George Mason University
College of Education and Human Development
Literacy Program

EDRD 641.001 – Trends and Issues in Literacy
2 credits, Summer 2024
Asynchronous, Online

Faculty

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Prerequisites/Corequisites
none

University Catalog Course Description
Examines current trends and issues in literacy research, development, and instruction. Considers the impact of students' cultural, linguistic, and exceptional diversity on literacy learning.

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 May 13.

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 2-credit course requires a minimum of 2 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 4 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 with the exception of the first and last weeks of the semester (see course 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.
- 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. Explain major theories and empirical research that describe current issues in literacy development and instruction.
2. Read and analyze the scholarship of the field.
3. Identify approaches to literacy instruction which acknowledge the cultural, linguistic, and exceptional diversity in schools.
4. Describe the unique developmental, cognitive, and linguistic needs of 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, 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, convention of standard English, vocabulary acquisition and use, speaking listening, viewing, visually representing) and its relationships with other aspects of literacy.
1.4 Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.

Virginia Standards for Reading Specialist Programs addressed in this course:
2d. Demonstrate an understanding of the unique needs of students with language differences and delays.
6a. Demonstrate an understanding of developmental psychology, including personality and learning behaviors.
6b. Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels.
6c. Demonstrate an understanding of the significance of cultural contexts upon language.
6d. Demonstrate an understanding of varying degrees of learning disabilities.
6k. Demonstrate knowledge of current research and exemplary practices in English and reading.

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

Additional 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
or

American Psychological Association. (2020). *Concise guide to APA style* (7th ed.).
https://doi.org/10.1037/0000173-000

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). Detailed assignment guidelines and rubrics are provided in Blackboard.

- **Assignments and/or Examinations**
  1. Online Modules (30%)
  Throughout the semester you will complete asynchronous online modules of varying lengths 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. With the exception of Module 1, modules will open on Thursday. All activities and
  assignments due within that module must be submitted by 11:59 p.m. on the Wednesday indicated in the
  class schedule. Notice tasks for Module 1 are due on Wednesday while Module 1 ends on Tuesday. 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 understanding,
  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. Article Discussion Leadership (ADL) (20%)
  The purpose of this assignment is to dive deeply into a course topic and show an in-depth understanding
  of (1) how to analyze and interpret a research article, (2) how to summarize and disseminate research
  information to peers, and (3) how to engage in meaningful collaboration with peers.

  You will work in assigned teams to evaluate 2 peer-reviewed literacy research articles provided by the
  instructor. Your group will read, analyze, and discuss the articles. Next, your group will decide on a
  format for sharing the research with other educators. You may choose to create an infographic for each
  article or to develop a narrated digital presentation summarizing the research. Regardless of the format
  chosen, you will include the following information for each article: (a) purpose of the article, (b)
  summary of the article (c) critique of the research, and (d) suggestions for impact on the work of
  educators. You will share your completed product with your peers and moderate the online discussion
  around your topic.

  3. Annotated Bibliography (25%)
  An annotated bibliography is a collection of source references about a specific topic. The goal of an
  annotated bibliography is to provide researchers interested in a specific problem or topic with
  information about a source's contents and usefulness. You will complete an annotated bibliography for a
  topic that addresses a trend of issue in the field of literacy as a precursor to your research synthesis

4

assignment. Review current (past 10-15 years), relevant (focused on your topic), peer-reviewed literature on the topic. Include a minimum of 10 entries from peer-reviewed journals. At least 5 of the entries must be empirical research reports. If you wish, you may continue with your topic from EDRD 640, or develop a new research question. You may use up to 2 sources assigned as readings in this or other courses as part of this assignment.

4. Research Synthesis Presentation (25%)
Literacy specialists need to be knowledgeable of the current research in literacy and able to share it with other educators. Using the topic and literature you identified and reviewed for your annotated bibliography, develop an 8- to 15-minute multimedia presentation that demonstrates your ability to synthesize the literature you've read about the topic and its implications for literacy instruction or practice.

- **Other Requirements**
  Assignment Guidelines
  All assignments should be submitted by 11:59 p.m. on the date noted in the class schedule. <u>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.</u>

  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, <u>please email me again</u>. 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**

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Grading Scale

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

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

Date	Topics	Readings	Assignments
Module 1 May 13-15	Course Overview Current Issues & Trends in Literacy Research & Instruction	Grote-Garcia, S., & Ortlieb, E. (2024). What's hot in literacy 2023: The ban on books and diversity measures. *Literacy Research and Instruction, 63*(1), 1-16. https://doi.org/10.1080/19388071.2024.2289801 Morrow et al. (2023) – Chapter 1: Current Issues and Best Practices in Literacy Instruction	Module 1 activities ADL Topic
May 15	**Last Day to Add Classes**		
Module 2 May 16-22	Adolescent & Disciplinary Literacy	"Adolescent Literacies and Identities Inside and Outside of School" (Ch. 1, pp. 1-28) from Brozo, W. G. (2017). *Disciplinary and content literacy for today's adolescents* (6th ed.). The Guilford Press. Morrow et al. (2023) – Chapter 6: Best Practices for Literacy in High School Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review, 78*(1), 40-59. Shanahan, C., & Shanahan, T. (2014). Does disciplinary literacy have a place in elementary school? *The Reading Teacher, 67*(8), 636-639. https://doi.org/10.1002/trtr.1257	Module 2 activities ADL Article Choices Annotated Bibliography Research Question
May 17	**Last Day to Drop Classes with 100% Tuition Refund**		

Date	Topics	Readings	Assignments
Module 3 May 23-29	Literacy Motivation & Engagement	Barber, A. T., Levush, K. C., & Klauda, S. L. (2019). The role of motivation theory in literacy instruction. In D. E. Alvermann, N. J. Unrau, M. Sailors, & R. B. Ruddell (Eds.), *Theoretical models and processes of literacy* (7th ed., pp. 233-251). Routledge. Fisher, D., & Frey, N. (2021). New thinking about student engagement. *Educational Leadership, 79*(4), 76-77. Morrow et al. (2023) – Chapter 3: Best Practices for Motivating Students to Read **Choose 1:** Konrad, M. G. (2023). The love of the book: Students' text selection and their motivation to read. *The Reading Teacher, 77*(3), 332-340. https://doi.org/10.1002/trtr.2246 **OR** Wilkinson, K., Andries, V., Howarth, D., Bonsall, J., Sabeti, Sh., & McGeown, S. (2020). Reading during adolescence: Why adolescents choose (or do not choose) books. *Journal of Adolescent & Adult Literacy, 64*(2), 157-166. https://doi.org/10.1002/jaal.1065	Module 3 activities ADL Product for Disciplinary Literacy and Multilingual Learners (as assigned)
May 31	**Last Day to Withdraw from Classes (No Tuition Refund)**		
Module 4 May 30 – June 5	Linguistic Diversity in Literacy	"Linguistic Variation and Reading (Ch. 10, pp. 259-280" from Schwanenflugel, P. J., & Knapp, N. F. (2016). *The psychology of reading: Theory and applications*. The Guilford Press. Martinez, R. A. (2018). Beyond the *English learner* label: Recognizing the richness of bi/multilingual students' linguistic repertoires. *The Reading Teacher, 71*(5), 515- 522. https://doi.org/10.1002/trtr.1679 Mohr, K. A. J., Juth, S. M., Kohlmeier, T. L., & Schreiber, K. E. (2019). The developing bilingual brain: What parents and teachers should know and do. *Early Childhood Education Journal, 46*(11), 11-20. https://doi.org/10.1007/s10643-016-0833-7 Morrow et al. (2023) – Chapter 16: Best Practices to Support the Literacy Development of Bilingual Learners	Module 4 activities ADL Product for Motivation & Engagement and Cultural Diversity (as assigned) Annotated Bibliography Reference List

Date	Topics	Readings	Assignments
Module 5 June 6 - 12	Cultural Diversity in Literacy	Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives: Choosing and Using Books for the Classroom, 6*(3), ix–xi. Enriquez, G. (2021). Foggy mirrors, tiny windows, and heavy doors: Beyond diverse books toward meaningful literacy instruction. *The Reading Teacher, 75*(1), 103-106. https://doi.org/10.1002/trtr.2030 Kelly, L. B., & Djonko-Moore, C. (2021). What does culturally informed literacy instruction look like? *The Reading Teacher, 75*(5), 567-574. https://doi.org/10.1002/trtr.2068 Morrow et al. (2023) – Chapter 2: Best Practices to Promote Social Justice and Equity in the Literacy Classroom	Module 5 activities ADL Product for Reading Disabilities (as assigned)
Module 6 June 13-19	Supporting Literacy Development for All Students	"Factors Involved in Reading and Writing Difficulties" (Ch. 2, pp. 19-49) from Gunning, T. G. (2018). *Assessing and correcting reading and writing difficulties* (6th ed.). Pearson. Morrow et al. (2023) – Chapter 17: Best Practices to Change the Trajectory of Students Experiencing Reading Difficulties Morrow et al. (2023) – Chapter 18: Best Practices to Support Achieving Yet "Invisible" Literacy Learners	Module 6 activities ADL Product for Dyslexia (as assigned) Annotated Bibliography
Module 7 June 20-26	Supporting Students with Dyslexia & Dysgraphia	Johnston, P., & Scanlon, D. (2021). An examination of dyslexia research and instruction with policy implications. *Literacy Research: Theory, Method, and Practice, 70*(1), 1-22. https://doi.org/10.1177/23813377211024625 Johnston, V. (2019). Dyslexia: What reading teachers need to know. *The Reading Teacher, 73*(3), 339-346. https://doi.org/10.1002/TRTR.01033 Truckenmiller, A. (2024). New and not-well-known research about reading disabilities: Teachers want to know. *The Reading Teacher, 77*(5), 705-711. https://doi.org/10.1002/trtr.2280	Module 7 activities
Module 8 June 27 – July 9	Synthesizing Research	– none	Research Synthesis Presentation