EDRD 597 001: **Literacy Foundations and Instruction for School Psychologists: Birth to Middle Childhood**
3 Credits, Summer 2016
5:30-8:30 T, Th, F: School Psychology Clinic, Democracy Ln.

PROFESSOR(S):
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COURSE DESCRIPTION:

A. **Prerequisites/Corequisites**
   Admission to school psychology program or permission of program coordinator

B. **University Catalog Course Description**
   Advanced study of literacy theory, research, and practice as it relates to younger learners. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children's literacy. Includes reading, writing, and oral communication.

C. **Expanded Course Description**
   Not applicable

NATURE OF COURSE DELIVERY: HYBRID
This course uses a blended online and face-to-face seminar format based on discussion of class topics and readings as well as related experiences and assignments from your classroom-based practice. You are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Online and in-person activities will include small group discussions, video and live presentations, whole class sharing and discussion, and reflection. You will also engage in activities designed to encourage application of materials from the readings and discussions to the role of a school psychologist in Virginia.

Class meetings
Face to Face meetings: Tuesdays & Thursdays, 5:30- 8:30 pm, School Psychology Clinic

Online classes: Fridays, 5:30-8:30

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.

EXPECTATIONS:
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to develop required state and national competencies in literacy knowledge for school psychologists in Virginia.

PROFESSIONAL STANDARDS (International Reading Association 2010: Standards for Reading Professionals**):**

Standard 1: Foundational Knowledge. Students understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

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. Students recognize, understand, and value the forms of diversity that exists in society and their importance in learning to reading and write.

Element 4.1 – *Assist teachers in understanding the relationship between first and second language acquisition and literacy development.*

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:

Scanlon, D.M., Anderson, K.L., & Sweeney, J.M. (2010). Early intervention for reading difficulties: The interactive strategies approach. New York, NY: Guilford.

Helman, L. (2012). *Literacy instruction in multicultural classrooms: Engaging English language learners in elementary school.* New York, NY: Teachers College Press.

Optional Texts:

American Psychological Association (2009*). Publication Manual of the American Psychological Association 6th ed.).* Washington, DC: Author.

COURSE ASSIGNMENTS AND 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.Article Leadership:

Students will choose two assigned readings to critique and lead class discussion regarding the findings. The readings will both be from one class meeting and the discussion/activity should plan to be approximately 15 minutes. ***The article leadership must take place during a face-to-face classroom meeting.*** The leader will pose two questions for the group or a few discussion points that include strengths or weaknesses of the readings. *NOTE:* You must *briefly* summarize the readings' key points, not re-state the readings in full since the class members have also read them. 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 early literacy research and practice.

The article leadership activity is worth 10 points.

2. **Annotated Bibliography:**

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 8 related, peer-reviewed research articles 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 page maximum). A rubric is provided below.

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). Each student will also make a 5-minute informal class presentation on her/his topic to the class on the last class session.

Suggested Literacy Related Journals for Annotated Bibliography

You must use peer-reviewed (scholarly) research articles. Do not use articles in state/local journals or practitioner-focused journals. Best to search the GMU databases

- Early Childhood Research Quarterly
- Journal of Early Childhood Literacy
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Literacy Research & Instruction
- Reading Research Quarterly

- Reading and Writing Quarterly
- School Library Journal
- The Reading Teacher
- Yearbooks of the Literacy Research Association/National Reading Conference
- Yearbooks of the Association of Literacy Educators & Researchers/College Reading Association

The paper is worth 20 points.

3. On-line Bookclub:

As part of our on-line class, students will participate in an on-line bookclub. The class will be broken into approximately 3 groups who will meet 4 times on-line to discuss the Helman text. Students will take turns facilitating an on-line 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 and an additional handout with specific requirements will be provided prior to the start of club meetings.

Participation in the on-line bookclub is worth 10 points.

4. Interactive Reading Project:

Students will develop and present an interactive reading lesson to preschool aged students during one of our in-class meetings. 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. Students will write a short reflection after the experience. Additional details will be provided in a later handout. **The Interactive Reading Project is worth 5 points.**

5. Early Literacy Case Study Project:

The purpose of the case study project is for the student to demonstrate and model his/her understanding of emergent literacy and how it impacts young students' reading and writing development (including the linguistic, motivational, cognitive, and sociocultural factors that influence early literacy), to understand the implications for evaluation, and to share with other educators as part of an intervention team ways to create an environment to support the emerging literacy development of diverse classroom populations. The Case Study will consist of:

- Information on the historically shared knowledge on emergent literacy principles and how the principles of emergent literacy contribute to a student's writing and reading process (social, cognitive and physical processes). Explanation of the relationship of emergent literacy with other literacy theories and comparison with reading readiness. Inclusion of practices that focus on strategies to help support classroom teacher's knowledge of implementation of emergent literacy in the classroom, i.e., phonemic

awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation and writing. **Standard Elements – 1.1a, 1.1e, 1.2a, 1.2b**

- Communicate to audience the importance of fair-mindedness and empathy for all students, particularly second language learners and the necessity to be responsive to all students' needs. Also give specific examples of ways children can be taught to understand one another and work together in an emergent literacy environment. **Standard Elements - 1.3b**
- Assist teachers in understanding the relationship between first- and second-language acquisition and its importance in a child's emerging literacy. Explanation and examples of how instruction may need to be differentiated for second language learners' emergent literacy (use of first language funds of knowledge in classroom, labeling, etc.) or students with special needs. **Standard Elements – 4.1c**
- Understand school psychologist involvement in the intervention/assessment process as related to the development of literacy and as related to literacy disorders. **The Case Study is worth 30 points.**

6. Evidence-Based Strategy Share:

The purpose of this assignment is to give the opportunity to share an evidence-based strategy from one area of literacy development.

- Students will choose a strategy related to either _word recognition, vocabulary, fluency, comprehension, writing, or content area reading._
- Students will review the professional literature for direct and/or related support for your strategy. Direct support refers to studies and expert opinion addressing the specific strategy you are sharing. Related support refers to studies and expert opinion that do not address the specific strategy but benefits of general approaches to developing literacy within which your strategy fits. For example, you may have success with a strategy that helps teach reading to follow directions. The approach may not have a specific name so may not be identified by name in the professional literature. However, because the approach is motivational, student-centered, and generative, professional literature related to these constructs can be used in support of the strategy. Ideally this strategy would be related to the research from your annotated bibliography.
- Students will develop a (1 page) handout to share with the class that provides a brief description for the strategy and gives a brief theoretical and research rationale, provides a list of materials needed for the strategy, and gives directions for how to implement the strategy with a struggling reader/writer.
The Strategy Share is worth 10 points.

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

Assignments and examination weighting

Assignment	Points
Article Leadership [2 articles]	10
Annotated Bibliography	20
Online bookclub	10
Interactive Reading Project	5
Strategy Review	10
Case Studies	30
Online and in-class Participation	15
All Course Assignments	100

3. Grading Policies:

The assessments are designed to provide evidence that program candidates meet **required program completion standards.** Successful completion of these performance-based assessments **and a grade of B or better** in the course are required to move to the next course in the Literacy course sequence. **If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.**

All assignments will be discussed in class. Rubrics for major assignments will be posted on Blackboard and are included later in the syllabus.

Grading Scale
A   93 – 100
A-   90 – 92
B+   85–89
B   80–84
C   75–79

General Course Expectations:

A. Class attendance (face to face and online) 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.

B. Electronic Requirements: After introductory training, you will also be expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Since you will pace yourself during asynchronous classes, you are also expected to visit the course site frequently. Our online course sessions and modules will be hosted on Blackboard. We will use Collaborate for synchronous class appointments, which require audio capabilities of a speaker and microphone. Video capabilities are highly encouraged. A variety of Blackboard media will be used for asynchronous class meetings. **Blackboard can be accessed through https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp**

C. It is expected that assignments will be turned in on time (the beginning of the class in which they are due, or the time stated in the schedule for online assignments). 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.

D. Graduate students must become familiar with APA 6th 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. APA has a helpful website – http://www.apastyle.org/pubmanual.html. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at http:/library.gmu.edu/resources/edu/. It is HIGHLY recommended that you purchase a copy of the APA manual since you are required to successfully use it throughout your program.

E. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities in person and online, it is critical for you to keep up with readings prior to the class on which they are due and to fully participate in class.

F. Students can expect turnaround time for assignments to be one week for written projects and papers. For brief assignments such as online wikis, blogs, discussion forum posts, and journals, instructor turnaround time will be three to five days. Please allow 24 hours response time for email and phone replies during the week, and 48 hours response time during weekends and holidays.

G. Students are expected to use proper online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor cannot be inferred from your writing. Therefore,

thoughtful, respectful, and reflective comments are critical to participation. For a helpful guide, please visit http://www.albion.com/netiquette/corerules.html

H. When online tools such as journals, wikis, or discussion boards are used, do not submit attached documents. Instead, please post your responses directly online.

I. **Advising Information** is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard (b) click the *Organizations* tab in the top right corner, (c) go to the Literacy Program Advising and Information 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.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. 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.

d. 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/**).

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See **http://ods.gmu.edu/**).

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

g. 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 http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE:

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

Week – Class	Topics	Readings Due for Class	Assignments Due
1. May 19 Face-to-Face 5:30-8:30	Syllabus Review Historical Perspectives: Language & Literacy Stages of Literacy Development	Alexander & Fox (2013) NAEYC/IRA (1998) Joint Position Statement	Consider article leadership opportunities Explore Blackboard tools: wiki, blog, journal, discussion board
2.May 20 Asynchonous Online class	Theoretical Perspectives Oral Language Development & Language-focused Interactive read-aloud techniques		**To Do Before 5/24:** Watch Oral Language Module Part I and II Read: Bear et al. (2012) Review: Putting Reading First *Ch 12 Scanlon, Anderson, & Sweeney text* Parsons (2010-2011) Hammet-Price, vanKleeck, & Huberty (2006)
3.May 24 Face-to-Face 5:30-8:30	Theoretical Perspectives Oral Language Development & Language-focused Interactive read-aloud techniques	Mason & Sinha (1993) Anderson (1994)	**Certificate of Completion from Module** **Sign up for Article Leadership**
4.May 26 Face-to-Face 5:30-8:30	Relating classroom talk & instruction with theories	Snow, Burns, & Griffin (1998) Johnston (2012) *Ch 1 & 13 Scanlon et al.*	**Due: Choice of topic for annotated bibliography (tentative)**
5. May 27 Asynchronous online	Phonological and Phonemic Awareness, Alphabetics	Yopp & Yopp (2000) Ehri (2005)	First bookclub meeting-TBD by group (Ch.1-2 Helman)

		Ch 4, 5, 6, 7 Scanlon et al.	
6. May 31 Face-to-Face 5:30-8:30	Concept of Word & early fluency, print awareness	*Ch 8 Scanlon et al.* Flanigan (2006) Flanigan (2007)	Watch COW assessment @ PALS website
7. June 2 Face-to-Face 5:30-8:30	Phonics & Word Study for Beginning Readers CTOPP-2/WJ- IV/KTEA	*Ch 9, 10, 11 Scanlon et al.*	**Tentative Preschool visit**
8. June 3 Synchronous online	Phonics & Word Study For Transitional Readers –	Mesmer & Griffith (2005) Stahl, S., Duffy- Hester, A., & Stahl, K. (1998*).*	Second bookclub meeting-TBD by group (Ch. 3-4 Helman)
June 6			**Annotated Bibliographies DUE Email to Instructor**
9. June 7 Face-to-Face 5:30-8:30	Fluency (beginners & transitionals)	Kuhn (2004) Hiebert (2005)	
10. June 9 Face-to-Face 5:30-8:30	Comprehension and vocabulary (Part 1)	Stahl, K. (2009)	
11. June 10 Synchronous online	Comprehension and vocabulary (Part 2)	Block & Lacina (2009)	Third bookclub meeting-**TBD by group (Ch. 5-6 Helman)**
12. June 14 Face-to-Face	Comprehensive Literacy Instruction & Diverse Learners	August & Shanahan (2009)	

5:30-8:30		*Laman, & Van Sluys, K (2008).	
13. June 16 Face-to-Face 5:30-8:30	Writing Theory & Reading-Writing Connections	Choose 2 writing articles from the folder on BB.	**Last bookclub meeting –asynchronous before 6/21 (Ch.7-8 Helman)** **Strategy review Due** Course evaluations
14. June 17 Face-to-Face Location TBD	RtI: Early literacy assessment and instructional strategies	*Ch 2, 14, 15 Scanlon et al.* *Invernizzi et al. (2010)	
15. June 21 Synchronous online	Bringing it all together		**UPLOAD AND SUBMIT CASE STUDIES TO Blackboard by midnight TO ENSURE FINAL GRADE.**

EDRD 630: Scoring Rubric for Annotated Bibliographies – 20 points

	Exemplary	Proficient	Developing
Introduction and Synthesis Statement **3 points Possible**	States purpose/rationale for studying the topic States key definitions related to the topic Synthesizes key points by analyzing and summarizing relevant research and theory 3 points	States purpose/rationale for studying the topic States some key definitions related to the topic Summarizes current research pertaining to topic 2 points	Limited purpose/rationale and few definitions/key points of research stated 1-0 points
Research Annotations **15 points Possible**	Describes each research element, as noted in the analysis guide provided, (or notes that it is missing in the research itself) for all studies included. Succinctly and clearly states how each study connects to the thesis statement for all studies included. Each statement is theoretically sound. Throughout, writer adheres to proper Academic English conventions & mechanics. 8-7 points	Describes some to most research elements, as noted in the analysis guide provided, for all studies included. States how the study connects to the thesis statement for all studies included, but SOME lack succinctness/clarity/theoretical validity. Writer generally adheres to proper Academic English conventions & mechanics. Two or fewer errors are present. 6-3 points	Limited analysis of research according to the element reviewed on the guide. Does not tie EVERY study to the thesis w/ a statement and/or MANY connections lack succinctness/clarity/ theoretical validity. Writer partially adheres to proper Academic English conventions & mechanics. Three or more errors are present. 3– 0 points
Peer-Reviewed Articles & APA Citations **2 points**	All articles/sources are peer-reviewed and all citations are aligned with APA guidelines. 4-3 points	Most articles/sources are peer- reviewed and most citations are aligned with APA guidelines. 2-1 points	Fewer than half of the articles/sources are peer-reviewed and/or fewer than half of the citations are aligned with APA guidelines. 0.5-0 points