

George Mason University
College of Education and Human Development
Literacy Program

**EDRD 831-001- Theory, Research, and Practice in Literacy: Early Adolescence through
Young Adulthood.**
3 Credits, fall 2016
T/R 4:30-7:10pm Thompson 1507 Fairfax

Faculty

Name: Dr. Betty Sturtevant
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Email address: esturtev@gmu.edu (preferred). Note: please leave an email or voicemail if you must miss class due to an emergency.

Prerequisites/Corequisites: EDUC 800 and EDUC 810. These can only be waived by the course instructor.

University Catalog Course Description

Explores youth culture and socio-historical constructions of adolescence; literacy in the lives of culturally and linguistically diverse learners; multimodal literacy; international literacy contexts; adolescent literacy policy and leadership; content area and disciplinary literacy; literacy needs of special learners; and adult literacy. Individual projects will connect adolescent literacy to students' areas of interest.

Course Overview

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.

Course Delivery Method

This class is a seminar with participation important and expected.

Learner Outcomes or Objectives

- A. Students will read and analyze research studies and research reviews related to adolescent and young 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 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.

Professional Standards

N/A. International Literacy Association “Standards for Literacy Professionals” 2010 are used as guidelines.

Required Texts

- Kamil, M. L., Pearson, P. D., Moje, E.B. & Afflerbach, P. P. (Eds.). (2011). *Handbook of reading research* (Vol. 4). Routledge. Text is available in library. It is recommended that students purchase for use throughout the program.
- Additional required readings listed in syllabus (available from library).
- Students will also need access to the American Psychological Association Manual, 6th Edition.

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

Alvermann, D. E. & Qian, G. G. (1994). Perspectives on secondary school reading: Implications for instruction. Reading and Writing Quarterly: Overcoming Learning Difficulties, 10, 21-38.

Alvermann, D. E., O’Brien, D. G. & Dillon, D. R. (1990). What teachers do when they say they’re having discussions of content area reading assignments: A qualitative analysis. Reading Research Quarterly, 4, 296-322.

Anderson, J., & Gunderson, L. (2001, February). “You don't *read* a science book, you *study* it”: Exploring cultural concepts of reading. *Reading Online*, 4(7). Available: http://www.readingonline.org/electronic/elect_index.asp?HREF=/electronic/anderson/index.html#

Anderson, R. C. (1994). Role of the reader’s schema in comprehension, learning, and memory. In R. B. Ruddell, M. R. Ruddell & H. Singer (Eds.). Theoretical models and processes of reading (4th edition), 469- 482. International Reading Association, Newark: DE. #

Applebee, A. N. (1984). Contexts for learning to write: Studies of secondary school instruction. Norwood, NJ: Aplex.

Au, K. H. (1995). Multicultural perspectives on literacy research. Journal of Reading Behavior, 27, 85-

- Brown, A. L. (1980). Metacognitive development and reading. In R. J. Spiro, B. Bruce, & W. Brewer (Eds.), *Theoretical issues in reading comprehension*. Hillsdale, NJ: Earlbaum.
- Dillon, D. R, O'Brien, D. G. Wellinski, S. A., Springs, R., & Stith, D. (1996). Engaging at risk high school students: The creation of an innovative program. In D. J. Leu, C. K. Kinzer, and K. A. Hinchman (Eds.) *Literacies for the 21st century: Research and practice* (45th Yearbook of the National Reading Conference), 15-46, Chicago, IL: The National Reading Conference.
- Dillon, D., O'Brien, D., Moje, E. & Stewart, R. (1994). Literacy learning in secondary school science classrooms: A cross-case analysis of three qualitative studies. *Journal of research in science teaching*, 31, 345-362.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Herder & Herder
- Guthrie, J. T. et al. (1996). Growth of literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction. *Reading Research Quarterly*, 31, 306-333.
- Jimenez, R. T., Garcia, G. E., Pearson, P. D. (1996). The reading strategies of bilingual Latina/o student who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31, 90-113.
- Meyer, V., Estes, S. L., Harris, V. K. & Daniels, D. M. (1991). Norman: Literate at age 44. *Journal of Reading*, 35, 38-42.
- Mikulecky, L. & Drew, R. (1991). Basic literacy skills in the workplace. In Barr, R., Kamil, M., Mosenthal, P., and Pearson, P. D. (Eds.), *Handbook of Reading Research (Vol. II)*. New York: Longman.
- Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent & Adult Literacy*, *52*(2), 96-107. doi: 10.1598/JAAL.52.2.1#
- Moore, D. W. (1996). Contexts for literacy in secondary schools. In D. J. Leu, C. K. Kinzer, and K. A. Hinchman (Eds.) *Literacies for the 21st century: Research and practice* (45th Yearbook of the National Reading Conference), 15-46, Chicago, IL: The National Reading Conference.
- Moore, D. W., Readence, J. E., & Rickelman, R. J. (1983). An historical exploration of content area reading instruction. *Reading Research Quarterly*, 18, 419-438.

- O'Brien, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary school: Complexities of curriculum, pedagogy, and school culture. Reading Research Quarterly, 30 (3), 442-463.
- Padak, N. D. & Padak, G. (1991). What works: Adult literacy program evaluation. Journal of Reading, 34, 374-379.
- Pearson, P. D. & Stephens, D. (1994). Learning about literacy: A 30-Year Journey. In R. B. Ruddell, M. R. Ruddell & H. Singer (Eds.). Theoretical models and processes of reading (4th edition), 469- 482. International Reading Association, Newark: DE.
- Pressley, M. (2003, September). A few things reading educators should know about instructional experiments. *Reading Teacher*, *57*(1). Available: http://www.readingonline.org/articles/art_index.asp?HREF=RT/9-03_column/index.html
- Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, *78*(1), 40-61.
- Spear-Swerling, L., Sternberg, R. J. (1994). The road not taken: An integrative theoretical model of reading disability. Journal of Learning Disabilities, 27, 91-103.
- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education
- Sturtevant, E. G. (1996). Lifetime influences on the literacy-related instructional beliefs of experienced high school history teachers: Two comparative case studies. Journal of Literacy Research, 28 (2)
- Sturtevant, E. G., Boyd, F. B., Brozo, W. G., Hinchman, K. A., Moore, D. W., Alvermann, D. E. (2006). *Principled practices for adolescent literacy: A framework for instruction and policy*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Weber, R. (1991). Linguistic diversity and reading in American society. In Barr, R., Kamil, M., Mosenthal, P., and Pearson, P. D. (Eds.), Handbook of Reading Research (Vol. II), 97-119. New York: Longman.

Suggested Journals

Literacy related:

College English
English Journal
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 Literacy Researchers Association (formerly 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

Also Important:

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

Related Organizations:

- Literacy Research Association (LRA) (literacy researchers, any topic)
- American Educational Research Association AERA (all educational researchers)
- International Reading Association IRA (literacy practitioners and researchers)- new name International Literacy Association -- ILA
- National Council of Teachers of English NCTE (English teachers/researchers—similar in many ways to ILA)
- Association of Literacy Educators and Researchers (ALER) formerly the College Reading Association (CRA) (has divisions for “Teacher Education,” “Clinical”, “College Reading” and “Adult Reading”)

Course Performance Evaluation- further guidance will be provided for writing assignments

Students are expected to submit all assignments on the due date through Blackboard. Any extensions for very unusual circumstances must be discussed with the instructor in advance.

- **Assignments and Examinations**

- 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.
 - Bring to each class specific comments or question related to the reading. Make sure to note the page number. I do not suggest Kindle texts without page numbers.
 - Critique 2 research articles – one for practice and one for a grade. 10% .
 - Lead a discussion in class on the article you critiqued or one of the assigned readings. Distribute the reading the prior week on Blackboard if necessary. Write a lesson plan and a reflection. 10%.
 - Write a literature review related to an adolescent literacy topic that demonstrates your understanding of research on a focused topic (60%). Present your topic to the class. (10%)
- **Other Requirements**
[e.g., attendance, participation]
Attend all classes and participate actively. If an emergency prevents attendance, please discuss the situation with the instructor in a timely manner (10%).
 - **Course Performance Evaluation Weighting**
Weighting is indicated next to each assignment. As a doctoral course, it is assumed that all students are extremely capable. Points will be lost for work of poor quality and lateness. Work turned in on time is eligible to be revised and resubmitted for a grade change. Evidence of significant effort and openness to continuous improvement is expected.
 - **Grading Policies**
Your written work must meet exceptionally high standards as you are working towards a dissertation and academic writing is not easy for anyone. However, you will have multiple opportunities for revision to obtain an A grade. Revision of our writing based on critique is an important academic skill in itself and will be very useful in your future as a scholar.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule as of 8/27

class	Date	Topic Introduction	Reading Due
1	Aug 30	Historical context	McCallister, 199; Moore et al. 1983; Moore 1996
	Sept 6	Content area reading/literacy	O'Brien, Stewart and Moje 1995
3	Sept 13	Comprehension	Ch 10 Duke and Carlisle
4	Sept 20	Adol development	Ch 28 Alvermann
5	Sept 27	Young adults	Ch 9 Brooks
6	Oct 4	Strategy research	Alvermann and Moore 1991, Anderson (schema article)
No Clas s See GM	Oct 11	Content Literacy vs disciplinary literacy	<i>Shanahan and Shanahan (2008) Moje (2008), Carlson (2015) Moje , HRR ch 20</i>
8	Oct 18	International perspectives Writing a Lit review	<i>– select two of the articles on BB (related to international)</i>
9	Oct 25	Student developed topics and readings	Discussion leadership

10	Nov 1	Student developed topics and readings	Discussion leadership;
11	Nov 8	Student developed topics and readings	Discussion leadership
12	Nov 15	The role of culture	LI , HRR vol 4
13	Nov 22	Individual meetings	aper draft due
14	Nov 29	Presentations	
15	Dec 6	Presentations	Final paper due
16	13	Debrief	

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

Assessment Rubric(s)

Rubrics will be on blackboard

Appendix A: EDRD 831 Critique and Discussion of a Research Study

A critique consists of a discussion of a research study and its results followed by your comments (called “critical comments”) about the strengths and weaknesses of the study.

A critique should include the following sections:

- Reference –put at the top of page 1
- Purpose
- Method
- Results
- Conclusions
- Critical comments

A critique should be brief (no more than 2 typed, single-spaced pages)

The *reference* for the article being critiqued should be in APA style (6th edition).

Method refers to how the study was conducted. In this section you should briefly describe what was done in the study. The following questions cover some of the information that is important.

- (for quantitative studies) What variables were studied? How was each variable measured?

- (for qualitative studies) What questions were studied? What methods of data collection were used?)
- What was the size of the sample or who were the participants? How were the participants or sample selected? What are the demographics/characteristics of the sample/participants?
- How long did the investigation last?
- How were the data analyzed?

In the *Results* section, briefly describe what was found in the study and the conclusions the investigator drew from the findings.

The last section, *critical comments*, is very important. In this section, you have the opportunity to comment on the value of the research as conceptualized, conducted, and reported and on the practical value of the research for teachers, students, and schools. Though both strengths and weaknesses are included in this section, it is not appropriate to discuss only the strengths of a study. Every study has some weaknesses. Look for them as you read the study and describe them in your critique.

Think about the following issues: 1) new conceptual contributions of the study; 2) new methodological contributions of the study; 3) validity of the study; 4) research design, 5) the adequacy of the written report and suggestions for improvement, 6) suggestions for future research directions and effort.