Course
EDRD 832 001
Research Methodologies and Trends in Literacy
3 credits
Fall 2017

Class Meeting
Tuesday, 4:30-7:10
Thompson 1507

Instructor
Seth Parsons
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(703) 829-7036 (c)
sparson5@gmu.edu
Office hours: by appointment

Prerequisites
EDUC 800, EDRS 810, or permission of instructor

University Catalog Description
Develops knowledge and skills in the application of research methodologies in literacy to current national and international trends.

Course Description
This course is a foundational course for doctoral students who have selected Literacy as a specialization or minor in the PhD in Education program. Other PhD in Education students may enroll with instructor permission. Emerging topics and issues are approached through multiple research designs prevalent in the field of literacy. Topics include emerging issues related to literacy research methods, processes, and practices. The course has a strong emphasis on research methodologies in the domain of literacy, so knowledge about foundational theories of literacy and literacy processes is assumed.
**Course Delivery Method**
This course will meet face-to-face each week. This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning.

**Learner Outcomes**
This course is designed to enable students to
1. Develop an understanding of theories and models related to literacy that guide current research.
2. Develop an understanding of and appreciation for research methodologies that encompass current trends and issues in the field of literacy.
3. Complete a content analysis of recent literature in the field of literacy and collaborate with classmates to create a report of current trends and issues in topics of study and methods used.
4. Participate in class discussion with questions and ideas derived from the readings and pertinent to class topic.

**Professional Standards**
Not applicable

**Required Text**

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

**Course Assignments**

1. **Participation – 30 points**
   Students are expected to
   - Attend every class
   - Complete all assigned readings and tasks
   - Actively participate in discussions

2. **Methodology Presentation – 30 points**
   Each student will select a chapter from the text to read, so s/he will learn about a specific methodology. The student will consult other sources about the methodology and sample studies of the methodology in use. Each student will conduct a presentation on his/her methodology. Each student will also assign a study for the class to read in advance of his/her presentation.

3. **Content Analysis – 40 points**
Each student will be assigned a set of literature to review, from which s/he will document the topics of study and the methodologies used. Students will present their findings to the class. Collectively, the class will pull together each individual’s findings to create a picture of the topics being studied and the methods being used in current literacy journals.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-96</td>
</tr>
<tr>
<td>A-</td>
<td>95-91</td>
</tr>
<tr>
<td>B+</td>
<td>90-86</td>
</tr>
<tr>
<td>B</td>
<td>85-81</td>
</tr>
<tr>
<td>C</td>
<td>80-71</td>
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<tr>
<td>D</td>
<td>70-65</td>
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<tr>
<td>F</td>
<td>below 65</td>
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**Professional Dispositions**

See [https://cehd.gmu.edu/students/policies-procedures/](https://cehd.gmu.edu/students/policies-procedures/)

**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment and/or Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Introduction, Syllabus, Assignments, chapter selections</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>9/5</td>
<td>Epistemology and theory in educational research</td>
<td>Kelly, 2006; Bredo, 2016; Lincoln et al., 2018</td>
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<tr>
<td>9/12</td>
<td>Epistemology and theory in literacy research</td>
<td>Ch. 20; Duke &amp; Mallette, 2001; Unrau &amp; Alvermann, 2013;</td>
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<tr>
<td>9/19</td>
<td>Brief look at the recent history of the field of literacy research</td>
<td>Kamil, 1995; Pearson, 2004; Stanovich, 1998; Stahl, 1998</td>
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<td>9/26</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>10/3</td>
<td>Current status of the field of literacy research</td>
<td>Pressley &amp; Allington, 2015; Purcell-Gates et al., 2016</td>
</tr>
<tr>
<td>10/10</td>
<td><strong>No class – Columbus Day was Monday (10/9)</strong></td>
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<tr>
<td>10/17</td>
<td>Content Analysis</td>
<td>Ch. 3; Krippendorff, 1989; Stemler, 2015</td>
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<tr>
<td>10/24</td>
<td>Our project</td>
<td>Parsons et al., 2016; Previous content analyses (jigsaw)</td>
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<tr>
<td>10/31</td>
<td><strong>No class – ALER</strong></td>
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<tr>
<td>11/7</td>
<td>Methodology presentations; work on content analysis</td>
<td>Methodology readings</td>
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</tbody>
</table>
11/14 | Methodology presentations; work on content analysis | Methodology readings
11/21 | Methodology presentations; work on content analysis | Methodology readings
11/28 | No class - LRA | TBA
12/5 | Content analysis presentations | TBA
12/12 | Writing Class | Ch. 21, Saldaña, 2014
12/19 | Exam date | 

**Reading List – EDRD 832, 2017**

**Epistemology and Theory in Education**

**Epistemology and Theory in Literacy**

**Brief Historical Look at the Field**
Current Status of the Field

Content Analysis Methodology

Previous Content Analyses

Writing

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

- Students must adhere to the guidelines of the George Mason University 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 George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, 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 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.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [see http://gse.gmu.edu].