

George Mason University
Graduate School of Education
EDRD 630
Advanced Literacy Foundations and Instruction, Birth to Middle Childhood
3 Credits

Fall 2005

Instructor: Shanon D. Hardy, Ph.D.
Time: Thursdays, 4:30pm – 7:10 pm
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Prerequisite:

Admission to the Literacy specialization or permission of the literacy program coordinator.

Course Description:

This course provides a research-based foundation in literacy development for younger learners. Study includes investigation of:

- ◆ Cognitive, socio-cultural, linguistic, developmental and motivational influences on literacy and language development; and
- ◆ Instructional strategies that facilitate learning for this age range.

Comprehension development, fluency development, phonemic awareness, word recognition, vocabulary development, writing, spelling, family literacy, emergent literacy, oral communications, and the needs of diverse learners are included.

Course Outcomes:

- 1.1 Students will demonstrate knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction.
- 1.2 Students will summarize and synthesize in writing their knowledge of reading research and histories of reading.
- 1.3 Students will explain (orally and in writing) their knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity, including:
 - a. Reading development (e.g., strategies for comprehension, fluency, word recognition, phonemic awareness, and vocabulary/concept development).
 - b. Writing development (e.g., spelling, writing for a variety of audiences, and writing for personal expression).
 - c. Oral communication development (e.g., speaking, listening, and creative expression).

- d. The language and literacy development of all learners (e.g., children who are learning English as a second language, children who find literacy learning difficult, and children with diverse special needs).
- 1.4 Students will model reading and writing enthusiastically as valued life-long activities.
- 1.5 Students will continue to pursue the development of professional knowledge and dispositions.
- 1.6 Students will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Readings:

Required Texts:

Barone, D. M., & Morrow, L. M. (Eds.). (2003). *Literacy and young children: Research-based practices*. New York: The Guilford Press.

Morrow, L. M. (2001). *Literacy development in the early years: Helping children read and write*. Boston: Allyn & Bacon.

Optional Texts:

Dahl, K. L. & Farnan, N. (1998). *Children's writing: Perspectives from research*. Newark, NJ: International Reading Association.

American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington, DC: Author.

The Graduate School of Education (GSE) expects that all students abide by the following:

Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Responsible Computing

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Honor Code

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Disabilities

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Electronic Requirements:

Students must have access to email and the Internet, either at home, work or GMU campus. GMU provides students with free email accounts which 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.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents. Blackboard can be accessed by going to <http://blackboard.gmu.edu>.

Relationship of Course to Program Goals and Professional Organization:

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

Nature of Course Delivery:

This class will be structured around discussion and small group activities; it is critical for you to keep up with the readings and to participate in class. Instructor and student generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the text and its relation to your teaching experiences, course assignments, and projects, and to ask questions for clarification, exploration, or to promote discussion. The instructor will use a lecture method periodically for brief periods of time. Students will also be engaged in activities designed to encourage application of materials from the readings and discussions to the role of a reading specialist in Virginia. An electronic discussion that students participate in outside of class is an additional course delivery mechanism.

General Requirements:

1. Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. Students with more than two absences may drop a letter grade or lose course credit.
2. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.
3. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with the readings and to participate in class.
4. All GMU literacy cohorts are required to attend at least one literacy-related professional conference during the school year.
5. According to university policy, all beepers and cell phones should be turned off before class begins.

Specific Course Requirements:

1. The completion of all readings assigned for the course is assumed. In addition, reading in professional journals is required for the research report. Because the class will be structured around discussion and small group activities pertaining to literacy from birth to grade four, it is imperative that you keep up with the readings and participate in class.
2. Each student needs to write a one-two page summary/reflection on three (3) articles/assigned readings. The summary should include the following parts: Purpose, Summary (if you summarize a research article you should include the methods and results), and Critical Comment/Reflection (strengths, weaknesses, and your own reflection on the article). Your article summary needs to include the article reference in APA style. Each student will need to discuss the summaries during the regular class discussion of that article. **Each student will choose the 3 articles to be summarized: one article from the language and emergent literacy group of readings; one article from the phonics and whole language group; and one article from families, diversity, spelling, assessment and intervention group. The summaries will be due on the day the article is discussed in class. (The first article summary can be resubmitted for evaluation after the student has received instructor feedback). The summaries are worth 25% of the final grade.** An example will be provided.
3. Students will lead a discussion concerning their selected article summary critiques. The informal discussion can consist of questions for class or discussing strengths or weaknesses of the article. **The discussion leader activity is worth 10% of the final grade.**

4. Students will demonstrate read alouds/think alouds of a children's literature book. The read alouds/think alouds will be modeled in class. **This assignment is worth 5% of the final grade.**

5. Performance Assessment Assignments: **(Total of 30%)**

- a. Two-page paper comparing and contrasting two theories discussed in class. **(10%)**
- b. Group graphic organizer and class demonstration of specific phonic instruction. **(5%)**
- c. Scenario-based paper describing key components of emergent literacy, including language development. **(15%)**

All assignments will be discussed in class.

6. Each student will write an eight to ten page paper related to a literacy topic from class discussions (topics stated on the class schedule). *Since this class focuses on literacy from birth to grade four the topic for the paper must address typical literacy learners in this age range.* The paper needs to draw from multiple sources (including library resources and assigned, in-class readings) and address the diverse families and children that are present in Northern Virginia. Details about the paper will be provided and discussed in class. Participation in writing feedback groups for in-class feedback and work on your final paper is also part of this assignment. You will meet with classmates periodically to talk about your own research and provide feedback to others on their research process. We will discuss in class when you will be responsible for having drafts of your writing to share with copies for each of your group members. Each student will also make a 10 minute class presentation on her/his topic to the class. **The paper is worth 30% of the final grade and is due on Dec. 8.**

Evaluation:

Article Summaries (25%)

Criteria for evaluation of each summary include purpose statement, summary, strengths and weaknesses of the article, and reflection based on previous knowledge. The summaries must demonstrate graduate level writing (at a minimum it means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear).

Discussion Leader (10%)

Each student is responsible for leading the discussion for the three articles they selected to critique. Discussion should highlight the strengths and weaknesses of the articles and relevance to today's classrooms.

Performance Assessment Assignments (30%)

Performance assessment assignments include theory paper, phonic demonstration, and emergent literacy description. The assignments will be evaluated using the following

criteria: accuracy in explaining literacy theories, appropriate citation of research, ability to apply knowledge gained in class and in reading to the essay and coherence of writing that demonstrates graduate level writing.

Literacy Topic Paper (30%)

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). Specific criteria for different parts of the paper will be discussed in class.

Read Aloud/Think Aloud Assessment (5%)

Grading Scale:

A = 94-100

A- = 90-93

B+ = 85-89

B = 80-84

C = 70-79

F = did not meet course requirements

Tentative Class Schedule

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Literacy Emphasis Program dictate.

Week – Class	Topics	Readings	Assignments
1. 9/1/05	Introduction & Course Overview	Routman (2000) <i>Conversations: Strategies for teaching, learning, and evaluating.</i> Au (1997) <i>Literacy for all students: Ten steps toward making a difference.</i>	
2. 9/8/05	Historical Perspectives: Language & Literacy	Pearson & Stephens (1998) <i>Learning about literacy: A 30-yr journey.</i> Anderson (1994) <i>Role of the reader’s schema in comprehension, learning, and memory.</i> Morrow: Chapter 1	Literacy Theories
3. 9/15/05	Language & Literacy	Ruddell & Ruddell (1994) <i>Language acquisition and literacy processes.</i> Snow, Burns & Griffin (1998) <i>Preventing reading difficulties before Kindergarten.</i> Morrow: Chapter 4	DUE: A list of the three articles you’ve chosen to critique
4. 9/22/05	Emergent Literacy & Early Literacy	NAEYC (1998) <i>Learning to read and write: Developmentally appropriate practices for young children.</i> Mason & Sinha (1993) <i>Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development.</i> Barone & Morrow, Chapters 2 and 3	Sign-up for read-aloud/think-aloud demonstrations

5. 9/29/05	Writing Theory	<p>Tompkins, G. E. (2004). Understanding the essential characteristics of the writing workshop. In G. E. Tompkins (Ed.), <i>Teaching Writing</i> (4th Ed.) (pp.1-15). Upper Saddle River, NJ: Pearson.</p> <p>Ray & Laminack (2001) Teaching children to write. In <i>The Writing Workshop</i> (pp. 3-40). Urbana, IL: National Council of Teachers of English.</p> <p>Morrow: Chapter 7</p>	Read Alouds Begin
6. 10/6/05	Phonics/ Phonemic Awareness	<p>Fountas, I. C. & Pinnell, G. S. (1999). What does good first teaching mean? In J. S. Gaffney & B. J. Askew (Eds.). <i>Stirring the waters: The influence of Marie Clay</i> (pp. 165-185). Portsmouth, NH: Heinemann.</p> <p>Stahl, S., Duffy-Hester, A., & Stahl, K. (1998). Everything you wanted to know about phonics (but were afraid to ask). <i>Reading Research Quarterly</i>, 33(3), 338-355.</p> <p>Barone & Morrow, Chapter 8</p> <p>Morrow, Chapter 5</p>	Theory Comparison & Contrast Paper Due
7. 10/13/05		Library Orientation	DUE: Choice of topic for topic paper
8. 10/20/05	Balanced Literacy (Part 1)	<p>Dahl, K., L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. <i>Reading Research Quarterly</i>, 33, 312-341.</p> <p>Barone & Morrow, Chapter 14</p>	Phonics Demonstrations and Graphic Organizers
9. 10/27/05	NO CLASS	Work on Papers	

10. 11/3/05	Balanced Literacy (Part 2)	Hoffman, J. V. (2002). WORDS (on words in leveled texts for beginning readers). In D. L. Schallert, C. M. Fairbanks, J. Worthy, B. Maloch, & J.V. Hoffman (Eds.). <i>51st Yearbook of the National Reading Conference</i> (pp. 59-81). Oak Creek, WI: National Reading Conference. Barone & Morrow, Chapter 16 Morrow, Chapter 9	
11. 11/10/05	Spelling/ Fluency	Templeton, S. & Morris, D. (1999) Questions teachers ask about spelling. <i>Reading Research Quarterly</i> , 34, 102-112. Barone & Morrow, Chapter 12 Morrow, Chapter 7	DUE: Emergent Literacy Scenario
12. 11/17/05	Families & Community	Baker, L. (1999) Opportunities at home and in the community that foster reading engagement. In J. T. Guthrie & D. E. Alvermann (Eds.), <i>Engaged reading</i> (pp. 105-131). New York: Teachers College Press. Barone & Morrow, Chapter 4 Morrow: Chapter 10	
13. 11/24/05	NO CLASS	Thanksgiving	
14. 12/1/05	Technology/ Assessment & Intervention	Barone & Morrow, Chapter 10 & 11 Morrow, Chapter 8	
15. 12/8/05		Topic Paper sharing	Topic Papers Due Presentations
16. 12/15/05	Last Class	Topic Paper sharing & wrap up	Presentations

Articles and Assigned Readings to Choose from for the Summary/Reflection Assignment:

Language and Emergent Literacy Group

Ruddell & Ruddell, *Language acquisition and literacy processes*.

Mason, J. M., & 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. 122-136). New York: Macmillan.

Teale, W. J. *Questions about early literacy learning and teaching that need asking – and some that don't* (In Barone & Morrow).

Gaskins, I. W. *A multidimensional approach to beginning literacy* (In Barone & Morrow).

Snow, C. E., Burns, S. & Griffin, P. (Eds.). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press (pp.137-171).

Phonics, Balanced Literacy, Spelling

Dahl, K. L., Scharer, P. L., Lawson, L. L., & Grogan, P. R. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly*, 33, 312-341.

Fountas & Pinnell – What does good first teaching mean?

Hoffman, J. V. (2002). WORDS (on words in leveled texts for beginning readers). In D. L. Schallert, C. M. Fairbanks, J. Worthy, B. Maloch, & J. V. Hoffman (Eds.), 51st Yearbook of the National Reading Conference (pp. 59-81). Oak Creek, WI: National Reading Conference.

Stahl, S. A., Duffy-Hester, A. M., & Dougherty, K. A. (1998). Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33(3), 338-355.

Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34, 102-112.

Kuhn, M. *How can I help them pull it all together?: A guide*. (In Barone & Morrow).

Barone, D. M. *Caution, apply with care: Recommendations for early literacy instruction* (In Barone & Morrow).

Families, Diversity, Assessment, and Intervention Group

Baker, L. (1999). *Opportunities at home and in the community that foster reading engagement*. In J. T. Guthrie & D. E. Alvermann (Eds.), *Engaging reading*. New York: Teachers College Press.

Xu, S. W. *The learner, the teacher, the text, and the context: Sociocultural approaches to early literacy instruction for English language learners*. (In Barone & Morrow).

Karchmer, R. A., Mallette, M. H., & Leu, D. J. Jr. (2001). *Early literacy in a digital age: Moving from a singular book literacy to the multiple literacies of networked information and communication technologies*. In D. M. Barone & L. Mandel Morrow (Eds.), *Literacy and Young Children* (pp. 175-194). New York: Guilford.

Stahl, S. *No more "madfaces": Motivation and fluency development with struggling readers*. (In Barone & Morrow).

Suggested Literacy Related Journals

Journal of Literacy Research (formerly Journal of Reading Behaviors)
Language Arts
Reading Research and Instruction
Reading Research Quarterly
The Reading Teacher
Written Communication
Yearbooks of the National Reading Conference
Yearbooks of the College Reading Association