

**George Mason University**  
**College of Education & Human Development — Graduate School of Education**  
**Advanced Studies in Teaching & Learning — Master of Education Program**  
EDRD 635-6P1, “School-Based Inquiry in Literacy” (3 Credits)  
Spring 2013- HYBRID COURSE

Instructor: Allison Ward-Parsons, PhD  
Office: 1604 Thompson Hall, Fairfax campus  
Phone: 703.993.5257 (o)

Office Hours: By appointment  
\*Email: award12@gmu.edu \*

**Class meetings**

Face to Face meetings: Wednesdays, 4:30- 7:10 pm, Prince William Campus: Occoquan Hall rm 203.  
In-person class attendance is required on January 23, 30, February 20, April 10, May 8

Individual and small group meeting times and/or discussion online will be required on the following dates: February 6, 13, 27, March 6, 20, April 3, 17, 24, May 1

**Course Overview**

**Course Description**

Capstone course in literacy emphasis focusing on research-based inquiry related to literacy in school settings. Includes review of literature and teacher inquiry project.

*Prerequisite(s)*: EDRD 630, 631, 632, 633, and 634; admission to literacy emphasis; or permission of program coordinator.

**Rationale**

As a required portion of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program, this course addresses required Virginia Department of Education and International Reading Association competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master’s degrees.

**Nature of Course Delivery**

This is a hybrid course. For designated meetings, this course uses a face-to-face seminar format based on discussion of class topics and readings as well as related experiences and assignments from the classroom-based practicum. This class also requires synchronous and asynchronous online class meetings as designated. Students are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Activities will include small group discussions, presentations, whole class sharing, and reflection.

**Course Outcomes**

As a result of this course, students will be able to:

1. Identify specific areas of literacy interest; plan research steps for gaining information about their interest; and begin to carry out those plans and articulate the answers derived.
2. Read and analyze literacy studies related to their research interest and write an intelligent and coherent literature review.
3. Write an opinion article advocating for an approach or issue based on their research interest in literacy.
4. Write a grant proposal to fund a project or materials to enhance her/his role as a literacy leader.
5. Make a formal presentation to their peers on a research plan and preliminary findings.

**IRA 2010 Standards: 1.1, 1.2, 1.3, 2.1, 6.2, 6.4.**

1.1: Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

- Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
- Demonstrate a critical stance toward the scholarship of the profession.
- Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

1.2: Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.

Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.

1.3: Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

- Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

2.1: Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.

- Develop and implement the curriculum to meet the specific needs of students who struggle with reading.
- Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.
- Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.

6.2: Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.

- Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
- Join and participate in professional literacy organizations, symposia, conferences, and workshops.
- Demonstrate effective interpersonal, communication, and leadership skills.
- Demonstrate effective use of technology for improving student learning.

6.4: Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

- Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.
- Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.
- Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

*Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.*

*Virginia State Standards addressed in this course*

6i. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders, etc.

6j. Demonstrate knowledge of current research and exemplary practices in English/reading.

**Satisfactory completion of each PBA as well as posting to TaskStream is required before moving to the next course.** The Taskstream assessment system can be found at <https://www.taskstream.com/pub/>. Students are required to submit the designated PBA to each course instructor so that the assignment can be evaluated when the assignment is due. Only assignments/PBAs posted to TaskStream will be assessed. No final grades for courses will be posted until ALL required PBAs are posted to TaskStream.

#### *Required State Licensure Assessment*

Reading for Virginia Educators: Reading Specialist (RVE for Reading Specialists)

Taking this test is a program requirement for students in the K-12 Reading Specialist Concentration, and achieving a passing score is a state licensure requirement for reading specialists. Students must scan their score sheet and post it to TaskStream by the last session of EDRD 635.

This is a new version of the test (changes took place July 1, 2011). (If a student has taken it earlier the score on the old test will be accepted (Virginia Reading Assessment for Reading Specialists). The Virginia Board of Education is expected to set passing scores for the RVE assessments in late spring 2011. Registration information for the new tests is available on the ETS Web site <http://www.ets.org/praxis/register>. Information on the test can be found at <http://www.va.nesinc.com/>.

#### *Graduation and Licensure*

- RVE (you must have a passing score on this test before you apply for licensure). See <http://www.va.nesinc.com/> for more information.
- Meet with GMU Licensure Specialist Travis Holder ([tholder@gmu.edu](mailto:tholder@gmu.edu)). You will apply for your license *immediately* after you have completed the literacy coursework and master's degree. If you wait until the following term you may have to pay a fee to re-activate your file.
- Review the GMU Registrar guidelines for graduation. You must file an "Intent To Graduate" form several months prior to the end of your certificate or master's program. Note: Do NOT file for the certificate if you are going on for the master's degree. See <http://registrar.gmu.edu/gif/index.html> for more information. Students may apply for January and May graduation at the beginning of the fall semester.

### General Class Requirements

#### *Readings and participation*

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 leadership activities, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings; you will keep a reading log that includes both notes on and reactions to each reading. Class participation is a required component of your grade.

#### *Class attendance*

If, due to an emergency, you will not be in class on the face-to-face meeting dates, please contact me prior to class time. Synchronous class meetings are treated as face-to-face class meetings; you are expected to be online during the required meeting. Asynchronous class sessions are completed on your own time during the weeks noted on the syllabus. You are expected to complete assignments by the due date. You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

#### *Assignments*

All assignments should be turned in **ELECTRONICALLY (no hard copies accepted)** on the due date indicated in the schedule below via email attachment (by 4:30pm, whether or not you are in class that

evening). Save all electronic files with your last name and assignment title (ex: WARD\_Proposal.docx). All assignments must be typed, in 12-point Times New Roman font, and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

\*\*Every student registered for any Literacy course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, ***Teacher Inquiry and Outreach Project***, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### ***General***

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I will be available for the 15 minutes before and following face-to-face classes, by appointment, and by e-mail/chat. I look forward to collaborating with each of you as you work toward your goals.

### ***Blackboard***

Our course website (still under development at <http://www.mymasonportal.gmu.edu/>) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold synchronous online discussions via Blackboard Collaborate.

### ***Dispositions***

Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

### ***Core Values***

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For more information regarding the Graduate School of Education, please visit <http://gse.gmu.edu/>. For more about the College of Education and Human Development, please visit <http://cehd.gmu.edu>

## **George Mason University Policies and Services**

- GMU Policies and Resources for students
  - Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
  - Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
  - Students are responsible for the content of university communications sent to their George Mason University 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.

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times.
- Core Values Commitment The College of Education & 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/>
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

### **Our Class Structure**

The class will be structured around in-person and online 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 required reading and its relation to your teaching experiences, course assignments and projects, and to ask questions for clarification, exploration, or to promote discussion. In general, we will engage in four types of activities:

1. Mini-lectures, activities, and discussions related to literacy assessment & instructional activities
2. Discussions of the week's readings & ongoing research
3. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities
4. Online, asynchronous interaction to facilitate understanding of course material. This interaction will utilize tools in the Blackboard suite, as well as other electronic and social media including, but not limited to email, PB Works wikis and Twitter.

### **Recommended Texts (there are no required texts for this course)**

APA Manual, 6<sup>th</sup> edition

Zinsser, W. (2006). *On writing well, 30<sup>th</sup> anniversary edition: The classic guide to writing nonfiction*. New York, NY: HarperCollins.

**Required article readings will be made available via Blackboard.**

### **Course Requirements and Evaluative Criteria**

#### ***Class Participation (25%)***

In person and online attendance plus consistent, thoughtful participation will earn you the full 25 points for class participation. For each session you are (unexcused) absent, 10 points will be deducted from your class participation points up to the total of 25 points. Attendance will be taken beginning on the first class

session. Two tardies are equivalent to one absence, and missing 30% or more of our class sessions will result in automatic failure of the class. Failure to fully participate in in-person and online activities (asynchronous and synchronous) will result in loss of participation points.

***Teacher Inquiry and Outreach Project: Course PBA (75%)***

This Performance Based Assessment (PBA) is intended to instill a culture of outreach in coaching to support teachers in schools. Competent and effective reading specialists and literacy coaches should be prepared to investigate and understand the needs of the teachers they serve, as well as to advocate and secure resources and services for teachers and students in their schools. Therefore, the PBA for this course is comprised of three integrated parts:

- (1) Literature review
- (2) Op-ed piece, and
- (3) Grant proposal.

**Directions to Candidates**

A detailed description of each of these three assignments is provided below with a rubric for evaluating each part. Please follow all APA guidelines to complete this assignment. The PBA is not considered to be complete unless all three parts are submitted on Taskstream.

***Part A: Literature Review (35%).***

Literacy specialists need to be knowledgeable of the current research in literacy. Choose a topic in the field of literacy that you think that needs to be developed in your school. Review the current (past 10 – 15 years), relevant (focused on your topic), peer-reviewed research on the topic. Also, review any seminal work and theoretical bases that would ground your topic in the research literature. Write a well-organized synthesis and critique of the research on the topic that captures what has been done and what needs to be done. Your review should conclude with a clear and insightful analysis of how your topic contributes to literacy success as well as how this knowledge can be used to address the needs of all learners.

**Literature Review Rubric**

<b>IRA Standards/ Elements</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Not Met (0)</b>
<b>1.1c</b> Critical stance toward the scholarship of the profession	The review offers an effective synthesis and critique of the body of literature on the topic.	The review provides only a synthesis of research on the topic.	The review provides a summary of the research on the topic.	The review is not well organized; research is not clearly summarized.
<b>1.1d</b> Read and understand the literature and research about factors that contribute to literacy success	The review draws original and insightful conclusions about the factors that contribute to literacy success.	The review concludes with a synthesis of factors that contribute to literacy success.	The review includes a summary of factors that contribute to literacy success.	The review does not address how factors contribute to literacy success.
<b>1.2a</b> Interpret and summarize	The review draws original and	The review provides a	The review provides a	The review does not provide a

historically shared knowledge that addresses the needs of all learners	insightful conclusions about knowledge from the field that can be used to address the needs of all learners.	synthesis of knowledge from the field that can be used to address the needs of all learners.	summary of knowledge from the field that can be used to address the needs of all learners.	view that addresses the needs of all learners.
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**Part B: Op-Ed Piece (15%).**

Literacy specialists are well-educated professionals. Accordingly, they are in a position to advocate for the education profession. For this assignment, you are to write an opinion piece or a letter to policy makers based on the information that was developed in the literature review (Part I). The piece should include ideas for organizational change, professional development, or other recommendations to those who are in a position to effect change.

The opinion piece should be about 500 – 750 words and should include the following characteristics: (a) is tightly focused on one issue; (b) the topic is presented clearly in the first paragraph; (c) the information is credible and well researched – based on the literature reviewed; (d) the issue is timely, can be controversial, but is not offensive; (e) the piece has a clear point of view; (f) the piece makes reference to other points of view, where applicable; (g) the piece concludes with a ‘next steps’ or a ‘call to action’ that suggest what can be done.

The letter should be sent to the District Office, the School Board, or a local newspaper or journal. Evidence that the piece has been submitted is required for successful completion of Part II.

**Op-Ed Rubric**

<b>IRA Standards/ Elements</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Not Met (0)</b>	<b>Score</b>
<b>1.2b</b> Inform educators and others about the historically shared knowledge base in literacy and its role in literacy education	Provides accurate and credible (indicates source of facts) information based on research and professional knowledge	Provides accurate information on the topic based on research and professional knowledge but does not indicate source of facts	Provides information on the topic based on professional knowledge and opinion	Does not provide information on the topic or bases information on opinion only	
<b>1.3 b</b> Communicates the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior	The piece provides a strong yet positive message and very strongly models fair mindedness and ethical principles	The piece provides a strong yet positive message and strongly models fair mindedness and ethical principles	The piece provides a generally positive message but does not model fair mindedness and ethical principles	The piece does not provide a positive message nor does it model ethical principles	
<b>6.4a</b> Demonstrate an understanding of local, state, and national policies that affect literacy instruction	Provides an accurate and well-connected tie between the topic relevant policies	Provides accurate information about relevant policies that affect literacy instruction	Provides information about relevant policies, but the information is	Does not address policy issues	

	that affect literacy instruction		not completely accurate		
<b>6.4c</b> Promote effective communication and collaboration among stakeholders	The piece provides a well-reasoned next steps or call to action that is within the purview of readers to do	The piece provides a next steps or call to action that is well-reasoned but not within the purview of most readers	The piece provides a next steps or call to action that is not well reasoned	The piece does not provide a next steps or call to action	
<b>6.4d</b> Advocate with various groups for needed organizational and instructional changes to promote effective literacy instruction	The piece provides clear and purposeful direction for members of various groups regarding changes that would promote effective literacy instruction	The piece provides clear direction for members of various groups regarding changes that would promote	The piece indicates that various groups should promote effective literacy instruction but does not provide direction	The piece does not address changes that could be implemented by various groups to promote effective literacy instruction	

Evidence that letter was submitted? Yes/No

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### Part III. Grant Proposal (25%)

Literacy specialists are in a position to procure funding to create, support, or develop literacy programs or instruction within the school. Based on the topic of the literature review conducted in Part I and the opinion piece in Part II, locate a small grant opportunity that addresses your school's needs and interests. You will write the proposal based upon the instructions for that particular grant and submit the grant within the grantor's deadline for submission. Your proposal should follow all of the guidelines suggested by the funding agency and include all of the necessary permissions and attachments required to submit the grant application. Therefore, you must submit the grant proposal guidelines with your proposal. Evidence that the piece has been submitted is required for successful completion of Part III.

#### Grant Proposal Rubric

IRA Standards/ Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
<b>1.1a</b> Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts	The proposal presents a well-researched and well-defined and well-connected theoretical base to support the work to be funded	The proposal presents a well-defined theoretical base but it is not well connected to the work to be funded	The proposal presents a theoretical base, but it is not well defined	The proposal does not present a theoretical base for the work to be funded	
<b>1.1d</b> Read and understand the literature and	The proposal presents a concise and well-	The proposal presents current and relevant	The proposal includes a review of research that is	The proposal does not include a	

research about factors that contribute to reading success	researched treatment of the current and relevant knowledge of topic for the work to be funded	knowledge of the topic for the work to be funded	relevant to the work to be funded	review of research on the topic	
<b>2.1</b> Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum for all students	The proposal demonstrates a very strong understanding of the research and literature that undergirds the reading and writing curriculum for all students	The proposal demonstrates a strong understanding of the research and literature that undergirds the reading and writing curriculum for all students	The proposal demonstrates a moderate understanding of the research and literature that undergirds the reading and writing curriculum for all students	The proposal demonstrates a limited understanding of the research and literature that undergirds the reading and writing curriculum for all students	
<b>6.2d</b> Demonstrate effective interpersonal, communication, and leadership skills	The proposal demonstrates a very strong understanding of audience and professionalism in communication	The proposal demonstrates a strong understanding of audience and professionalism in communication	The proposal demonstrates a moderately strong understanding of audience and professionalism in communication	The proposal demonstrates a weak understanding of audience and professionalism in communication	
<b>6.4b</b> Write proposals that enable schools to obtain additional funding to support literacy efforts	The plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school as well as who will be involved in executing the plan and how the plan will be evaluated	The plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school. EITHER involved personnel OR evaluation of the plan are discussed in detail.	The plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school. NEITHER involved personnel NOR evaluation of the plan are discussed in detail, although they each may be briefly mentioned	The plan for using the funds is not clearly organized	

**Grading Scale**

A = 94%-100%

A- = 90%-93%

B+ = 87%-89%

B = 80%-86%

C = 75%-79%

**Professional Organizations**

1. Greater Washington Reading Council: [www.gwrc.net](http://www.gwrc.net)
2. Virginia State Reading Association: [www.vusra.org](http://www.vusra.org)
3. International Reading Association (IRA) (organization for literacy educators and researchers) [www.reading.org](http://www.reading.org)
4. Literacy Research Association (LRA) (an international literacy research organization): [www.nrconline.org](http://www.nrconline.org)
5. National Council of Teachers of English (NCTE): [www.ncte.org](http://www.ncte.org)

**Tentative Schedule****The instructor reserves the right to adjust this schedule at her discretion.**

Date	Topic	Assignment due	Reading
Jan 23 CAMPUS (203 Occoquan)	<ul style="list-style-type: none"> <li>• Syllabus &amp; Course overview</li> <li>• Reflect on program experiences</li> <li>• The role of the reading specialist in policy &amp; advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Begin considering literacy topics that resonate with you and your school's needs (browse prior coursework for ideas)</li> </ul>	
Jan 30 CAMPUS	<ul style="list-style-type: none"> <li>• Beginning the literature review process</li> <li>• Research techniques, Zotero</li> <li>• Critical Friends groups</li> </ul>	<ul style="list-style-type: none"> <li>• Bring 2-3 possible topics to research in class</li> <li>• Research Librarian Presentation</li> <li>• <b>Explore Blackboard Collaborate before next class</b></li> <li>• <b>Set up Twitter account</b></li> </ul>	<ul style="list-style-type: none"> <li>• Flanigan 2007</li> </ul>
Feb 6 ONLINE- synchronous	<ul style="list-style-type: none"> <li>• Navigating Blackboard Collaborate</li> <li>• Finding and evaluating research</li> </ul>	<ul style="list-style-type: none"> <li>• Read and be prepared to discuss at least 3 peer reviewed research articles that support your topic. How do they fit together? What have you learned? What else do you need to learn?</li> <li>• <b>Online analysis project- Wiki</b></li> </ul>	
Feb 13 ONLINE- synchronous	<ul style="list-style-type: none"> <li>• Evaluating literature for relevance and validity/reliability</li> <li>Narrowing your topic</li> </ul>	<ul style="list-style-type: none"> <li>• R/V checklist or flowchart with 1 paragraph summary for each of 5 articles</li> <li>• 1 paragraph "big picture" synthesis of the 5 summarized articles: What does research say about your topic?</li> </ul>	
Feb 20 CAMPUS	<ul style="list-style-type: none"> <li>• Drafting and Writing Literature reviews</li> <li>• Strengthening the logic chain</li> </ul>	<ul style="list-style-type: none"> <li>• Outline of literature review</li> <li>• Bring all articles to class (elec. or hard copies)</li> <li>• Twitter troubleshooting- bring questions &amp; device</li> </ul>	<ul style="list-style-type: none"> <li>• Kucan</li> </ul>
Feb 27	<ul style="list-style-type: none"> <li>• Lit Review:</li> </ul>	<ul style="list-style-type: none"> <li>• Lit review draft for critical friends</li> </ul>	

ONLINE- asynchronous	Streamlining, revising, editing		
Mar 6 ONLINE- asynchronous	<ul style="list-style-type: none"> <li>Op-Ed craft writing</li> <li>Choosing an outlet</li> <li>Choosing a position</li> </ul>	<ul style="list-style-type: none"> <li>Literature review due by 7:00 Mar 6</li> </ul>	Read editorials and op-ed pieces in newspapers and magazines; analyze the craft
Mar 13	<ul style="list-style-type: none"> <li>No class- GMU spring break</li> </ul>	<ul style="list-style-type: none"> <li><b>Ongoing: Share op-eds &amp; brief reactions via Twitter</b></li> <li><b>hashtag: #EDRD635</b></li> </ul> <p>Assignment details to be shared in class</p>	<ul style="list-style-type: none"> <li>Twitter Op-Ed project- Week 1</li> </ul>
Mar 20 ONLINE- asynchronous	<ul style="list-style-type: none"> <li>Op-Ed craft</li> </ul>	<ul style="list-style-type: none"> <li><b>Ongoing: Share op-eds &amp; brief reactions via Twitter</b></li> <li><b>hashtag: #EDRD635</b></li> </ul>	<ul style="list-style-type: none"> <li>Twitter Op-Ed project- Week 2</li> </ul>
Mar 27 ONLINE- synchronous	<ul style="list-style-type: none"> <li>Grant craft analysis</li> </ul>	<ul style="list-style-type: none"> <li>Op-Ed outline/draft due for critical friends</li> <li><b>Grant craft wiki week 1 (whole group)</b></li> </ul>	
Apr 3 ONLINE	TBA	* Op-Ed paper due by 7:00	
Apr 10 CAMPUS	<ul style="list-style-type: none"> <li>Researching and analyzing grant announcements</li> </ul>	<ul style="list-style-type: none"> <li><b>Grant craft wiki week 2 (whole group)</b></li> </ul>	<ul style="list-style-type: none"> <li>Bring 2-3 grant announcements to class for discussion/possible use</li> </ul>
Apr 17 ONLINE- synchronous	<ul style="list-style-type: none"> <li>Matching school needs</li> <li>Grant writing: Needs assessment</li> </ul>	<ul style="list-style-type: none"> <li><b>Grant craft wiki week 3 (small group, needs assessment)</b></li> </ul>	<ul style="list-style-type: none"> <li>Maxwell</li> </ul>
Apr 24 ONLINE- asynchronous	<ul style="list-style-type: none"> <li>Grant writing: Project narrative &amp; and budget</li> </ul>	<ul style="list-style-type: none"> <li><b>Grant craft wiki week 4 (small group, project narrative/budget)</b></li> </ul>	<ul style="list-style-type: none"> <li>Nutt</li> <li>Stinson</li> </ul>
May 1 ONLINE- asynchronous	<ul style="list-style-type: none"> <li>Grant writing: Streamlining the logic chain &amp; revising for clarity</li> </ul>	<ul style="list-style-type: none"> <li>Proposal draft due to critical friends: May 2 (please turn around as soon as possible)</li> </ul>	
May 8 CAMPUS	<ul style="list-style-type: none"> <li>Project debrief</li> <li>Course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Final grant proposal due</li> <li><b>All PBA assignments must be posted to Taskstream by midnight</b></li> </ul>	