George Mason University
College of Education and Human Development
Literacy Program

EDRD 635.6L2 – School-Based Inquiry in Literacy
3 Credits, Summer, 2021
Monday, 5:00-8:00, synchronous online (Zoom)
Wednesday & Friday, asynchronous online

Faculty

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Prerequisites/Corequisites
EDRD 630, EDRD 631, EDRD 632, EDRD 633, and EDRD 637

University Catalog Course Description
Examines professional literature in order to develop a literature review and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Course Overview
Not Applicable.

Course Delivery Method
This course will be delivered online (76% or more) using a mixture of synchronous and asynchronous formats 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 July 12th 2021.

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:

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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 will 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:
  - 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: Online synchronous meetings will take place as indicated in the class schedule. Asynchronous class meeting will take place as indicated on the schedule.
  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. 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:
1. Read and analyze literacy studies related to research interest and write a literature review.
2. Design a grant proposal to fund a project or materials to enhance role as a literacy leader.

Professional Standards (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have met the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

4.4	Candidates advocate for equity at school, district, and community levels.
6.1	Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.
6.4	Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Virginia Standards for Reading Specialist Programs addressed in this course:
6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
6k. Demonstrate knowledge of current research and exemplary practices in English and reading.
6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

Required Texts

There are no required texts for this course. Readings will be made available on Blackboard and through GMU Library databases.

Recommended Texts

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

Zinsser, W. (2006). *On writing well, 30th anniversary edition: The classic guide to writing*

nonfiction. HarperCollins.

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**
  1. Course Engagement (10%)
  Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (synchronous) is

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both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities. It is **critical** to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive, timely feedback to your peers.

2. Literature Review (50%)

Literacy specialists need to be knowledgeable of current research in literacy. The purpose of this assignment is to summarize and critique a relevant literacy topic that needs to be developed in your school. Choose a topic and review current (past 10 – 15 years), relevant (focused on your topic), peer-reviewed research. Also, review any seminal work and theoretical bases that would ground your topic in the research literature. This assignment has 2 parts:

1. Annotated Bibliography (20%)
This task scaffolds the literature review. You will read <u>at least 12 peer-reviewed research articles</u> from academic journals, then create a critical annotation for each.

2. Literature Review Paper (30%)
Write a well-organized review of the research literature. Your review should critically analyze and synthesize the literature, providing clear and insightful analysis of the current knowledge on the topic. Follow current APA guidelines.

3. Performance-Based Assessment: Grant Proposal (40%)

Literacy specialists are in a position to procure funding to create, support, or develop literacy programs or instruction within the school. The purpose of this assignment is to identify a grant opportunity related to your literature review topic and write a proposal for that grant. Consult the grant proposal guidelines carefully to find out the specific requirements of the funding agency and include all of the necessary permissions and attachments required to submit the grant application. Once completed, you will develop a presentation reviewing your topic and grant proposal.

- **Other Requirements**
  Assignment Guidelines
  Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.)

  Graduate level writing is expected for all assignments in this course. If you find that you need support, **the University Writing Center** (https://writingcenter.gmu.edu/) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

  The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity

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to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

- **Advising**
  Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the Organizations option in the main menu, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

Grading Scale

Grade	Range
A	= 94 – 100%
A-	= 90 – 93%
B+	= 85 – 89%
B	= 80 – 84%
C	= 75 – 79%
F	= below 75%

Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (note that the grade of B- is not given). Incompletes must be cleared before moving to the next course in the instructional sequence.

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

Class Schedule

*Synchronous courses meet from 5:00 p.m.- 8:00 p.m.

Week	Date/format	Topics	Assignments DUE	Readings (before class)
Week 1	**July 12th (sync.)**	Literacy Leaders: roles in policy and advocacy. Course Overview Literature Review: Introduction and Overview: Choosing a Topic and Formulating a Research Question	Select a topic for literature review. Critical friend meeting schedule.	Moving the Field Forward as Leaders and Literacy Advocates (Chapter 12) from Shearer, B. A., Carr, D. A., & Vogt, M. (2019). *Reading specialists and literacy coaches*

		Database Searches		*in the real world* (4th ed.). Long Grove, IL: Waveland Press.
	July 14th (async.)	Literature Review: Elements of a literature review Choosing, Organizing, and Evaluating Resources	Submit research question(s).	Denney, A., & Tewksbury, R. (2013). Beauchamp (2015).
	July 16th (async.)	Literature Review: Critical Analysis of Research Articles	Locate 8-10 articles. *Read & annotate articles. Weekly journal.	
Week 2	**July 19th (sync.)**	Literature Review: Beginning to Synthesize; Analyzing Sources for Themes.	*Read & annotate articles.	
	July 21st (async.)	Literature Review: Critical analysis and Interpretation.	*Read & annotate articles. *CF annotation feedback.	
	July 23rd (async.)	Literature Review: Synthesizing; Drafting and Constructing a Logic Chain and Developing Synthesis Statements.	**Annotated Bibliography Due by end of day July 25th.** Weekly journal	
Week 3	**July 26th (sync.)**	Literature Review: Crafting the literature review.	Draft literature review outline.	

		Grant writing: Introduction and overview.		
	July 28th (async.)	Literature Review: Drafting	CF: literature review feedback.	
	July 30th (async.)	Literature Review: Editing and Revising	Weekly journal	
Week 4	**August 2nd (sync.)**	Grant Writing: Elements of a grant proposal and how to follow an RFP. Needs Assessment & Project Narrative	Read and review sample grant proposals.	Writing Proposals (Chapter 11) from Bean, R. M. (2015). *The reading specialist: Leadership and coaching for the classroom, school, and community* (3rd ed.). New York, NY: Guilford Press.
	August 4th (async.)	Grant Writing: Budget Sourcing and Development	**Literature Review Due.** CF: Grant discussion.	Maxwell, D. J. (2005); Money, money, money: Taking the pain out of grant writing. *Teacher Librarian, 32*(3), 16-21.
	August 6th (async.)	Grant Writing: Drafting your proposal.	Weekly journal.	Nutt, P. (2003). Anatomy of a grant proposal. *Tech Trends, 47*(1), 33-35.
Week 5	**August 9th (sync.)**	Grant writing: Revising for clarity		Stinson, K., & Renninger, P. (2007). Successful grantsmanship at the middle level. *Middle School Teacher, 39*(1), 44-51.

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	August 11th (async.)	Grant writing: Review and Feedback.	CF: Grant analysis.	
	August 13th (async.)	Grant writing: Editing.	**Grant Due**	

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 VIA should be directed to VIAhelp@gmu.edu or https://cehd.gmu.edu/aero/assessments/. 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

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/.

Rubric for Grant Proposal

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
4.4 Candidates advocate for equity at school, district, and community levels.	Provides exemplary evidence of ability to advocate for equity at school, district, and community levels.	Provides satisfactory evidence of ability to advocate for equity at school, district, and community levels.	Provides partial evidence of ability to advocate for equity at school, district, and community levels.	Provides little or no evidence of ability to advocate for equity at school, district, and community levels.
6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides exemplary evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides satisfactory evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides partial evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides little or no evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.
6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides exemplary evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides satisfactory evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides partial evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides little or no evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.