

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 2019

Class Meeting

Tuesday, 4:30-7:10 p.m.
Research Hall 201

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 Overview

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.

Nature of Course Delivery

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

Professional Dispositions

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

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 <https://ds.gmu.edu/>].
- Students must silence all sound emitting devices 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>

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/>.

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

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 – 20 points

Students are expected to

- Attend every class
- Complete all assigned readings and tasks
- Actively participate in discussions

2. Methodology Presentation – 20 points

You will select a chapter from the text to read, so you will learn about a specific methodology. You will consult other sources about the methodology and sample studies of the methodology in use. You will conduct a presentation on the methodology. You will also assign a study that uses the methodology for the class to read in advance of your presentation.

3. Content Analysis – 30 points

You will be assigned a set of literature to review, from which you will document the topics of study and the methodologies used. You 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 a literacy journal.

4. Conference Proposal – 30 points

You will draft a conference proposal for the Literacy Research Association (or a different conference if desired). The proposal can present a research synthesis or a theoretical analysis or a methodological idea or any other content that is related to literacy research and worthy of investigation or exploration. Ideally, it will be a proposal you can submit to the conference. Proposals are typically due March 1.

Grading Scale

A	100-95	B	85-81
A-	94-90	C	80-71
B+	89-86	F	below 71

Instructor reserves the right to modify the syllabus with appropriate notification to students.

Class Schedule

Date	Topic	Assignment and/or Readings Due
8/27	Introduction, Syllabus, Assignments, chapter selections	Ch. 1
9/3	Epistemology and theory in educational research	Lincoln et al., 2018
9/10	Epistemology and theory in literacy research	Duke & Mallette, 2001; Ch. 20; Unrau & Alvermann, 2014
9/17	Brief look at the recent history of the field of literacy research	Stahl, 1998; Pearson, 2004
9/24	Transition from historical to current research in the field of literacy research	Kamil et al., 2011; Pressley & Allington, 2015
10/1	Current status of the field of literacy research	Purcell-Gates et al., 2016
10/8	Content Analysis	Krippendorff, 1989; Ch. 3; Stemler, 2015
10/15	Our project; guest speaker: Melissa Gallagher	Parsons et al., 2016, 2019
10/22	Methodologies and content analysis	Designated chapters and articles
10/29	Methodologies and content analysis	Designated chapters and articles
11/5	No class – ALER	
11/12	Methodologies and content analysis	Designated chapters and articles
11/19	Methodologies and content analysis	Designated chapters and articles
11/26	Methodologies and content analysis	Designated chapters and articles
12/3	No class - LRA	
12/10	Content analysis presentations	
12/17	Exam date	

Reading List – EDRD 832, 2019

Epistemology and Theory in Education

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

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.

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. (2014). 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.

Brief Historical Look at the Field

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

Pearson, P. D. (2004). The reading wars. *Educational Policy*, 18, 216-252. doi:10.1177/089904803260041

Current Status of the Field 1

Kamil, M. L., Afflerbach, P. P., Pearson, P. D., & Moje, E. B. (2011). Preface: Reading research in a changing era. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research* (Vol. IV, pp. xiii-xxvi). New York, NY: Routledge.

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.

Current Status of the Field 2

Purcell-Gates, V., Duke, N., & Stouffer, J. (2016). Teaching literacy: Reading. In D. H. Gitomer, & C. A. Bell (Eds.), *Handbook of research on teaching* (5th ed., pp. 1217-1267). Washington, DC: AERA.

Content Analysis Methodology

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.

Hoffman, J. V., Wilson, M. B., Martinez, R. A., & Sailors, M. (2011). Content analysis. In N. K. Duke, & M. H. Mallette (eds.), *Literacy research methodologies* (2nd ed.). New York, NY: Guilford. (chapter 3)

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.