

George Mason University
College of Education and Human Development
Literacy Program

EDRD 642.DL1 – Foundations of Literacy Instruction: Code-Based Skills
3 credits, Spring 2024
Asynchronous, Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Explores the relationships between speech and print, including how spelling represents sounds, syllables, and meaningful parts of words. Examines research-based instruction and assessment practices to support students' ability to decode and encode words.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered online (76% or more) using 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 January 16.

At Mason, one credit hour represents one hour in the classroom and a minimum of two hours of out-of-class work per week throughout a 15-week semester (see Academic Policy 2.3 in the University Catalog). Thus, this 3-credit course requires a minimum of 3 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 6 hours of out-of-class work each week. Please schedule your time accordingly.

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/Ultra/Getting_Started/Browser_Support
- 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:
Because asynchronous courses 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 that 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. Explain code-based components of reading and writing (e.g., phonological awareness, alphabets, phonics, word recognition, fluency).
2. Describe explicit and systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," orthographic patterns, and strategies for promoting generalization of spelling study to writing.
3. Identify research-based instructional and assessment practices in literacy to meet the needs of all students.

Professional Standards

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

- 1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.
- 1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.
- 1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.
- 5.3 Candidates develop, lead the implementation of, and evaluate policy for the integration of digital technologies in appropriate, safe, and effective ways, and assist teachers in these efforts.

Virginia Standards for Reading Specialist Programs addressed in this course:

- 2b. Demonstrate expertise in developing students' phonological awareness skills.
- 2c. Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects.
- 3a. Demonstrate expertise in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, decoding skills, word analysis, and word attack skills.
- 4b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," orthographic patterns, and strategies for promoting generalization of spelling study to writing.
- 6k. Demonstrate knowledge of current research and exemplary practices in English and reading.

Required Texts

Moats, L. C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Paul H. Brookes Publishing.

Morrow, L. M., Morrell, E., & Casey, H. K. (Eds.). (2023). *Best practices in literacy instruction* (7th ed.). The Guilford Press.

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

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 guidelines and rubrics for all assignments.)

1. Online Modules (30%)

Throughout the semester you will complete asynchronous online modules that involve an array of activities designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on Thursday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Wednesday (see the class schedule for specific dates). Late work within modules will not be accepted without prior approval. Once each module is opened, it will remain open so that you may review content as needed.

In this course, modules will follow an Absorb-Do-Connect (Horton, 2012) instructional design framework to encourage active learning. As you complete your assigned readings and view the provided resources, you will *absorb* key knowledge. Then, you will have opportunities to practice, explore, and discover as you *do* something with what you are learning. Finally, you will be asked to *connect* what you are learning to your prior learning and current work.

For each online module, you should thoughtfully and thoroughly complete all activities. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module.

2. Explicit Lesson Plan & Reflection (20%)

Drawing on strategies found in your textbooks or from other sources, you will plan a detailed, scripted explicit literacy lesson focused on the reading standards from the Virginia Standards of Learning (SOLs) that addresses a foundational, code-based skill for reading. The lesson should introduce a new skill/strategy/process and may be designed for the whole class or a small group. It should include formative assessments, explicit instruction, guided practice, and independent practice. You will also provide a reflection on your instructional planning.

3. Exams (50%)

Throughout the semester, there will be 3 exams. Material will come from assigned readings and class notes. The exams, which are NOT cumulative, may include multiple choice, short answer, and/or essay questions. The purpose of this assignment is to help prepare you for the licensure exam you must complete at the end of your degree program in order to be licensed as a reading specialist.

Exam 1 (10%) – Modules 1 to 3

Exam 2 (20%) – Modules 4 to 7

Exam 3 (20%) – Modules 8 to 12

• Other Requirements

Assignment Guidelines

All assignments should be submitted by 11:59 p.m. on the date noted in the class schedule. Unless arrangements have been made beforehand with your instructor, 5% of the total points will be deducted from graded assignments for *each* day they are submitted late.

Assignments should follow APA (7th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). 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 (7th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please include your name as part of the file name (ex: JANEDOELessonPlan1.docx).

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 or receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

Communication

Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 48-hour response time for replies. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will meet with you by phone or online at other times by appointment.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, licensure exam 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 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**

<i>Grading Scale</i>	
<u>Grade</u>	<u>Points</u>
A	= 94 – 100
A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 75 – 79
F	= below 75

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

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

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>

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 [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/>.

Class Schedule

Moats (2020) = *Speech to Print: Language Essentials for Teachers* (2nd ed.)

Scanlon et al. (2017) = *Early Intervention for Reading Difficulties: The Interactive Approach* (2nd ed.)

Morrow et al. (2023) = *Best Practices in Literacy Instruction* (7th ed.)

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

Date	Topics	Readings	Assignments
Welcome Module January 16-17	Course Overview	course syllabus	Knowledge Self- Assessment
Module 1 January 18-24	Introduction to Code-Based Skills Phonetics	Moats (2020), Ch. 1 & 2 Cartwright, K. B., & Duke, N. K. (2019). The DRIVE model of reading: Making the complexity of reading accessible. <i>The Reading Teacher</i> , 73(1), 7-15. https://doi.org/10.1002/trtr.1818	Module 1 activities
January 23	Last Day to Add Classes		
Module 2 January 25-31	Phonology	Moats (2020), Ch. 3	Module 2 activities
January 30	Last Day to Drop Classes with 100% Tuition Refund		
Module 3 February 1-7	Orthography	Moats (2020), Ch. 4	Module 3 activities
February 6	Last Day to Drop Classes with 50% Tuition Refund		
February 8-14	Exam 1		
Module 4 February 15-21	Comprehensive & Explicit Literacy Instruction	Scanlon et al. (2017), Part I Intro, Ch. 1 & 2 Robertson, D. A. (2021). Explicit instruction. In S. A. Parsons, & M. Vaughn (Eds.), <i>Principles of effective literacy instruction, grades K-5</i> (pp. 136-149). The Guilford Press. Odegard, T. N. (2020). Structured Literacy is exemplified by an explicit approach to teaching. <i>Perspectives on Language and Literacy</i> , 46(1), 21-23 Webb, S., Massey, D., Goggans, M., & Flajole, K. (2019). Thirty-five years of the gradual release of responsibility: Scaffolding toward complex and responsive teaching. <i>The Reading Teacher</i> , 73(1), 75-83. https://doi.org/10.1002/trtr.1799	Module 4 activities
February 20	Last Day to Withdraw from Classes (No Tuition Refund)		

Date	Topics	Readings	Assignments
Module 5 February 22-28	Print Awareness	Scanlon et al. (2017), Part II Intro & Ch. 4	Module 5 activities
Module 6 February 29 – March 13	Phonological Awareness	Scanlon et al. (2017), Ch. 5 Piasta, S. B., & Hudson, A. K. (2022). Key knowledge to support phonological awareness and phonics instruction. <i>The Reading Teacher</i> , 76(2), 201–210. https://doi.org/10.1002/trtr.2093	Module 6 activities
March 4-10		Spring Break	
Module 7 14-20	Alphabet Knowledge	Scanlon et al. (2017), Ch. 6 & 7 Gehsmann, K. M., & Mesmer, H. A. (2023). The alphabetic principle and concept of word in text: Two priorities for learners in the emergent stage of literacy development. <i>The Reading Teacher</i> , 77(2), 156-166. https://doi.org/10.1002/trtr.2225	Module 7 activities
March 21-27		Exam 2	
Module 8 March 28 – April 3	Phonics Instruction & Decoding	Scanlon et al. (2017), Ch. 8, 9, 10, 11 Flanigan, K., Solic, K., & Gordon, L. (2022). The “P” word revisited: 8 principles for tackling today’s questions and misconceptions about phonics instruction. <i>The Reading Teacher</i> , 76(1), 73-83. https://doi.org/10.1002/trtr.2101	Module 8 activities
Module 9 April 4-10	Word Learning	Scanlon et al. (2017), Part III Intro., Ch. 12 & 13 “Word Identification Strategies” (Ch. 5, pp. 66-89) & “Observing and Teaching Strategies and Interactive Strategy Use” (Ch. 6, pp. 90-131) from Gelzheiser, L. M., Scanlon, D. M., Hallgren-Flynn, L., & Connors, P. (2019). <i>Comprehensive reading intervention in grades 3-8: Fostering word learning, comprehension, and motivation</i> . The Guilford Press. Duke, N. (2020). When young readers get stuck. <i>Educational Leadership</i> , 78(3), 26-33. Miles, K. P., Rubin, G. B., & Gonzalez-Frey, S. (2017). Rethinking sight words. <i>The Reading Teacher</i> , 71(6), 715-726. https://doi.org/10.1002/trtr.1658	Module 9 activities

Date	Topics	Readings	Assignments
Module 10 April 11-17	Oral Reading Fluency	Scanlon et al. (2017), Ch. 14 Morrow et al. (2023), Ch. 10	Module 10 activities
Module 11 April 18-24	Spelling	Bear, D. R., Frederick, A., Kiernan, D., & Ittner, A. C. (2024). Foundations of word study instruction. In A. C. Ittner, A. Frederick, D. Kiernan, & D. R. Bear (Eds.), <i>Word study for literacy leaders: Guiding professional learning</i> . The Guilford Press. Morrow et al. (2023), Ch. 9 Graham, S. (2018). Handwriting instruction: A commentary on five studies. <i>Reading & Writing, 31</i> , 1367-1377. https://doi.org/10.1007/s11145-018-9854-5	Module 11 activities Explicit Lesson Plan & Reflection
Module 12 April 25 – May 1	Supporting Students Experiencing Difficulties with Code-Based Skills	Scanlon et al. (2017), Part V Intro., Ch. 17, 18 Moats (2020), Ch. 8 Morrow et al. (2023), Ch. 8	Module 12 activities
May 2-8	Exam 3		