Course Description:
The doctoral seminar explores theory, research, and practice related to adolescent and adult literacy. Topics include influences on adolescents' and adults' literacy practices and development, current and historical understanding of literacy, connections between literacy and learning in the content areas, and needs of diverse learners. Students study both a common core of research literature and topics of individual interest.

Instructor: Dr. Betty Sturtevant
Office: Robinson A 451C
Telephone/Voicemail: 703-993-2052
Fax: 703-993-9380
Email: esturtev@gmu.edu (this form of communication is generally preferred).

Mailing address: CEHD, MS 4B3, George Mason University, 4400 University Drive, Fairfax, VA 22030
Office Hours: before class, by appointment
Class time and location: Mondays, 7:20-10pm; Innovation Hall 316.

Note: please leave an email or voicemail if you must miss class due to an emergency.

Perspective:
This course will be taught from an inquiry-oriented perspective, in that students will have the opportunity to develop and explore their own questions in a way that makes sense given their work to this point in the Ph.D. program. As part of this process, each individual will propose and conduct a project based on her or his own interests and learning needs.

Student Outcomes:
A. Students will read and analyze research studies and research reviews related to adolescent and adult literacy.
B. Students will provide leadership for colleagues in class discussions.
C. Students will develop questions regarding adolescent and adult literacy and will create a scholarly project or paper to address those questions.
D. Students will develop an historical understanding of the field.
E. Students will develop an increased understanding of ways to participate in the academic community through exploration of professional organizations and development of a conference proposal.

Texts:
• Readings listed in syllabus (available on library electronic reserve).
• Students will also need access to the American Psychological Association Manual, 5th Edition.
COURSE REQUIREMENTS AND EVALUATION METHODS:

1. Complete all course readings before the related class (see schedule). Please bring a copy of the reading to class as we will refer to it during discussion. If you like, your copy can be electronic if you bring a laptop to class.
2. Complete any assigned pre/during/post reading activities. These will be decided by instructor or class members leading discussions on a week-by-week basis. Some of this work may be out-of-class and/or online and some will be in-class.
3. Lead a discussion on a class reading that shows and understanding of the topic and is engaging to other class members. Topics will be assigned.
4. Write a conference proposal either independently or collaboratively. The suggested conference is the National Reading Conference, 2010 (see www.nrconline.org). At this time only the 2009 proposal format is posted – use this since they are generally almost the same from year to year. The conference will be in December 2010. (Check with instructor for location). This can be related to either a previous or current project/paper.
5. Determine an audience and write a short paper (10-12 pages) related to an adolescent literacy topic. Include both research articles/reviews and interviews in your paper. For example, you might interview one or more students, teachers, parents, policy maker (e.g., a school or government official), or a researcher. Discuss with the instructor issues related the HSRB approval and whether interviews should be in person or via phone/internet. It is helpful to think of an overall question for the paper that is very focused. It is assumed you will try to publish this paper.
6. Participation – attend all classes and participate actively. If an emergency prevents attendance, please discuss the situation with the instructor. Also participate in online discussions if these are arranged by discussion leaders.

General Information

Email Access

Students must have access to email and the Internet, either at home, work or GMU campus. GMU provides students with free email accounts that must be accessed for information sent from the university or the Graduate School of Education. Go to Http://mason.gmu.edu/ for information on accessing email.

George Mason University Honor Code:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu. Code in the University catalog can be found online at http://www.gmu.edu/facstaff/handbook/aD.html.

George Mason University Policy on Disabilities:
This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474). The Disability Resource Center website is at http://www.gmu.edu/student/drc/

Additional Suggested Reading (some of the below are required- see schedule).

Alvermann, D. E. (2004). *Effective Literacy Instruction for Adolescents*. Available online at [www.nrconline.org](http://www.nrconline.org). (Published as a white paper for the National Reading Conference and also as an article in the *Journal of Literacy Research*).


SUGGESTED JOURNALS

Literacy related:
College English
Journal of Adolescent and Adult Literacy (formerly Journal of Reading)
Journal of Literacy Research (formerly Journal of Reading Behavior)
Literacy Research and Instruction (formerly Reading Research and Instruction)
Reading Research Quarterly  http://www.reading.org/rrqonline/
Reading and Writing Quarterly
Written Communication
Yearbooks of the National Reading Conference
Yearbooks of the College Reading Association (now Association of Literacy Educators and Researchers)

General Scholarly Education Journals(this list is not comprehensive):
American Educational Research Journal
Educational Researcher
International Journal of Qualitative Studies in Education
Journal of Curriculum Studies
Journal of Educational Research
Review of Research in Education
Qualitative Studies in Education

Also Important:
Research Handbooks
[e.g., Handbook of Reading Research (three volumes), Handbook of Research on Teaching, Handbook of Research on Teacher Education, and several others).

Related Organizations:
• National Reading Conference NRC (literacy researchers, any topic)
• American Educational Research Association AERA (all educational researchers)
• International Reading Association IRA (literacy practitioners and researchers)
• National Council of Teachers of English NCTE (English teachers/researchers—similar in many ways to IRA)
• Association of Literacy Educators and Researchers (ALER) formerly the College Reading Association (CRA) (has divisions for “Teacher Education,” “Clinical”, “College Reading” and “Adult Reading”)
### Class Assignments and Schedule

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/31</td>
<td>Introduction: Adolescent and Adult Literacy</td>
<td>In class – we will read the <em>Forward</em> (R.T. Vacca) and <em>Preface</em> to the book, “Principled Practices”</td>
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<td>9/07 Labor Day</td>
<td>No Class</td>
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<td>Note that university-scheduled makeup is <em>Tuesday, October 13</em></td>
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<tr>
<td>2</td>
<td>9/14</td>
<td>Literacy over the lifespan.</td>
<td>The Path to Competence: A Lifespan Developmental Perspective on Reading, Alexander, P. (<a href="http://www.nrconline.org">www.nrconline.org</a>)</td>
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<td>International Reading Association’s <em>Position Statement on Adolescent Literacy</em></td>
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<td><a href="http://www.reading.org/General/AboutIRA/PositionStatements/AdolescentLitPosition.aspx">http://www.reading.org/General/AboutIRA/PositionStatements/AdolescentLitPosition.aspx</a></td>
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<td></td>
<td>Principled Practices, Chapters 1, 2, 3</td>
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<tr>
<td>3</td>
<td>9/21</td>
<td>Content area literacy – a bit of history – up to 1990.</td>
<td>Principled Practices, Chapter 4</td>
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<td>Also see HRR Ch 34 (used in summer 829 class) and update by Tom Bean on this chapter at <a href="http://www.readingonline.org/articles/art_index.asp?HREF=articles/handbook/bean/index.html">http://www.readingonline.org/articles/art_index.asp?HREF=articles/handbook/bean/index.html</a></td>
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<tr>
<td>5</td>
<td>10/5</td>
<td>Affective Influences: Engagement/Motivation</td>
<td>Principled Practices, Chapter 6</td>
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<td>HRR: Chapter 24 (Guthrie &amp; Wigfield)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Assignments</td>
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| 6    | 10/12 | Cognitive Influences: Comprehension and Vocabulary | Principled Practices, Chapter 7  
HRR: Chapter 30 (Pressley)  
HRR: Chapter 28 (Blachowicz & Fisher)  
Also see seminal article on schema, Anderson, R.C. (1994). |
| 7    | 10/19 | Sociocultural Influences | Literacy and Identity | Principled Practices  
Chapter 8  
Ma, Wen (2008) E reserves  
Kirkland & Jackson (2009) E reserves |
| 8    | 10/26 | Individual/Cultural Needs and Differences | Principled Practices- Chapter 9  
HRR Chapter 36 (Klenk & Kibby) |
| 9    | 11/2  | Individual/Cultural Needs and Differences | Principled Practices Chapter 10  
Ivey & Broaddus 2007  
| 10   | 11/9  | School Responses/Programs | Principled Practices Chapter 11  
Slavin et al. 2008 E reserves  
**Draft of paper due** |
Lewis & Fabos, 2005 E reserves  
| 12   | 11/23 | Focus on Adults | NCSALL report  
Purcell-Gates et al. (2002) E reserves |
| 13   | 11/30 | Preview of NRC program for 2009 | Work on proposals |
| 14   | 12/7  | Proposal Sharing | **Turn in proposal.** |
| 15   | 12/14 | Proposal Sharing | **Turn in revised paper and submit it for publication.** |