary practices in English and reading.

## **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>

**or**

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**

- 1. Online Modules (30%)**

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.

- 2. Article Discussion Leadership (ADL) (20%)**

The purpose of this assignment is to dive deeply into a course topic and show an in-depth understanding of (1) how to analyze and interpret a research article, (2) how to summarize and disseminate research information to peers, and (3) how to engage in meaningful collaboration with peers.

You will work in assigned teams to evaluate 2 peer-reviewed literacy research articles. Articles must be selected from a list provided by the instructor. Your group will read, analyze, and discuss the articles. Next, your group will format a narrated digital presentation around the following aspects of the article: (a) author's purpose, (b) research methodology, (c) key points/concepts, (c) conclusions/findings, (d) implications for research & practice, (e) professional reflections & questions. The digital presentation should be **no more than 10 minutes in length** and include both graphic and narrated content. It can take the form of a group video, a narrated deck of PowerPoint slides, a screencast, or any other digital medium the group chooses. It must be compatible with sharing via Blackboard.

- 3. 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 complete an annotated bibliography with a minimum of 10 entries as a precursor to your research synthesis assignment. At least 5 of the entries must be research reports. You may use up to 2 sources you have read in other courses as part of this assignment.

#### 4. Research Synthesis (25%)

Literacy specialists need to be knowledgeable of the current research in literacy. Choose a topic that addresses a trend or issue in the field of literacy. Review current (past 10-15 years), relevant (focused on your topic), peer-reviewed literature on the topic and synthesize what is known about the topic and implications for literacy instruction or practice.

You have two options for demonstrating your learning:

1. Create a well-organized, 6- to 10- page synthesis paper that captures what is known about the topic and its implications for literacy instruction or practice.

**OR**

2. Develop a 10- to 15-minute multimedia presentation that demonstrates your ability to synthesize the literature you've read about the topic and its implications for literacy instruction or practice.

- **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 (7<sup>th</sup> 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 (7<sup>th</sup> 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**

<i>Grading Scale</i>	
<u>Grade</u>	<u>Points</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 licensure course in which they receive a grade of C or lower (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/>

### **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 <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](mailto: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
<b>Welcome Module</b> January 16-17	Course Overview	course syllabus	Video Introductions (complete by the end of Module 1)
<b>Module 1</b> January 18-24 (1 week)	Current Issues & Trends in Literacy Research & Instruction	<p>Grote-Garcia, S., &amp; Ortlieb, E. (2024). What’s hot in literacy 2023: The ban on books and diversity measures. <i>Literacy Research and Instruction</i>, 63(1), 1-16. <a href="https://doi.org/10.1080/19388071.2024.2289801">https://doi.org/10.1080/19388071.2024.2289801</a></p> <p>Pearson, P. D., Madda, C. L., &amp; Raphael, T. E. (2023). Current issues and best practices in literacy instruction. In L. M. Morrow, E. Morrell, &amp; H. K. Casey (Eds.), <i>Best practices in literacy instruction</i> (7th ed., pp. 3-40). The Guilford Press.</p>	<p>Module 1 activities</p> <p>ADL Topic</p>
<b>January 23</b>	<b>Last Day to Add Classes</b>		
<b>Module 2</b> January 25 – February 7 (2 weeks)	Adolescent & Disciplinary Literacy	<p>“Adolescent Literacies and Identities Inside and Outside of School” (Ch. 1, pp. 1-28) from Brozo, W. G. (2017). <i>Disciplinary and content literacy for today’s adolescents</i> (6th ed.). The Guilford Press.</p> <p>Shanahan, T., &amp; Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. <i>Harvard Educational Review</i>, 78(1), 40-59.</p> <p>Shanahan, C., &amp; Shanahan, T. (2014). Does disciplinary literacy have a place in elementary school? <i>The Reading Teacher</i>, 67(8), 636-639. <a href="https://doi.org/10.1002/trtr.1257">https://doi.org/10.1002/trtr.1257</a></p>	<p>Module 2 activities</p> <p>Annotated Bibliography Topic</p>

Date	Topics	Readings	Assignments
		<p>Harrison, C. &amp; Alvermann, D. E. (2017). The “M” word: Dare we use it? <i>Journal of Adolescent &amp; Adult Literacy</i>, 61(1), 99–102.  <a href="https://doi.org/10.1002/jaal.665">https://doi.org/10.1002/jaal.665</a></p>	
<b>January 30</b>		<b>Last Day to Drop Classes with 100% Tuition Refund</b>	
<b>February 6</b>		<b>Last Day to Drop Classes with 50% Tuition Refund</b>	
<p><b>Module 3</b>  February  8-21  (2 weeks)</p>	<p>Literacy  Motivation &amp;  Engagement</p>	<p>Jang, B. G., Conradi, K., McKenna, M. C., &amp; Jones, J. S. (2015). Motivation: Approaching an elusive concept through the factors that shape it. <i>The Reading Teacher</i>, 69(2), 239-247.  <a href="https://doi.org/10.1002/trtr.1365">https://doi.org/10.1002/trtr.1365</a></p> <p>Taboada Barber, A., Levush, K. C., &amp; Klauda, S. L. (2019). The role of motivation theory in literacy instruction. In D. E. Alvermann, N. J. Unrau, M. Sailors, &amp; R. B. Ruddell (Eds.), <i>Theoretical models and processes of literacy</i> (7th ed., pp. 233-251). Routledge.</p> <p><b>Choose 1:</b>  Konrad, M. G. (2023). The love of the book: Students’ text selection and their motivation to read. <i>The Reading Teacher</i>, 77(3), 332-340.  <a href="https://doi.org/10.1002/trtr.2246">https://doi.org/10.1002/trtr.2246</a></p> <p style="text-align: center;"><b>OR</b></p> <p>Wilkinson, K., Andries, V., Howarth, D., Bonsall, J., Sabeti, Sh., &amp; McGeown, S. (2020). Reading during adolescence: Why adolescents choose (or do not choose) books. <i>Journal of Adolescent &amp; Adult Literacy</i>, 64(2), 157-166.  <a href="https://doi.org/10.1002/jaal.1065">https://doi.org/10.1002/jaal.1065</a></p>	<p>Module 3  activities</p> <p>ADL  Presentations  for Module 4  (as assigned)</p>
<b>February 20</b>		<b>Last Day to Withdraw from Classes (No Tuition Refund)</b>	



Date	Topics	Readings	Assignments
<p><b>Module 4</b> February 22 – March 13 (2 weeks)</p>	<p>Linguistic Diversity in Literacy</p>	<p>“Linguistic Variation and Reading” from Schwanenflugel, P. J., &amp; Knapp, N. F. (2016). <i>The psychology of reading: Theory and applications</i>. The Guilford Press.</p> <p>Martinez, R. A. (2018). Beyond the <i>English learner</i> label: Recognizing the richness of bi/multilingual students' linguistic repertoires. <i>The Reading Teacher</i>, 71(5), 515- 522. <a href="https://doi.org/10.1002/trtr.1679">https://doi.org/10.1002/trtr.1679</a></p> <p>Mohr, K. A. J., Juth, S. M., Kohlmeier, T. L., &amp; Schreiber, K. E. (2019). The developing bilingual brain: What parents and teachers should know and do. <i>Early Childhood Education Journal</i>, 46(11), 11-20. <a href="https://doi.org/10.1007/s10643-016-0833-7">https://doi.org/10.1007/s10643-016-0833-7</a></p>	<p>Module 4 activities</p> <p>ADL Presentations for Module 5 (as assigned)</p>
<p><b>March 4-10</b></p>		<p><b>Spring Break</b></p>	
<p><b>Module 5</b> March 14-27 (2 weeks)</p>	<p>Cultural Diversity in Literacy</p>	<p>McIntyre, E., &amp; Turner, J. D. (2013). Culturally responsive literacy instruction. In B. M. Taylor, &amp; N. K. Duke (Eds.), <i>Handbook of effective literacy instruction: Research-based practice K-8</i> (pp. 137-161). The Guilford Press.</p> <p>Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. <i>Perspectives</i>, 6(3), ix–xi.</p> <p>Enriquez, G. (2021). Foggy mirrors, tiny windows, and heavy doors: Beyond diverse books toward meaningful literacy instruction. <i>The Reading Teacher</i>, 75(1), 103-106. <a href="https://doi.org/10.1002/trtr.2030">https://doi.org/10.1002/trtr.2030</a></p> <p>Kelly, L. B., &amp; Djonko-Moore, C. (2021). What does culturally informed literacy instruction look like? <i>The Reading Teacher</i>, 75(5), 567-574. <a href="https://doi.org/10.1002/trtr.2068">https://doi.org/10.1002/trtr.2068</a></p>	<p>Module 5 activities</p> <p>ADL Presentations for Module 6 (as assigned)</p>

Date	Topics	Readings	Assignments
<p><b>Module 6</b> March 28 – April 10 (2 weeks)</p>	<p>Supporting Literacy Development for All Students</p>	<p>“Factors Involved in Reading and Writing Difficulties” (Ch. 2, pp. 19-49) from Gunning, T. G. (2018). <i>Assessing and correcting reading and writing difficulties</i> (6th ed.). Pearson.</p> <p>Risko, V. J., &amp; Walker-Dalhouse, D. (2023). Best practices to change the trajectory of students experiencing reading difficulties. In L. M. Morrow, E. Morrell, &amp; H. K. Casey (Eds.), <i>Best practices in literacy instruction</i> (7th ed., pp. 354- 376). The Guilford Press.</p> <p>Lapp, D., Faddis, T., &amp; Ojeda, A. G. (2023). Best practices to support achieving yet “invisible” literacy learners. In L. M. Morrow, E. Morrell, &amp; H. K. Casey (Eds.), <i>Best practices in literacy instruction</i> (7th ed., pp. 377-392). The Guilford Press.</p>	<p>Module 6 activities</p> <p>ADL Presentations for Module 7 (as assigned)</p> <p>Annotated Bibliography</p>
<p><b>Module 7</b> April 11-24 (2 weeks)</p>	<p>Supporting Students with Dyslexia &amp; Dysgraphia</p>	<p>Johnston, P., &amp; Scanlon, D. (2021). An examination of dyslexia research and instruction with policy implications. <i>Literacy Research: Theory, Method, and Practice</i>, 70(1), 1-22. <a href="https://doi.org/10.1177/23813377211024625">https://doi.org/10.1177/23813377211024625</a></p> <p>Johnston, V. (2019). Dyslexia: What reading teachers need to know. <i>The Reading Teacher</i>, 73(3), 339- 346. <a href="https://doi.org/10.1002/TRTR.01033">https://doi.org/10.1002/TRTR.01033</a></p> <p>Hruby, G. G. (2019). Is my adolescent/adult struggling reader dyslexic? <i>Journal of Adolescent &amp; Adult Literacy</i>, 62(6), 673- 676. <a href="https://doi.org/10.1002/jaal.953">https://doi.org/10.1002/jaal.953</a></p>	<p>Module 7 activities</p>
<p><b>Module 8</b> April 25 – May 1 (1 week)</p>	<p>Sharing What You’ve Learned from Research</p>	<p>– none</p>	<p>Research Synthesis Paper OR Presentation</p>