

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PhD in Education, Literacy Program

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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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 and 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

Duke, N. K., & Mallette, M. H. (Eds.). (2011). *Literacy research methodologies* (2nd ed.). New York, NY: Guilford.

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

A	100-96	C	80-71
A-	95-91	D	70-65
B+	90-86	F	below 65
B	85-81		

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

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

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

- Bredo, E. (2016). Philosophical perspectives on mind, nature, and educational psychology. In L. Corno, & E. M. Anderman (eds.), *Handbook of educational psychology* (3rd ed., pp. 3-15). New York, NY: Routledge.
- Kelly, G. J. (2006). Epistemology and educational research. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Complementary methods in education research* (pp. 33-56). Washington, DC: American Educational Research Association.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (5th ed., 108-150). Los Angeles, CA: SAGE.

Epistemology and Theory in Literacy

- Dressman, M., & McCarthy, S. J. (2011). Toward a pragmatics of epistemology, methodology, and social theory. In N. K. Duke, & M. H. Mallette (Eds.), *Literacy research methodologies* (pp. 441-463, 2nd ed.). New York, NY: Guilford. (chapter 20)
- Unrau, N. J., & Alvermann, D. E. (2013). Literacies and their investigation through theories and models. In D. E. Alvermann, N. J., Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (pp. 47-90, 6th ed.). Newark, DE: International Reading Association.
- Duke, N. K., & Mallette, M. H. (2001). Critical issues: Preparation for new literacy researchers in multi-epistemological, multi-methodological times. *Journal of Literacy Research*, 33, 345-362.
doi:10.1080/10862960109548114
- Beach, R., & Swiss, T. (2011). Literary theories and teaching the English language arts.

Brief Historical Look at the Field

- Kamil, M. L. (1995). Some alternatives to paradigm wars in literacy research. *Journal of Reading Behavior*, 27, 243-261. doi:10.1080/10862969509547880
- Pearson, P. D. (2004). The reading wars. *Educational Policy*, 18, 216-252. doi:10.1177/089904803260041
- Stanovich, K. E. (1998). Twenty-five years of research on the reading processes: The grand synthesis and what it means for our field. *Yearbook of the National Reading Conference*, 47, 44-58.
- Stahl, S. A. (1998). Understanding shifts in reading and its instruction. *Peabody Journal of Education*, 73(3-4), 31-67. doi:10.1080/0161956X.1998.9681885

Current Status of the Field

- Pressley, M., & Allington, R. L. (2015). Introductions and Chapter 1: Skills emphasis, meaning emphasis, and balanced reading instruction: A brief history. In R. L. Allington, & M. Pressley (eds.), *Reading instruction that works: The case for balanced teaching* (4th ed., pp. 1-62). New York, NY: Guilford.
- Purcell-Gates, V., Duke, N., & Stouffer, J. (2017). Teaching literacy: Reading. In D. H. Gitomer, & C. A. Bell (Eds.), *Handbook of research on teaching* (5th ed., pp. 1217-1267). Washington, DC: American Educational Research Association.

Content Analysis Methodology

- Hoffman, J. V., Wilson, M. B., Martinez, R. A., & Sailors, M. (2011). Content analysis: The past, present, and future. In N. K. Duke, & M. H. Mallette (eds.), *Literacy research methodologies* (2nd ed.). New York, NY: Guilford. (chapter 3)
- Krippendorff, K. (1989). Content analysis. In E. Barnouw, G. Gerbner, W. Schramm, T. L. Worth, & L. Gross (eds.), *International encyclopedia of communication* (Vol. 1, pp. 403-407). New York, NY: Oxford University Press.
- Stemler, S. E. (2015). Content analysis. In R. Scott, & S. Kosslyn (eds.), *Emerging trends in social and behavioral sciences*. Hoboken, NJ: John Wiley & Sons

Previous Content Analyses

- Parsons, S. A., Gallagher, M. A., and the George Mason University Content Analysis Team. (2016). A content analysis of nine literacy journals, 2009-2014. *Journal of Literacy Research, 48*, 476-502. doi:10.1177/1086296X16680053
- Baldwin, S. R., Readence, J. E., Schumm, J. S., Konopak, J. P., Konopak, B. C., & Klingner, J. K. (1992). Forty years of NRC publications: 1952-1991. *Journal of Literacy Research, 24*, 505-532. doi:10.1080/10862969209547793
- Dunston, P. J., Headley, K. N., Schenk, R. L., Ridgeway, V. G., & Gambrell, L. B. (1998). National Reading Conference research reflections: An analysis of 20 years of research. *Yearbook of the National Reading Conference, 47*, 441-450.
- Guzzetti, B., Anders, P. L., & Neuman, S. (1999). Thirty years of JRB/JLR: A retrospective of reading/literacy research. *Journal of Literacy Research, 31*, 67-92.
- Morrison, T. G., Wilcox, B., Billen, M. T., Carr, S., Wilcox, G., Morrison, D., & Wilcox, R. T. (2011). 50 years of Literacy Research and Instruction: 1961-2011. *Literacy Research and Instruction, 50*, 313-326. doi:10.1080/19388071.2011.602924
- Reutzell, D. R. & Mohr, K. A. J. (2014). 50 years of Reading Research Quarterly (1965-2014): Looking back, moving forward. *Reading Research Quarterly, 50*, 13-35. doi:10.1002/rrq.87
- Schumm, J. S., Lewis-Spector, J., Price, D., & Doorn, K. (2014). A content analysis of College Reading /Association of Literacy Educators and Researchers teacher education publications: Past, present, and future. *Literacy Research and Instruction, 53*, 225-244. doi:10.1080/19388071.2013.847132
- Still, K. L., & Gordon, J. P. (2011). Five decades of ALER conference session presentations, 1960-2010. *Literacy Research and Instruction, 50*, 327-347. doi:10.1080/19388071.2011.603598

Writing

- Saldaña, J. (2014). Blue-collar qualitative research: A rant. *Qualitative Inquiry, 20*, 976-980. doi:10.1177/1077800413513739

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://coursesupport.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>].