George Mason University
College of Education and Human Development
[Program Name]

EDRD 830.DL1 – Theory, Research, & Practice in Literacy: Birth through Middle Childhood
3 Credits, Fall 2020
Mondays 4:30-7:10p Online

Faculty

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Prerequisites/Corequisites
EDUC 800 and EDRS 810

University Catalog Course Description
Explores emergent through intermediate literacy. Topics include literacy acquisition and development in academically and linguistically diverse young children; historical and current trends in theories of literacy development; cognitive, linguistic, sociocultural, and instructional influences on literacy development; and assessment. Implications for teacher education and policy are explored. Individual research projects will connect literacy to students' areas of interest.

Course Overview
This course is designed to enhance students' understanding of early literacy research, theories, and practice. The course utilizes a face-to-face seminar format based on discussion of class topics and readings as well as related experiences and research. Students are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Activities will include small group discussions, presentations, whole class sharing, and reflection.

Course Delivery Method
This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 24.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

A. Students will be able to summarize, synthesize and compare specific psychological and linguistic influences on literacy acquisition and development in early, middle, and later childhood.
B. Students will be able to summarize, synthesize and compare specific socio- cultural influences on literacy acquisition and development in early, middle, and later childhood.
C. Students will be able to synthesize and analyze instructional influences on children's developing literacy.
D. Students will read original research and classic research summaries in order to identify and compare the variety of theoretical perspectives and research designs currently used to study literacy.
E. Students will be able to compare and contrast specific literacy studies in terms of methodology and results.
F. Students will review research studies in an area of personal interest that have encouraged the use of specific classroom applications such as reciprocal teaching or authentic assessment.

Professional Standards
Not Applicable

Required Texts
Cassano, C. M. & Dougherty, S. M. (2018). *Pivotal research in early literacy: Foundational studies and current practices.* New York, NY: Guilford.
Neuman, S.B. & Dickinson, D.K. (2011). *Handbook of early literacy research (Vol 3).* New York, NY: Guilford Press.

National Early Literacy Panel (2008). *Developing early literacy: Report of the National Early Literacy Panel.* Washington, DC: National Center for Family Literacy. (Follow Blackboard link for free electronic copy)

Optional Texts:
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

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).

- **Assignments and/or Examinations**
  - Critiques of readings (20%) **Due no later than 9/21/20**
  For two of the assigned research article readings, you will prepare a written, focused critique. Each student and the instructor will determine the readings for the critiques.

  - Discussion facilitation (10%) **Due date varies**
  You will lead a class discussion that is focused on one of the assigned critiques. The criteria for discussion group leader are included on a handout and will be discussed in class.

  - First year students: Integrated review (50%). Advanced student <u>option</u>: Synthesis paper (50%)
    - Topic & research questions due 9/28
    - List of potential sources due 10/5
    - Outline due 11/2
    - Draft due to peer reviewer 11/16
    - In-class presentation 11/30
    - Final Paper Due 12/7 by midnight

  - Integrated review: You will write an integrated review of studies on a topic of your choice that is related to early literacy. The review must include: an introduction; specific sections related to the topic of the review; a section that summarizes specific applications of this area of literacy research to practices in instructional settings; a section that summarizes gaps and needs in the extant literature; and an overall summary. The components and structure of the review will be discussed in class.

  - Synthesis paper: You will write a detailed synthesis of quantitative research on a topic of your choice that is related to early literacy. The synthesis needs to include: an introduction/purpose statement; specific sections related to the topic of the synthesis; a section summarizing the overall statistical effect sizes and impact of the included research; and an overall summary. The components and structure of the synthesis will be discussed in class.

Other Requirements

• Attendance and Participation (20%)

You are responsible for completing the reading and participating in all class discussions. This includes bringing to each class 2-4 written, open discussion questions to clarify the readings and connect to prior knowledge. Questions will be collected each class.

- It is expected that assignments will be <u>electronically</u> turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the <u>instructor in a timely fashion.</u>
- Graduate students must become familiar with <u>APA (American Psychological Association)</u> writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level, academic writing. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed electronically and should be proofread carefully. The organizations 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.

- **Grading**
  A   = 94%-100%
  A- = 90%-93%
  B+ = 87%-89%
  B   = 80%-86%
  C   = 75%-79%

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Date	Topic and Questions	Readings
Week 1 8/24	Introduction Course overview Assignment descriptions *Defining and Conceptualizing Emergent and Early Literacy* What is your existing knowledge of emergent and early literacy? How do you define emergent literacy? What is the distinction between emergent and early literacy?	*Assigned Readings:* Ruddell, R. B. & Ruddell, M. R. (1994). *Supplemental Readings:* Purcell-Gates, 2001 van Kleeck, 1998
Week 2 8/31	*Historical and theoretical background: Defining and conceptualizing early literacy*	*Assigned Readings:* Rhyner, Haebig, & West, 2009

		Alexander, P. A., & Fox, E. (2013) *e-reserves*
	How has literacy development been conceptualized over time? Where are we as a field? **Identification of Articles to be Critiqued and Discussion Leaders Due**	Lonigan, C. J. (2006). *Supplemental Readings:* Senechal, LeFevre, Smith-Chant, & Colton, 2001 Whitehurst & Lonigan, 1998
9/7	**Labor Day holiday**	**We will not meet synchronously this week. Please continue to read and develop your paper topic.**
Week 3 9/14	*Oral Language Ability* How is oral language defined as related to literacy? What are the prevailing theoretical perspectives on how children develop language? What environmental and developmental factors most contribute to risk and resilience in oral language development? **Process discussion: Writing a Literature Review & Writing a Research Synthesis*	*Required Readings:* Cassano & Dougherty ch 1-2 Barnes & Dickinson, 2017 Dickinson & Porsche, 2011 *Supplemental Readings:* Handbook 3: Ch 3, 4 Dickinson, McCabe, Anastasopoulos, Peisner-Feinberg, & Poe, 2003 Huttenlocher, Vasilyeva, Cymerman, & Levine, 2002 Mashburn et al., 2009
Week 4 9/21	*Code-Related Skills: Phonological Awareness* How is phonological awareness defined? How is phonological awareness related to language and literacy? What are the prevailing theoretical perspectives on how children develop phonological awareness? What environmental and developmental factors most contribute to risk and resilience in phonological awareness? How does phonological awareness relate to phonological processing and alphabetic skills? *DUE: Article critique papers*	Cassano & Dougherty ch 5 Bradley & Bryant, 1983 Lonigan et al., 2009 Goswami (2000) *Supplemental Readings:* *Handbook 3: Ch 5 Anthony et al., 2011 Troia 1999 Handbook 2: Ch 8 Anthony & Lonigan (2004) Scarborough & Brady (2002)
Week 5 9/28	*Code-Related Skills: Print Knowledge and the Alphabetic Principle*	*Required Readings:* Cassano & Dougherty ch 4 Morris, Bloodgood, Lomax, & Perney, 2003 Flanigan, 2007

	How is print knowledge defined? What is the relationship between print knowledge and other aspects of developmental competence? What environmental and developmental factors most contribute to risk and resilience in print knowledge? What is the alphabetic principle? How do emergent literacy skills relate to acquisition of the alphabetic principle? How does a child's concept of word reflect knowledge of code-based skills and metalanguage? *DUE: Potential paper topic and research questions*	Piasta & Wagner (2010) *Supplemental Readings:* Handbook 2: Ch 9 Bialystok & Luk, 2007 Bus et al., 2001 Ehri, 2005 Justice, Bowles, & Skibbe, 2006 (read lit review and skim the rest) Justice, Pence, Bowles, & Wiggins, 2006 NICHD ECCRN, 2005
Week 6 10/5	Prediction of Reading What is the contribution of oral language and code-related factors to later reading ability? At what time points do these skills make their greatest contributions? *DUE: Search the literature & handbooks to identify key research studies in your area that are critical to your piece. Solidify your (lit review/synthesis) questions. Then start reading deeply and outlining your argumentation for your draft.*	*Required Readings:* NELP, 2008: Ch 1, 2, 5 (focus on 2 & 5) Dickinson, Golinkoff, & Hirsh-Pasek (2010) Storch & Whitehurst, 2002 *Supplemental Reading:* Handbook 1: Ch 8 (Scarborough) Gee (2004) Kendeou et al., 2009 Juel (2006) Cunningham & Stanovich (1998) Hart & Risley (1995) NELP responses- see BB folder
10/9	**Fall break is Monday, Oct 12 (class meetings shift)**	**We will not meet synchronously this week. Please continue to read and work on your paper outline.**
Week 7 10/19	*Evaluating Emergent and Early Literacy* What approaches currently prevail in the assessment and evaluation of early literacy development? Which assessment needs are being adequately met and which are not? To what extent have these instruments and approaches been scrutinized for psychometric quality? What aspects of emergent and early literacy remain elusive to assessment? What types of assessment	Handbook 3: Ch 24 Invernizzi et al., 2010 Pena & Halle, 2011 Wilson & Lonigan, 2010 Kuhn et al., 2010 *Supplemental Readings:* Invernizzi et al., 2005 Handbook 1: Ch 26 Handbook 2: Ch 29 Lonigan, 2006

	are endorsed by current educational policies? *Early Literacy Policy* What are the major policy issues in early literacy?	
Week 8 10/26	*Oral Language: Instruction and Intervention* What are the prevailing approaches to language instruction in early education? To what extent do these reflect prevailing theories of language development? How is language instruction differentiated for children as a function of individual differences? What educational policies shape the nature of language instruction in early education? **DUE: Paper outline*	*Required Readings:* NELP, Ch 7 (skim) Dickinson science article, 2011 Marulis & Neuman, 2010 Handbook 3: Ch 22 Wasik, Bond, & Hindman, 2006 *Supplemental Readings:* Cabell et al. (2011) Dickinson, McCabe, & Clark-Chiarelli, 2004 Handbook 1: Ch 18 Handbook 2: Ch 20 Justice, Mashburn, Pence, & Wiggins, 2008 Neuman, Newman, & Dwyer, 2011 Risko et al., 2008
Week 9 11/2	*Process workshop:* Academic writing for papers and presentations (Have available your draft and materials)	*Required Readings:* Handbook 3: Ch 17 Snow & Juel, 2005 NELP Report: Ch 3 Piasta & Wagner, 2010
Week 10 11/9	*Code-Related Skills: Instruction and Intervention (includes phonological awareness, print knowledge, and phonics)* What are the prevailing approaches and "best practice" suggestions for code-focused instruction in early education? To what extent do these reflect current theories of literacy and language development? How is this instruction differentiated for children as a function of individual differences? To what extent does early instruction result in short- and long-term advantages to the developing child? How is educational policy and current research translated in the field with	*Supplemental Readings:* Denton et al. 2013 Jackson et al., 2006 Justice, Kaderavek, et al., 2009 Landry, Swank, Smith, Assel, & Gunnewig, 2006 Xue & Meisels, 2004 Handbook 1: Ch 11, 21 & 22

		respect to phonological awareness and phonics? What barriers impact effective implementation? **DUE: share draft in progress with critical friends (via email)*	
Week 11 11/16	*Diverse Populations: Instruction and Intervention* What specific instructional considerations are needed to enhance ELLs' successful literacy learning? How is educational policy and current research translated in the field with respect to educating diverse learners such as ELLs? What barriers impact effective implementation? **DUE: e-mail paper draft to Allison*	*Required Readings:* Handbook 3: Chs 8, 9 Ford, Cabell, Konold, Invernizzi, & Gartland, 2013 Mancilla-Martinez & Lesaux, 2017 Zepeda, Castro, & Cronin, 2011 Castro, Paez, Dickinson, & Frede, 2011 *Supplemental Readings:* Chatterji, 2006 Hart & Risley, 1995 (Book) Lesaux & Geva, 2006	
Week 12 11/23	*Fluency and Comprehension: Shared Book Reading & Text Considerations* What aspects of early interactive reading most contribute to short- and long-term literacy outcomes in children? What theories currently prevail for explaining qualities of these interactions? How should text be considered as a tool for fluency and comprehension?	*Required Readings:* Cassano & Dougherty ch. 6, 9 Handbook 3: Ch 13, 16 Mol, Bus, & de Jong, 2009 Purcell-Gates, Duke, & Martineau, 2007 Hiebert & Fisher, 2007 Wasik, Bond, & Hindman, 2006 *Supplemental readings:* Hindman, Connor, Jewkes, & Morrison, 2008 Mol & Bus, 2011 Zucker, Justice, Piasta, & Kaderavek, 2010 NELP report: Ch 4	
Week 13 11/30	*Writing and connecting early literacy skills* How does encoding help children connect their developing alphabetic and phonological skills? How does text experience and engagement support emergent and early writing development? **DUE: share paper with critical friends for final feedback.* *In-class Final presentations*	Cassano & Dougherty ch 3, 12	
12/7	***Final papers due via email by 11:59p***		

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

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 https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://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 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek

assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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