

# George Mason University

## College of Education and Human Development

### Literacy Program

**Course**

EDRD 831.DL2 – Theory, Research, and Practice in Literacy: Early Adolescence through Young Adulthood  
3 credits, Spring 2021  
Wednesday, 4:30-7:10, Online

**Instructor**

Name: Seth Parsons, PhD  
Office: 1405 Thompson  
Office Hours: by appointment  
Phone: 703-993-6559

Email: [sparson5@gmu.edu](mailto:sparson5@gmu.edu)

**Teaching Assistant**

Name: Samantha Ives  
Email: [sives2@masonlive.gmu.edu](mailto:sives2@masonlive.gmu.edu)

**Prerequisites/Co-requisites**

Recommended: EDUC 800 and EDRS 810

**University Catalog Course Description**

Theory, Research, and Practice in Literacy: Early Adolescence through Young Adulthood 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 interests. Offered by Graduate School of Education. May not be repeated for credit.

**Course Overview**

Not Applicable

**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 January 25.

**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](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](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 need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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: [Add or delete options, as desire.]
  - 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/](http://www.apple.com/quicktime/download/)

### Expectations

- Course Week: Modules each week need to be completed prior to the Thursday synchronous class meeting.
- 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 3 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. You 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 ensure 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:

1. Read, critique, and synthesize theoretical and research literature
2. Engage in critical class discussion on required course readings
3. Craft a proposal to present at an international or national conference
4. Write a term paper based on course options and student's own interests and give a short presentation on what was learned.

### **Professional Standards**

Not Applicable

### **Required Texts**

The syllabus lists required readings, which will be provided or available through the GMU Library databases.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor.

**All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.**

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected.

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service: [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

**Important Note:** Regardless of the assignment you choose, your paper must be original for this course.

## Assignments

### **Class Participation – 40% of overall grade**

Students are expected to attend all classes and participate actively. If an absence is necessary, please discuss it with the professor

### **Term Paper & Presentation – 40% of overall grade**

Each student will choose to write one paper from a set of required options focusing on some aspect of adolescent literacy (see options below). Each option will be explained in class and each student will be given individual support in the development of the paper. The choice for individual projects should be based on what has already been accomplished in previous graduate coursework as well as goals that have been set in the doctoral portfolio. The specific nature of each project will be determined through consultation with the professor. Papers should be 15-25 pages in length, not including a reference section, and include a title, and logical subheadings. Citations and references should conform to APA style. All students will present a brief oral summary of what they learned and accomplished through the paper during the final class sessions.

### **Conference Proposal – 20% of overall grade**

Write a proposal to give a paper, a roundtable, or poster presentation at a national or international conference. The focus of the conference should be literacy or related to your field of interest. The proposed paper must include a literacy component. Submit the proposal according to the conference guidelines.

### **Grading**

A	90-100
B	80-89
C	70-79
F	<70

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times. (See Elementary Education Program Handbook).

**Class Schedule**

Date	Topic	Tentative Readings
1/28	Syllabus and Introductions	Moje et al., 2008 Carnegie, 2010
2/4	Overview	Alvermann & Moje, 2019 Ortlieb & Cheek, 2020 Reynolds, 2020
2/11	Disciplinary vs. Content Literacy	Shanahan & Shanahan, 2008 Brozo et al., 2013 Dunkerly-Bean & Bean, 2016
2/18	Disciplinary 1	Shanahan et al., 2011 Shanahan & Shanahan, 2012 Chandler-Olcott et al., 2015 Moje, 2015
2/25	Disciplinary 2	Goldman et al., 2016 O'Brien & Ortmann, 2017 Litman & Greenleaf, 2018 Greenleaf & Hinchman, 2020
3/4	Reading Skills and Strategies	Cantrell & Carter, 2009 Goldman, 2012
3/11	New Literacies	Manderino, 2012 Alvermann et al., 2012 Others
3/18	Diverse Students	Janzen, 2008 Tatum, 2008 Skerrett & Bomer, 2011 Athanases & de Oliveira, 2014
3/25	Struggling Readers	Faggella-Luby et al., 2012 Greenleaf & Hinchman, 2009 Cantrell et al., 2010 Tarchi, 2010

4/1	Special Education Students	Englert et al., 2009 Others
4/8	English Learners	Townsend & Collins, 2009 Ajayi, 2015 Others
4/15	Motivation	Ivey & Broaddus, 2007 Paige, 2011 Guthrie et al., 2013
4/22	Professional Development	Cantrell & Hughes, 2008 Greenleaf et al., 2018 Others
4/29	Writing	Graham & Hebert, 2010 Applebee & Langer, 2011 Hebert et al., 2013 Gillespie et al., 2014 Schwartz, 2015
5/6	Assignments Due – Presentations	

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](mailto: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](mailto:titleix@gmu.edu).

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

### **Course Readings**

#### **Overview 1**

Moje, E. B., Overby, M., Tysvaer, N., & Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, 78(1), 107-154.

Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York. Retrieved from [https://www.carnegie.org/media/filer\\_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-bb262175eaf4/cny\\_report\\_2010\\_tta\\_agenda.pdf](https://www.carnegie.org/media/filer_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-bb262175eaf4/cny_report_2010_tta_agenda.pdf)

#### **Overview 2**

Alvermann, D. E., & Moje, E. B. (2019). A relational model of adolescent literacy instruction: Disrupting the discourse of “every teacher a teacher of reading.” In D. E. Alvermann, N. J. Unrau, M. Sailors, & R. B. Ruddell (Eds.), *Theoretical models and processes of literacy* (7<sup>th</sup> ed., pp. 362-380). Routledge.

Ortlieb, E., & Cheek, Jr., E. H. (2020). Adolescent literacy: A historical look at what has worked and what is working today. *Literacy Research, Practice, and Evaluation*, 11, 81-92.

Reynolds, D. (2020). Of research reviews and practice guides: Translating rapidly growing research on adolescent literacy into updated practice recommendations. *Reading Research Quarterly*.

### **Disciplinary vs Content Area**

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review, 78*, 40–59.

Brozo, W., Moorman, G., Meyer, C. & Stewart, T. (2013). Content area reading and disciplinary literacy. A case for the radical center. *Journal of Adolescent & Adult Literacy, 56*(5), 353–357.

Dunkerly-Bean, J., & Bean, T. W. (2016). Missing the savoir for the connaissance: Disciplinary and content area literacy as regimes of truth. *Journal of Literacy Research, 48*(4), 448-475.

### **Disciplinary 1**

Shanahan, C., Shanahan, T., & Mischia, C. (2011). Analysis of expert readers in three disciplines: History, mathematics, and chemistry. *Journal of Literacy Research, 43*(4), 393-429.

Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders, 32*(1), 7-18.

Chandler-Olcott, K., Doerr, H. M., Hinchman, K. A., Masingila, J. O. (2015). Bypass, augment, or integrate: How secondary mathematics teachers address the literacy demands of standards-based curriculum materials. *Journal of Literacy Research, 47*(4), 439-472.

Moje, E. B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. *Harvard Educational Review, 85*(2), 254-301.

### **Disciplinary 2**

Goldman, S. R., Britt, M. A., Brown, W., Cribb, G., George, M., & Greenleaf, C. (2016). Disciplinary literacies and learning to read for understanding: A conceptual framework for disciplinary literacy. *Educational Psychologist, 51*(2), 219-246.

O'Brien, D. G., & Ortmann, L. (2017). Disciplinary literacy: A multidisciplinary synthesis. In K. A. Hinchman, & D. Appleman (Eds.), *Adolescent literacy: A handbook of practice-based research* (pp. 182-198). New York, NY: Guilford.

Litman, C., & Greenleaf, C. (2018). Argumentation tasks in secondary English language arts, history, and science: Variations in instructional focus and inquiry space. *Reading Research Quarterly, 53*(1), 107-126.

Greenleaf, C., & Hinchman, K. (2020). Expanding teaching and learning with disciplinary texts: The case of reading and science. In E. B. Moje, P. P. Afflerbach, P. Enciso, & N. K. Lesaux (Eds.), *Handbook of reading research* (Vol. V, pp. 384-405). Routledge.

### **Reading Processes (comprehension, vocabulary, fluency)**

Cantrell, S. C., & Carter, J. C. (2009). Relationships among learner characteristics and adolescents' perceptions about reading strategy use. *Reading Psychology, 30*(3), 195-224.

Goldman, S. R. (2012). Adolescent literacy: Learning and understanding content. *Literacy Challenges for the 21st Century, 22*(2), 89-116. Retrieved from [http://www.projectreadi.org/wp-content/uploads/2014/10/GoldmanFOC\\_2012.pdf](http://www.projectreadi.org/wp-content/uploads/2014/10/GoldmanFOC_2012.pdf)

More

### **New Literacies**

- Manderino, M. (2012). Disciplinary literacy in new literacies environments: Expanding the intersection of literate practice for adolescents. *Yearbook of the Literacy Research Association*, 61, 69-83.
- Alvermann, D. E., Marshall, J. D., McLean, C. A., Huddleston, A. P., Joaquin, J., & Bishop, J. (2012). Adolescents' web-based literacies, identity construction, and skill development. *Literacy Research and Instruction*, 51(3), 179-195.

### **Diverse Students**

- Athanases, S. Z., & de Oliveira, L. C. (2014). Scaffolding versus routine support for Latina/o youth in an urban school: Tensions in building toward disciplinary literacy. *Journal of Literacy Research*, 46(2), 263-299. <https://www.doi.org/10.1177/1086296X1455328>
- Janzen, J. (2008). Teaching English language learners in the content areas. *Review of Educational Research*, 78(4), 1010–1038.
- Tatum, A. W. (2008). Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts. *Harvard Educational Review*, 78(1), 155-180.
- Skerrett, A., & Bomer, R. (2011). Borderzones in adolescents' literacy practices: Connecting out-of-school literacies to the reading curriculum. *Urban Education*, 46(6), 1256-1279.

### **Struggling Readers**

- Faggella-Luby, M. N., Graner, P. S., Deschler, D. D., & Drew, S. V. (2012). Building a house on sand: Why disciplinary literacy is not sufficient to replace general strategies for adolescent learners who struggle. *Topics in Language Disorders*, 32(1), 69–84.
- Greenleaf, C. L., & Hinchman, K. (2009). Reimagining our inexperienced adolescent readers: From struggling, striving, marginalized and reluctant to thriving. *Journal of Adolescent & Adult Literacy*, 53, 4-13.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., Rintamaa, M., & Madden, A. (2010). The impact of a strategy based intervention on the comprehension and strategy use of struggling adolescent readers. *Journal of Educational Psychology*, 102(2), 257- 280.
- Tarchi, (2010). Reading comprehension of informative texts in secondary school: A focus on direct and indirect effects of reader's prior knowledge. *Learning and Individual Differences*, 20(5), 415-420.

### **Special Education**

- Englert, C. S., Mariage, T. V., Okolo, C. M., Shankland, R. K., Moxley, K. D., Courtad, C., Jocks-Meier, B. S., O'Brien, J. C., Martin, N. M., Chen, H.-Y. (2009). The learning-to-learn strategies of adolescent students with disabilities: Highlighting note taking, planning, and writing expository texts. *Assessment for Effective Intervention*, 34(3), 147-161.

More

### **English Learners**

- Ajayi, L. (2015). Vocabulary instruction and Mexican–American bilingual students: How two high school teachers integrate multiple strategies to build word consciousness in English language arts classrooms. *International Journal of Bilingual Education and Bilingualism*, 18(4), 463-484.

Townsend, D., & Collins, P. (2009). Academic vocabulary and middle school English learners: An intervention study. *Reading and Writing: An Interdisciplinary Journal*, 22(9), 993-1019.

### **Motivation**

Ivey, G., & Broaddus, K. (2007). A formative experiment investigating literacy engagement among adolescent Latina/o students just beginning to read, write, and speak English. *Reading Research Quarterly*, 42, 512–545.

Paige, D. D. (2011). Engaging struggling adolescent readers through situational interest: A model proposing the relationships among extrinsic motivation, oral reading proficiency, comprehension, and academic achievement. *Reading Psychology*, 32(5), 395-425.

Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2013). Modeling the relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly*, 48(1), 9–26.

### **Professional Development**

Cantrell, S.C., & Hughes, H.K. (2008). Teacher efficacy and content literacy implementation: An exploration of the effects of extended professional development with coaching. *Journal of Literacy Research*, 40(1), 95–127.

Greenleaf, C., Litman, C., Marple, S. (2018). The impact of inquiry-based professional development on teachers' capacity to integrate literacy instruction in secondary subject areas. *Teaching and Teacher Education*, 71, 226-240.

### **Writing**

Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading*. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

Applebee, A., & Langer, J. (2011). *The National Study of Writing Instruction: Methods and procedures*. Albany, NY: Center on English Learning & Achievement. Retrieved from [https://www.albany.edu/cela/reports/NSWI\\_2011\\_methods\\_procedures.pdf](https://www.albany.edu/cela/reports/NSWI_2011_methods_procedures.pdf)

Hebert, M., Gillespie, A., & Graham, S. (2013). Comparing effects of different writing activities on reading comprehension: A meta-analysis. *Reading and Writing*, 26(1), 111-138.

Gillespie, A., Graham, S., Kiuahara, S., Hebert, M. (2014). High school teachers' use of writing to support students' learning: A national survey. *Reading and Writing*, 27(6), 1043-1072.

Schwartz, L. H. (2015). A funds of knowledge approach to the appropriation of new media in a high school writing classroom. *Interactive Learning Environments*, 23(5), 595-612.