George Mason University
College of Education and Human Development
Literacy Program

EDRD 629 A01 – Literacy Foundations and Instruction for School Psychologists
3 Credits, Summer 2024
Tuesday, Thursday 5:00-8:00 pm Thompson Hall 1020, 2 Friday online asynchronous classes

Faculty
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Prerequisites/Corequisites

Admission to school psychology program or permission of literacy program coordinator

University Catalog Course Description

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

Course Overview

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

Course Delivery Method

This course will be delivered using a hybrid (2-75% online)] format. Classes will be delivered in-person on Tuesday and Thursdays and will have an asynchronous component on 2 Fridays 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 13, 2024.

Learner Outcomes or Objectives

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

1. Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Read, understand, and critique the literature and research describing literacy development and the cognitive, linguistic, motivational, and sociocultural factors that impact reading and writing development.
3. Identify examples of evidence-based reading instruction for developing key literacy components (including word recognition, language comprehension, strategic knowledge, and reading–writing connections) and apply this knowledge when designing interventions and instructional activities to meet students' literacy-related needs.
4. Explain ways in which diverse student characteristics and experiences interact with reading and writing development.
5. Explore and discuss ways for school psychologists to support literacy instruction and interventions in schools.

Professional Standards (International Reading Association's 2010 Standards for Reading Professionals)

Upon completion of this course, students will have met the following professional standards:

Standard 1: Foundational Knowledge

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

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

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

Standard 4: Diversity

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

Virginia Department of Education Standards:
2a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening)
2 b. Demonstrate expertise in developing students' phonological awareness skills
2 d. Demonstrate an understanding of the unique needs of students with language differences and delays

2 e. Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.

3a. Demonstrate expertise in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills

3 b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships;

3 d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development

4 b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," the orthographic patterns, and strategies for promoting generalization of spelling study to writing

6 c. Demonstrate an understanding of the significance of cultural contexts upon language

Required Texts

Textbooks:

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

Helman, L., Ittner, A., & McMaster, K. (2020). *Assessing Language and Literacy with Bilingual Students: Practice to Support English Learners.* New York, NY: Guilford Press.

Articles:

Alexander, P. A., & Fox, E. (2013). A historical perspective on reading research and practice, redux. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), *Theoretical Models and Processes of Reading (6th Ed., pp. 3-46)*. Newark, DE: International Reading Association.

Al Otaoba, S., McMaster, K., Wanzek, J. & Zaru, M. (2022). What we know and need to know about literacy interventions for elementary students with reading difficulties and disabilities, including dyslexia. *Reading Research Quarterly, 58* (2). 313-332. https://doi.org/10.1002/rrq.458

Apel, K., Henbest, V. & Masterson, J. (2018). Orthographic knowledge: Clarifications, challenges, and future directions. *Reading and Writing, 32.* 873-889. https://link.springer.com/article/10.1007/s11145-018-9895-9

Barclay., K. (2014). Conducting Interactive Reading Experiences. *Young Children, 69* (5). 78-83.

Bear, D., Negrete, S. & Cathey, S. (2012). Developmental literacy instruction with struggling readers across three stages. *The NERA Journal, 48*(1), 1-9.

Berkeley, S. & Larsen, A. (2018). Fostering self-regulation of students with learning disabilities: Insights from 30 years of reading comprehension intervention strategies. *Learning Disabilities Research and Practice, 33* (2). 75-86. https://doi.org/10.1111/ldrp.12165

Bowers, J. (2020). Reconsidering the evidence that systematic phonics is more effective than alternative methods of reading instruction. *Educational Psychology Review, 32.*681-705. https://link.springer.com/article/10.1007/s10648-019-09515-y

Buckingham, J. (2020). Systematic phonics instruction belongs in evidence-based reading programs: A response to Bowers. *The Educational and Developmental Psychologist, 37* (2). 105-113. https://doi.org/10.1017/edp.2020.12

Campbell, S. (2021). What's happening to shared picture book reading in an era of phonics first?

The Reading Teacher, 74 (6), 757-767. https://doi.org/10.1002/trtr.2004

Collins Block, C. & Lacina, J. (2009). Comprehension instruction in kindergarten through grade 3. In S. Israel & G. Duffy (Eds.), *Handbook of Research on Reading Comprehension (pp. 495-509)*. Routledge.

Duke, N & *Cartwright*, K. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly, 56* (1). S25-S44. https://doi.org/10.1002/rrq.411

Ehri, L. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly, 55* (2). S45-S60. https://doi.org/10.1002/rrq.334

Elliott, J. (2020). It's time to be scientific about Dyslexia. *Reading Research Quarterly, 55* (1). S61-S75. https://doi.org/10.1002/rrq.333

Flanigan, K. (2007). A concept of word in text: A pivotal event in early reading acquisition. *Journal of Literacy Research, 39* (1). 37-70. https://doi.org/10.1080/10862960709336757

Garwood, J., McKenna, J., Cuillo, S. (2020). Early reading instruction with embedded behavioral supports for children with emotional and behavioral disorders. *Beyond Behavior, 29* (1). 6-17. https://doi.org/10.1177/1074295619900380

Hudson, A., Koh, P., Moore, K., & Binks-Cantrell, E. (2020). Fluency interventions for elementary students with reading difficulties: A synthesis of research from 2009-2019. *Education Sciences, 10* (3). https://doi.org/10.3390/educsci10030052

Justice, L., Logan, J. & Kaderavek, J. (2017). Longitudinal impacts of print-focused read-alouds for children with language impairment. *American Journal of Speech-Language Pathology, 26.* 383-396. https://doi.org/10.1080/10862960709336757

Kiernan, D. & Bear, D. (2018). What spelling tells us about the orthographic development and word study instruction with emergent bilingual secondary students. *Reading Psychology, 39.*227-252. https://doi.org/10.1080/02702711.2017.1415241

Kim, J. & Burkhauser, M. (2022). Teaching for transfer can help young children read for understanding. *Phi Delta Kappan, 103* (8). 20-24. https://doi.org/10.1177/00317217221100006

Ludwig, C., Gua, K. & Georgiou, G. (2019). Are reading interventions for English language learners effective? A meta-analysis. *Journal of Learning Disabilities, 52* (3). 220-231. https://doi.org/10.1177/0022219419825855

Mason, J., and Sinha, S. (1993), Emerging Literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek, (Ed.), *Handbook of Research on the Education of Young Children* (pp.137-150). Macmillian Publishing Co.

McClure, E. & King Fullerton, S. (2017). Instructional interactions: Supporting students' reading development through interaction read-alouds of informational texts. *The Reading Teacher, 71* (1). 51-59. https://doi.org/10.1002/trtr.1576

Peng, P., Fuchs, D., Fuchs, L., Elleman, A., Kearns, D., Gilbert, J., Compton, D., Cho, E. & Patton, S. (2019). A longitudinal analysis of the trajectories and predictors of word reading and reading comprehension development among at-risk readers. *Journal of Learning Disabilities, 52* (3). 195-208. https://doi.org/10.1177/0022219418809080

Piasta, S. & Hudson A. (2022). Key knowledge to support phonological awareness and phonics instruction. *The Reading Teacher, 6* (2). 201-210. https://doi.org/10.1002/trtr.2093

Rand, M. & Mandel Morrow, L. (2021). The contribution of play experiences in early literacy: Expanding the science of reading. *Reading Research Quarterly, 56* (1). S239-S248. https://doi.org/10.1002/rrq.383

Stahl, K. (2009). Assessing the comprehension of young children. In S.Israel & G. Duffy (Eds.), *Handbook of Research on Reading Comprehension, (pp.428-448)*. Routledge.

Last revised January, 2022

Vaughn, S., Roberts, G., Capin, P., Miciak, J., Cho, E. & Fletcher, J. (2019). How initial word reading and language skills affect reading comprehension outcomes for students with reading disabilities. *Exceptional Children, 85* (2). 180-196. http://dx.doi.org/10.1177/0014402918782618

Vines, N., Jordan, J. & Broemmel, A. (2020). Reenvisioning spelling instruction: Developmental word study nonnegotiables. *The Reading Teacher, 73* (6). 711-722. https://doi.org/10.1002/trtr.1882

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

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

1. Interactive Read-Aloud (5 points): May 23
Students will develop an interactive read-aloud lesson. Students will be required to choose a book and then develop a short lesson that will focus on activating prior knowledge, vocabulary building, and comprehension.

2. Article Leadership (15 points): On-going/finish by end of semester
Student groups will choose two assigned readings to critique and lead class discussion regarding the findings. The readings will both be from one synchronous class meeting and the discussion/activity should plan to be approximately 15-30 minutes. The leaders will *briefly* summarize the readings' key points including strengths or weaknesses of the readings. Then the leader will engage the group in either an activity, discussion, or both that helps class members make connections between the readings and to course content/other assigned readings. The ongoing discussion should fully integrate the topic into your expanding knowledge of the field of literacy research and practice.

3. Annotated Bibliography (20 points): Due May 30
Each student will research a literacy topic from class discussions (topics stated on the class schedule). The research needs to draw from multiple sources (including library resources (see below the suggested list of literacy related journals) and assigned in-class readings) and address your understanding of the literacy needs of the diverse families and children who live in Northern Virginia. You will read 6 related, peer-reviewed research articles from within the last 10 years (exceptions can be made with instructor permission) and provide annotated bibliographic information for each. This includes a full APA citation, a 1-2 paragraph summary and 1-2-paragraph critique per article. Do not exceed 2 paragraphs for either summary or critique- your goal is to write succinctly). You will also write a detailed synthesis statement that explains the overall

message in the articles and how they relate and support each other (2 paragraph minimum, 2 pages maximum).

Criteria for evaluation will include ability to analyze and synthesize reference materials and other sources as well as writing clarity and coherence (writing that demonstrates graduate level writing, attention to detail, grammatical and syntactical structure, and correct spelling, at a minimum).

4. Book Club (10 points): On-going/finish by end of semester
Students will participate in a book club. The class will be broken into approximately 3 groups who will meet 4 times to discuss the Helman text. Students will take turns facilitating a discussion that allows the group to make connections between the text, our class readings, and how the information relates to the role of the school psychologist as both an assessment and intervention specialist. Dates for the club meetings are provided on the calendar.

5. Literacy Development Project (30 points): Due June 20
The purpose of this project is for students to demonstrate their understanding of literacy development, including the different stages of literacy development and the linguistic, motivational, cognitive, and sociocultural factors that influence literacy development. Students will also identify the implications of this knowledge for assessment/evaluation practices along with ways to create supportive literacy-learning environments for diverse student populations. Students will create a presentation to share this information with other educators as part of an intervention team.
The presentation should include:
- An explanation of the major theories of reading and writing processes and development, including a description of stages of literacy development.
- Cognitive, linguistic, motivational, and sociocultural factors which influence literacy development and an explanation of how these contribute to literacy development.
- Information about the relationship between first and second literacy acquisition and the role of native language in learning to read and write in a second language.
- Implications of this historically shared knowledge of reading and writing development for assessment/evaluation practices.
- Instructional strategies that can support classroom teachers' knowledge of literacy components (e.g., oral language, phonological awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, writing).
- An explanation and examples of how instruction may need to be differentiated for language learners or students with special needs.
- The importance of fair-mindedness and empathy for all students and the necessity to be responsive to all students' needs.

Other Requirements

Participation (20 points): In-person and asynchronous participation is required. This includes individual, small group, and class discussions, online module assignments, and other assignments as deemed necessary during class.

Class attendance is both important and required. If, due to an emergency, you need to miss class, you must contact the instructor via phone or email in advance and make a plan for

getting course material. Assignments are due on the day noted in the schedule, regardless of class attendance. More than two absences may result in a dropped letter grade or loss of course credit.

Electronic Requirements:
Graduate students must become familiar with APA 7th edition (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. All written work, unless otherwise noted, must electronically submitted and should be proofread carefully. The organization of your papers (e.g., headings, organization, references, citations, etc.) should follow APA style.

Grading

All assignments will be discussed during in-person class meetings. Rubrics for major assignments will be posted on Blackboard.

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

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

Professional Dispositions

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

Class Schedule

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

Date – Class	Topics	Readings Due for Class	Assignments Due
Class 1 May 14 5:00-8:00	Syllabus Review Opening Activity Historical Perspectives: Language & Literacy	Alexander & Fox (2013) NAEYC/IRA 2009 Put Reading First	

Class 2 May 16 5:00-8:00	Theoretical Perspectives- Stages of Literacy Development, Early Literacy, Shared Reading, Interactive read- aloud	*Ch 1,2 Scanlon,* *Anderson, & Sweeney text* Bear et al. (2012) Rand &Morrow (2021) Campbell (2021)	Consider article leadership opportunities **To Do Before 5/23:** Watch Oral Language Module Part I, II, III
Class 3 May 17 Asynchronous	Theoretical Perspectives Oral Language Development & Language-focused Interactive read-aloud techniques	Mason & Sinha (1993) McClure&King-Fullerton (2017) Barclay, K. (2014)	**To do Before 5/23:** Watch Oral Language Module Part I, II, III Online responses to readings
Class 4 May 21 5:00-8:00	Relating classroom talk & instruction with theories	*Ch 3 Scanlon et al* Kim, J. & Burkhauser, M. (2022). ILA position statement Statement Digital Resources	Sign up for Article Leadership **Due: Choice of topic for annotated** **bibliography**
Class 5 May 23 5:00-8:00	Phonological and Phonemic Awareness,	*Ch 5, 6, 7 Scanlon et al* Piasta & Hudson (2022) Garwood, McKenna, & Ciullo (2020)	**First book club meeting- (Ch.1- 2 Helman)** **Interactive Reading Project Due**
Class 6 May 24 Asynchronous	Concept of Word & early fluency, print awareness	*Ch 4,8 Scanlon et al.* Flanigan (2007) Justice, Logan & Kaderavek (2017)	
Class 7 May 28 5:00-8:00	Phonics & Word Study for Beginning Readers CTOPP-2/WJ- Ach/WIAT	*Ch 9, 10, 11* *Scanlon et al.* Bowers (2020) Buckingham (2020) Ehri (2020)	
Class 8 May 30 5:00-8:00	Phonics & Word Study for Transitional Readers (FAR/KTEA)	*Ch 12,13* *Scanlon et al.* Vines, Jordan & Broemmel (2020) Kiernan & Bear (2019) Duke & Cartwright (2021) Elliot (2021)	**Second book club meeting- (Ch. 3-4** **Helman)**
Class 9 June 4 5:00-8:00	Fluency (beginners & transitionals)	*Ch 14 Scanlon et al.* Hudson, et. al. (2020) Apel et.al. (2018)	**Annotated Bibliographies DUE BY** **Midnight**

Class 10 June 6 5:00-8:00	Comprehension and vocabulary (Part 1)	*Ch 15 Scanlon et al.* Stahl, K. (2009) Berkeley& Larsen (2018)	
Class 11 June 11 5:00-8:00	Comprehension and vocabulary (Part 2)	*Ch 16* *Scanlon et al.* Block & Lacina (2009) Peng et al. (2019)	**Third book club meeting- (Ch. 5-6 Helman)**
Class 12 June 13 5:00-8:00	Writing Theory & Reading-Writing Connections	*Choose 2 writing articles from the folder on BB.*	Watch: https://www.drmonicaoganes.com/ReadingBilingualAssessment?fbclid=IwAR0QeTl2xw8IeOhwG5PSONnRcShwEb1NxcTrJOQjA3eqrzEJRQBAfEodVuA
Class 13 June 18 5:00-8:00	Comprehensive Literacy Instruction & Diverse Learners	Vaughan et al. (2019) Ludwig, Guo, & Georgiou (2019) Al Otaoba, S.(2022) Case Study	**Last book club meeting (Ch.7-8 Helman)**
Class 14 June 20 5:00-8:00	RTI: Early literacy assessment and instructional strategies	*Ch 17,18* *Scanlon et al.* PALS Review ILA Case Study	**UPLOAD AND SUBMIT LITERACY PROJECT TO Blackboard by midnight TO ENSURE FINAL GRADE.**

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/ .