George Mason University
College of Education and Human Development
PhD in Education, Literacy Program

Course
EDRD 832 DL1, 3 credits
Research Methodologies and Trends in Literacy
Spring 2024

Instructor
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Office hours: by appointment

Class Meeting
Wednesday, 4:30-7:10 p.m.
Online synchronous

Prerequisites
EDUC 800, EDRS 810, or permission of instructor

University Catalog Description
Develops knowledge and skills in the application of research methodologies in literacy to current national and international trends.

Course Overview
This course is a foundational course for doctoral students who have selected Literacy as a specialization or minor in the PhD in Education program. Other PhD in Education students may enroll with instructor permission. Emerging topics and issues are approached through multiple research designs prevalent in the field of literacy. Topics include emerging issues related to literacy research methods, processes, and practices. The course has a strong emphasis on research methodologies in the domain of literacy, so knowledge about foundational theories of literacy and literacy processes is assumed.

Course Delivery Method
This course will meet synchronously online each week. This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group discussion, hands-on, interactive work, student presentations, and cooperative learning.

Learner Outcomes
This course is designed to enable students to
1. Develop an understanding of theories and models related to literacy that guide current research.
2. Develop an understanding of and appreciation for research methodologies that encompass current trends and issues in the field of literacy.

3. Complete a content analysis of recent literature in the field of literacy and collaborate with classmates to create a report of current trends and issues in topics of study and methods used.
4. Participate in class discussion with questions and ideas derived from the readings and pertinent to class topic.

Professional Standards
Not applicable

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

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

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/]() .

Required Texts
Duke, N. K., & Mallette, M. H. (Eds.). (2021). *Literacy research methodologies* (3rd ed.). Guilford.

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).

Course Assignments

1. **Participation – 25 points**

Students are expected to (a) attend every class, (b) complete all assigned readings and tasks, and (c) actively participate in discussions. This portion of the grade includes discussion leadership.

2. **Methodology Presentation – 25 points**

You will select a chapter from the text to read, so you will learn about a specific methodology. You will consult other sources about the methodology and sample studies of the methodology in use. You will conduct a presentation on the methodology. You will also assign a study that used the methodology for the class to read in advance of your presentation.

3. **Annotated Bibliography – 25 points**

You will conduct a literature review or annotated bibliography on a literacy topic related to your area of interest. This literature review should synthesize the current research in a specific area into a cohesive manuscript. The annotated bibliography should summarize a collection of research articles on a specific area of inquiry. It will be the basis for the conference proposal assignment.

4. **Conference Proposal – 25 points**

You will draft a conference proposal for the American Educational Research Association (proposals are due summer 2024). You are submitting a theoretical paper or a research synthesis rather than an empirical study. This paper can be submitted to AERA or held for a literacy conference (ALER, LRA).

Grading Scale

A	100-95		B	85-81
A-	94-90		C	80-71
B+	89-86		F	below 71

Class Schedule

Date	Topic	Assignment and/or Readings Due
1/17	Introduction, Syllabus, Assignments, chapter selections	LRM Foreword and Ch. 1
1/24	**No class meeting**	Pearson, 2004
1/31	Brief look at the recent history of the field of literacy research	Stahl, 1998; Alexander & Fox, 2019 **Topic selection due**
2/7	Current state of the field	Purcell-Gates et al., 2016
2/14	**No class meeting**	HRR V Chapters 1, 3, 4
2/21	Handbook of Reading Research	Two chapters (student choice)
2/28	Handbook of Reading Research	Two chapters (student choice) **Annotated bibliography update due**
3/6	**Spring break**	
3/13	**No class meeting**	Auckerman, Cervetti, & Duke articles
3/20	**No class meeting**	Elliot, Hoffman, & Fien articles
3/27	Science of Reading	Cabell, Shanahan, & Solari articles

4/3	Methodologies	Three chapters (student choice)
4/10	**No class meeting**	Three chapters (student choice)
4/17	Methodologies	Three chapters (student choice)
4/24	Diversity and equity in literacy research	Willis et al., 2020; Milner, 2020 **Annotated Bibliograph due**
5/1	Current published research	Parsons et al., 2016, 2020
5/8	Exam date	**Conference Proposal due**

Instructor reserves the right to modify the syllabus with appropriate notification to students.