George Mason University
College of Education and Human Development
Literacy Program

EDRD 629 A01 – Literacy Foundations and Instruction for School Psychologists
3 Credits, Summer 2022
Tuesday, Thursday online 5:00-8:00 pm, Friday online asynchronous classes

Faculty

Name:	Jennifer Magaha O'Looney, Ph.D.
Office Hours:	By Appointment
Office Location:	Literacy Program Office – 1500 Thompson Hall, Fairfax Campus
Office Phone:	703-993-7611
Email Address:	jmagaha@gmu.edu

Prerequisites/Corequisites

Admission to school psychology program or permission of literacy program coordinator

University Catalog Course Description

Examines literacy theory, research, and practice as it relates to children in order for school psychologists to effectively work with teachers and families to improve students' literacy learning. Includes reading, writing, and oral communication. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Explores evidence-based strategies for reading instruction.

Course Overview

This course is designed to provide school psychologist candidates with an in-depth understanding of literacy development, including sociocultural, linguistic, psychological, and developmental influences on literacy. School psychologists work directly and indirectly with children to understand and ameliorate their academic difficulties, including difficulties in literacy. Understanding literacy development and supportive instructional practices allows school psychologists to effectively work with teachers and families to improve students' literacy learning.

Course Delivery Method

This course will be delivered online (76% or more) using both 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 May 23, 2022.

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: [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/

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 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 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. Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Read, understand, and critique the literature and research describing literacy development and the cognitive, linguistic, motivational, and sociocultural factors that impact reading and writing development.
3. Identify examples of evidence-based reading instruction for developing key literacy components (including word recognition, language comprehension, strategic knowledge, and reading–writing connections) and apply this knowledge when designing interventions and instructional activities to meet students' literacy-related needs.
4. Explain ways in which diverse student characteristics and experiences interact with reading and writing development.
5. Explore and discuss ways for school psychologists to support literacy instruction and interventions in schools.

Professional Standards (International Reading Association's 2010 Standards for Reading Professionals)

Upon completion of this course, students will have met the following professional standards:

Standard 1: Foundational Knowledge

Element 1:1 – *Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

Element 1:2 – *Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

Element 1.3 – *Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.*

Standard 4: Diversity
Element 4.1 – *Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.*

Virginia Department of Education Standards:
2a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening)

2 b. Demonstrate expertise in developing students' phonological awareness skills

2 d. Demonstrate an understanding of the unique needs of students with language differences and delays

2 e. Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.

3a. Demonstrate expertise in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills

3 b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships;

3 d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development

4 b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," the orthographic patterns, and strategies for promoting generalization of spelling study to writing

6 c. Demonstrate an understanding of the significance of cultural contexts upon language

Required Texts
Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2017). *Early intervention for reading difficulties: The interactive strategies approach* (2nd ed.). New York, NY: Guilford.

Helman, L., Ittner, A., & McMaster, K. (2020). *Assessing Language and Literacy with Bilingual Students: Practice to Support English Learners.* New York, NY: Guilford Press.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments and/or Examinations
The **completion of all readings** assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy development, it is imperative that you keep up with the readings and participate in class. As you read, examine both the content and the writing style (craft) of the piece. Consider the historical context, adequacy of

the research, application in diverse classrooms, and overall impact on the field of each reading. Readings will be selected from a variety of sources (journals, edited books, and selected book chapters) and time periods (current and seminal work).

1. Article Leadership (10 points)

Student groups will choose two assigned readings to critique and lead class discussion regarding the findings. The readings will both be from one synchronous class meeting and the discussion/activity should plan to be approximately 15 minutes. The leaders will *briefly* summarize the readings' key points including strengths or weaknesses of the readings. Then the leader will engage the group in either an activity, discussion, or both that helps class members make connections between the readings and to course content/other assigned readings. The ongoing discussion should fully integrate the topic into your expanding knowledge of the field of literacy research and practice.

2. Annotated Bibliography (20 points)

Each student will research a literacy topic from class discussions (topics stated on the class schedule). The research needs to draw from multiple sources (including library resources (see below the suggested list of literacy related journals) and assigned in-class readings) and address your understanding of the literacy needs of the diverse families and children who live in Northern Virginia. You will read 6 related, peer-reviewed research articles and provide annotated bibliographic information for each. This includes a full APA citation, a 1-2 paragraph summary and 1-2-paragraph critique per article. Do not exceed 2 paragraphs for either summary or critique- your goal is to write succinctly). You will also write a detailed synthesis statement that explains the overall message in the articles and how they relate and support each other (2 paragraph minimum, 2 pages maximum).

Criteria for evaluation will include ability to analyze and synthesize reference materials and other sources as well as writing clarity and coherence (writing that demonstrates graduate level writing, attention to detail, grammatical and syntactical structure, and correct spelling, at a minimum).

3. Book Club (10 points)

Students will participate in a book club. The class will be broken into approximately 3 groups who will meet 4 times to discuss the Helman text. Students will take turns facilitating a discussion that allows the group to make connections between the text, our class readings, and how the information relates to the role of the school psychologist as both an assessment and intervention specialist. Dates for the club meetings are provided on the calendar and an additional handout with specific requirements will be provided prior to the start of club meetings.

4. Interactive Read-Aloud (5 points)

Students will develop an interactive read-aloud lesson. Students will be required to choose a book and then develop a short lesson that will focus on activating prior knowledge, vocabulary building, and comprehension.

5. Literacy Development Project (30 points)

The purpose of this project is for students to demonstrate their understanding of literacy development, including the different stages of literacy development and the linguistic, motivational, cognitive, and sociocultural factors that influence literacy development. Students will also identify the implications of this knowledge for assessment/evaluation practices along with ways to create supportive literacy-learning environments for diverse student populations. Students will create a presentation to share this information with other educators as part of an intervention team.

The presentation should include:
- An explanation of the major theories of reading and writing processes and development, including a description of stages of literacy development.
- Cognitive, linguistic, motivational, and sociocultural factors which influence literacy development and an explanation of how these contribute to literacy development.
- Information about the relationship between first and second literacy acquisition and the role of native language in learning to read and write in a second language.
- Implications of this historically shared knowledge of reading and writing development for assessment/evaluation practices.
- Instructional strategies that can support classroom teachers' knowledge of literacy components (e.g., oral language, phonological awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, writing).
- An explanation and examples of how instruction may need to be differentiated for language learners or students with special needs.
- The importance of fair-mindedness and empathy for all students and the necessity to be responsive to all students' needs.

6. Evidence-Based Strategy Share (10 points)
The purpose of this assignment is to give the opportunity to share an evidence-based strategy from one area of literacy development.

- Students will choose a strategy related to either *word recognition, vocabulary, fluency, comprehension, writing, or content area reading.*
- Students will review the professional literature for direct and/or related support for your strategy. Direct support refers to studies and expert opinion addressing the specific strategy you are sharing. Related support refers to studies and expert opinion that do not address the specific strategy but benefits of general approaches to developing literacy within which your strategy fits. For example, you may have success with a strategy that helps teach reading to follow directions. The approach may not have a specific name so may not be identified by name in the professional literature. However, because the approach is motivational, student-centered, and generative, professional literature related to these constructs can be used in support of the strategy. Ideally this strategy would be related to the research from your annotated bibliography.
- Students will develop a (1 page) handout to share with the class that provides a brief description for the strategy and gives a brief theoretical and research rationale, provides a list of materials needed for the strategy, and gives directions for how to implement the strategy with a struggling reader/writer.

Other Requirements

Participation (15 points): Online participation is required. This includes individual, small group, and class discussions, online module assignments, and other assignments as deemed necessary during class.

Class attendance is both important and required. If, due to an emergency, you need to miss class, you must contact the instructor via phone or email in advance and make a plan for getting course material. Assignments are due on the day noted in the schedule, regardless of class attendance. More than two absences may result in a dropped letter grade or loss of course credit.

Electronic Requirements:

Graduate students must become familiar with APA 7th edition (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. All written work unless otherwise noted must electronically submitted and should be proofread carefully. The organization of your papers (e.g., headings, organization, references, citations, etc.) should follow APA style.

Grading

All assignments will be discussed during synchronous class meetings. Rubrics for major assignments will be posted on Blackboard.

Grading Scale (Please note: A course grade less than B- requires that you retake the course. A grade of "F" does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

Grading Scale
A+ = 99-100
A = 93-98
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C = 70-79
F = below 70

Professional Dispositions

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

Class Schedule

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

Date – Class	Topics	Readings Due for Class	Assignments Due
Class 1 May 24 Synchronous 5:00-8:00	Syllabus Review Opening Activity Historical Perspectives: Language & Literacy	Alexander & Fox (2013) NAEYC/IRA 2009 Put Reading First	
Class 2 May 26 Synchronous 5:00-8:00	Theoretical Perspectives- Stages of Literacy Development, Early Literacy, Shared Reading, Interactive read-aloud	*Ch 1,2 Scanlon, Anderson, & Sweeney text* Bear et al. (2012) Rand &Morrow (2021)	Consider article leadership opportunities **To Do Before 5/31:** Watch Oral Language Module Part I, II, III
Class 3 May 27 Asynchronous	Theoretical Perspectives Oral Language Development & Language-focused Interactive read-aloud techniques	Mason & Sinha (1993) McClure&King-Fullerton (2017) Barclay, K. (2014)	**To do Before 5/31:** Watch Oral Language Module Part I, II, III Online responses to readings
Class 4 May 31 Synchronous 5:00-8:00	Relating classroom talk & instruction with theories	*Ch 3 Scanlon et al* Snow, Burns, & Griffin (1998) Anderson (1994) ILA position statement	Sign up for Article Leadership **Due: Choice of topic for annotated bibliography**

Class 5 June 2 Synchronous 5:00-8:00	Phonological and Phonemic Awareness,	*Ch 5, 6, 7 Scanlon et al* Yopp & Yopp (2000) Garwood, McKenna, & Ciullo (2020)	First book club meeting- (Ch.1- 2 Helman) **Interactive Reading Project Due**
Class 6 June 3 Asynchronous	Concept of Word & early fluency, print awareness	*Ch 4,8 Scanlon et al.* Flanigan (2006) Flanigan (2007)	Watch COW assessment @ PALS website
Class 7 June 7 Synchronous 5:00-8:00	Phonics & Word Study for Beginning Readers CTOPP-2/WJ- IV/KTEA	*Ch 9, 10, 11 Scanlon et al.* Bowers (2020) Buckingham (2020) Ehri (2020)	
Class 8 June 9 Synchronous 5:00-8:00	Phonics & Word Study for Transitional Readers (FAR/KTEA)	*Ch 12,13 Scanlon et al.* Mesmer & Griffith (2005) Stahl, S., Duffy- Hester, A., & Stahl, K. (1998). Duke & Cartwright (2021) Elliot (2021)	Second book club meeting- (Ch. 3-4 Helman)
Class 9 June 10 Asynchronous	Fluency (beginners & transitionals)	*Ch 14 Scanlon et al.* Articles TBA	**Annotated Bibliographies DUE BY Midnight**
Class 10 June 14 Synchronous	Comprehension and vocabulary (Part 1)	*Ch 15 Scanlon et al.* Stahl, K. (2009) Berkeley& Larsen (2018)	

Class 11 June 16 Synchronous	Comprehension and vocabulary (Part 2)	*Ch 16 Scanlon et al.* Block & Lacina (2009) Peng et al. (2019)	Third book club meeting- (Ch. 5-6 Helman)
Class 12 June 17 Asynchronous Online	Writing Theory & Reading-Writing Connections	Choose 2 writing articles from the folder on BB.	Watch: https://www.drmonicaoganes.com/ReadingBilingualAssessment?fbclid=IwAR0QeTl2xw8IeOhwG5PSONnRcShwEb1NxcTrJOQjA3eqrzEJRQBAfEodVuA
Class 13 June 21 Synchronous	Comprehensive Literacy Instruction & Diverse Learners	Vaughan et al. (2019) Laman, & Van Sluys, K (2008)	Last book club meeting (Ch.7-8 Helman) **Strategy Review Due**
Class 14 June 23 Synchronous	RTI: Early literacy assessment and instructional strategies	*Ch 17,18 Scanlon et al.* Invernizzi et al. (2010) PALS Review ILA	
Class 15 June 24 Asynchronous			**UPLOAD AND SUBMIT LITERACY PROJECT TO Blackboard by midnight TO ENSURE FINAL GRADE.**

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 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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/ .