George Mason University
College of Education and Human Development
Literacy Program

EDRD 683.DL1 – Trends and Issues in Literacy Instruction and Literacy Coaching 3 Credits, Spring 2023

Faculty

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Prerequisites/Corequisites
Recommended Prerequisite: Admission to the Literacy Coaching Graduate Certificate program

University Catalog Course Description
Provides insight into current trends and issues in literacy instruction and literacy coaching, including, but not limited to, leading and learning with digital technology, diversity and equity in literacy instruction, and challenges in today's changing schools.
Note: This course requires students to conduct related practice in their own schools or specified field settings.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) in an asynchronous 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 March 19, 2023 or sooner.

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 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: Because asynchronous class sessions do not have a "fixed" meeting day, our week will start on Thursday, and finish on Wednesday.
- 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. Understand major literacy theories, terms, and standards relative to the use of digital technology for children and adolescents. (5.2)
2. Demonstrate understanding of approaches for coaching teachers in designing, selecting, implementing, and evaluating instruction that integrates digital technology to address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school). (2.2)
3. Demonstrate an ability to facilitate teachers' use of a variety of digital and print materials that engage and motivate learners, and optimize access to materials that increase student choice and support school goals. (5.2)
4. Demonstrate an understanding of frameworks and theories for guiding teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways. (5.3)
5. Demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity and how digital technology and other instructional materials are used inequitably in literacy instruction. (4.1)
6. Demonstrate understanding of how to collaborate with teachers in creating, analyzing, transforming, and implementing diverse learning experiences that include digital technology and are culturally responsive and link school, home, and community literacy knowledge. (4.3)

Professional Standards (International Literacy Association**)**
Upon completion of this course, students will have met the following standards for Literacy Coach Candidates from the International Literacy Association's *Standards for the Preparation of Literacy Professionals 2017*:

2.2   Candidates coach teachers in designing, selecting, implementing, and evaluating evidence-based instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings (e.g., general classroom, academic disciplines, other subject areas, outside school).

4.1   Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.

4.3   Candidates collaborate with teachers in creating, analyzing, transforming, and implementing diverse learning experiences that are culturally responsive and link school, home, and community literacy knowledge.

5.2   Candidates facilitate teachers' use of a variety of digital and print materials that engage and motivate learners and optimize access to materials that increase student choice and support school goals.

5.3   Candidates facilitate and coach teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways.

7.2   Candidates develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community– school partnerships.

7.3　Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches.

7.4　Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.

Required Texts
None

Additional readings will be made available on Blackboard and through GMU Library databases.

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** *(See Blackboard for specific guidelines and rubrics for all assignments.)*
  Week 1:
  A. **Digital Think-Aloud (15%)**: Using the document provided in Blackboard to guide you, you will create a screencast to provide your reaction to the readings this week. Begin by choosing a type of screencast from the list provided. Then, use the screencast to respond to the following questions: 1) What are some of the key characteristics of literacy and learning in the digital age? 2) Compare and contrast two differing perspectives from the readings this week on what it means to be literate in the digital age and, based on that, describe what you think are the essential ideas and questions that teachers and coaches should consider as it relates to literacy and learning in the digital age. 3) What did the shift to remote learning due to COVID-19 teach you (or inspire you to consider) about digital literacy? Please keep your screencast to **4 minutes or less.**

  Week 2:
  A. **TIPC Lesson + Discussion (15%)**: Use the Technology Integration Planning Cycle (TIPC) from your reading this week to plan a lesson focused on a coaching experience with teachers in which you integrate technology and literacy. The lesson should draw on this week's reading from Watts-Taffe to consider how you can make the lesson more equitable and inclusive. Then, create a short video (2 minutes or less) in which you explain what you learned from planning this lesson based on these readings that you would like to share with other teachers.

  Week 3:
  A. **Create a Digital Multimodal Composition** (DMC- **15%**) using the instructions in Blackboard. In your DMC, respond to the follow prompt:
  What are the 3 most important things that the readings this week taught you about critical online evaluation skills? What approaches can teachers use to ensure that students have the skills they need to evaluate online sources? How will you as an instructional coach support teachers with these approaches?

Week 4:
A. Inquiry Chart Assignment (20%):
This week you will begin working on an inquiry chart (due in Week 7) on methods and ways that digital technology may create or help reduce educational inequities. You will read assigned articles and select two additional texts to read. You will analyze the articles for arguments about how digital technology creates inequity and arguments about how digital technology may reduce inequity. You will then complete an Inquiry Chart (provided in Blackboard) describing synthesized findings from the selected sources. See Blackboard for further details

Week 5:
A. Create a Digital Multimodal Composition (DMC) using the instructions in Blackboard. In your DMC, respond to the follow prompt (**15%**):
Based on the reading this week, what are the top 5 things that teachers should consider when designing multimedia instruction? How would you explain these to a teacher and coach them to create instruction aligned with the cognitive theory of multimedia learning?
B. Continue working on your inquiry chart assignment.

Week 6:
A. Coaching with the Technology integration Planning Cycle (20%):
A few weeks ago, you learned about the Technology Integration Planning Cycle (TIPC) approach to planning culturally responsive literacy instruction that integrates digital technology. This week you learned about digital tools for coaching. Learning from the readings in the class so far, you will use the TIPC to coach another teacher or person of your choice on planning a literacy lesson that is culturally responsive and integrates digital technology. You will video record your coaching session and reflect on it using the reflection protocol provided in Blackboard.

Week 7:
A. Inquiry Chart Assignment Due

- **Other Requirements**
  Assignment Guidelines
  All assignments should be turned in by 11:59 p.m. on the date noted in the course schedule. Unless arrangements have been made with your instructor beforehand, 10% of the total points will be deducted from the assignment for *each* day the assignment is late. Assignments should follow APA (7th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). When submitting electronic files, please name the files using your first and last name and assignment title (ex: JOHN_DOE_ArticleCritique1.docx).

  Advising
  Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, graduation information, and program updates. To access it, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization. You are responsible for regularly

checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

Grading Scale
A   = 94 – 100%
A-   = 90 – 93%
B+ = 87 – 89%
B   = 84 – 86%
B-   = 80 – 83%
C   = 75 – 79%
F   = below 75%

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule- All Readings Available in Blackboard Unless Otherwise Specified

Date	Title/Topics	Assignments Due
Wk 1 March 20-29	What does it mean be literate in the digital age? **Readings:** Hutchison, A. C., Woodward, L., & Colwell, J. (2016). What are preadolescent readers doing online? An examination of upper elementary students' reading, writing, and communication in digital spaces. *Reading Research Quarterly, 51*(4), 435-454. Hobbs, R. (2007). *Reading the media: Media literacy in high school English*. Teachers College Press.	Introductory Video Posting Digital Think Aloud
Wk 2 March 30-April 5	How can we design, select, implement, and evaluate instruction that integrates digital technologies? How can we use digital tools for equity, inclusion & connection? **Readings:** Hutchison, A., & Woodward, L. (2014). A planning cycle for integrating digital technology into literacy instruction. *The Reading Teacher, 67*(6), 455-464. Watts-Taffe, S. (2022). Multimodal literacies: Fertile ground for equity, inclusion, and connection. *The*	TIPC Lesson + Discussion

	Reading Teacher, 75(5), 603-609.	
Wk 3 April 6-12	How can we help students develop critical evaluation skills for reading online? **Readings:** Pilgrim, J., Vasinda, S., Bledsoe, C., & Martinez, E. (2019). Critical thinking is critical: Octopuses, online sources, and reliability reasoning. *The Reading Teacher, 73*(1), 85-93. Zhang, S., Duke, N. K., & Jimenez, L. M. (2011). The wwwdot approach to improving students' critical evaluation of websites. *The Reading Teacher, 65*(2), 150-158.	Digital Multimodal Composition
Wk 4 April 13-19	How can we use digital tools to support diverse learning needs? And what about the digital divide? **Readings:** Gallagher, T. L., Cesare, D. D., Roswell, J. (2019). Stories of digital lives and digital divides: Newcomer families and their thoughts on digital literacy. *The Reading Teacher, 72*(6), 774-778. Aldossary, N. Curwood, J. S., & Niland, A. (2021). Fostering multilingual children's language development through ipad apps. *The Reading Teacher, 75*(3), 329-338. Roswell, J., Morrell, E., & Alvermann, D. E. (2017). Confronting the digital divide: Debunking brave new world discourses. *The Reading Teacher, 71*(2), 157-165.	Begin Inquiry Chart

Wk 5 April 20-26	What do we need to know about the nature of reading and writing online? **Readings:** Sorden, S. D. (2012). The cognitive theory of multimedia learning. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. Jackson (Eds.), *The handbook of educational theories* (pp. 155–167). IAP Information Age Publishing. McLean, C. A. (2019). The shallows? The nature and properties of digital/screen reading. *The Reading Teacher, 73*(4), 535-542.	Digital Multimodal Composition
Wk 6 April 27-May 3	How can we use digital tools for coaching? **Readings:** Leighton, C. M., Ford-Connors, E., Robertson, D. A., Wyatt, J., Wagner, C. J., Proctor, C. P., & Paratore, J. R. (2018). "Let's facetime tonight": Using digital tools to enhance coaching. *The Reading Teacher, 72*(1), 39-49. Puccioni, J., & Desir, S. (2021). Using digital tools to engage in collaborative data-based decision-making. *The Reading Teacher, 75*(2), 241-247.	Coaching with the Technology Integration Planning Cycle
Wk 7 May 4-5	Final Thoughts **Readings:** Dalton, E. M. (2017). Beyond universal design for learning: Guiding principles to reduce barriers to digital & media literacy competence. *Journal of Media Literacy Education, 9*(2), 17-29.	Inquiry Chart 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 http://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/.**

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: 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 the **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 information on student support resources on campus, see **https://ctfe.gmu.edu/teaching/student-support-resources-on-campus**

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