George Mason University
College of Education and Human Development
Literacy Program

EDRD 635.001 – School Based Inquiry in Literacy
3 Credits, Summer 2024 (May 13-July 9)
Asynchronous

Faculty
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Prerequisites/Corequisites
EDRD 630, EDRD 631, EDRD 632, EDRD 633, and EDRD 637

University Catalog Course Description
Examines professional literature in order to develop a literature review and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered 100% online 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 @gmu.edu) and email password. The course site will be available on May 13, 2024.

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 Monday, and finish on Sunday.

- **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. You can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including 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 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. Read and analyze literacy studies related to research interest and write a literature review.
2. Design a grant proposal to fund a project or materials to enhance role as a literacy leader.

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

4.4 Candidates advocate for equity at school, district, and community levels.

6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.

6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Virginia Standards for Reading Specialist Programs addressed in this course:

6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.

6k. Demonstrate knowledge of current research and exemplary practices in English and reading.

6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

Other Requirements

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (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 to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

Required Texts

None

Recommended Texts

APA Manual, 7th edition.

Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction.* HarperCollins.

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

Assignment	Value	Due Dates
Course Engagement	20%	ongoing
Annotated Bibliography	20%	May 31
Literature Review	25%	June 21
Grant Proposal	35%	July 8

1. **Class Engagement (20%)**

Being engaged in this course is essential to the teaching-learning process. Engagement involves timeliness, and active participation. Class attendance is important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class; complete work in a timely manner; offer critical insights to discussions; ask in-depth; thoughtful questions; and provide thoughtful, responsive feedback to your peers.

Online discussions

Asynchronous online discussions will form the bulk of our interactions for this course so it's important that you participate regularly, fully, and appropriately.

- Abby or I will post a weekly update before each Sunday night of each week that gives an overview of the readings or assignments for the week, a mini-lecture, and/or some questions to consider.
- You will each be responsible for a weekly video or text response, 3-5 minutes (or 2-3 written paragraphs) in length, in which you reflect on readings, assignments, and pose remaining questions. Post these within the weekly forums as a new thread (embed the videos) by the deadlines listed on the schedule.
- Respond in text or embedded video to at least two peers' posts/threads by the deadlines as listed in the syllabus
- Before you start posting, consider the norms and ideas for "netiquette" presented here: https://www.youtube.com/watch?v=DwdqQjCfWSc

The following rubric will be used for assessment:

	Meets expectations	**Approaching expectations**	**Does not meet expectations**
Participation (20%)	Actively participates in blackboard discussions with meaningful contributions. Critically considers class content and poses critical, thoughtful questions/insights. Demonstrates professionalism in all communications with professor and peers.	Participates in blackboard discussions, though contributions are uneven. Usually, but not always, critically considers content and/or poses questions. Demonstrates professionalism in most communications with professor and peers.	Participates in blackboard discussions at least peripherally. Is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking. May occasionally demonstrate unprofessionalism in communications

2. **Literature Review (45%)**
   Literacy specialists need to be knowledgeable of current research in literacy. The purpose of this assignment is to summarize and critique a relevant literacy topic that needs to be developed in your school. Choose a topic and review the current (past 10 – 15 years), relevant (focused on your topic), peer-reviewed research. Also, review any seminal work and theories that would ground your topic in the research literature. This assignment has 2 parts:

   A. **Annotated Bibliography (part of Literature Review): (20%)**
      This task scaffolds the literature review. You will read at least 10 peer-reviewed research articles from academic journals, then create a critical annotation for each.

   B. **Literature Review Paper (25%)**
      Write a well-organized literature review of the research. Your review should critically analyze and synthesize the literature (10-15 articles), providing clear and insightful analysis of the current knowledge on the topic. Follow APA guidelines.

3. **Grant Proposal (35%)**
   This is a Performance-Based Assessment for this course**.** Literacy specialists are in a position to procure funding to create, support, or develop literacy programs or instruction within the school. The purpose of this assignment is to identify a grant opportunity related to your literature review topic and write a proposal for that grant. Due to funding cycles, very few grants are open over the summer. Therefore, we provide a generic template for you to follow for this assignment. In following the template, you will craft a grant proposal that can be easily revised to fit most requests for proposals (RFPs). Of course, it is vital to follow the directions and requirements of the specific RFP, but our template will position you well to submit the grant proposal to a funder.

● **Other Requirements**

Assignments
All assignments should be turned in on the due date in the schedule below by 11:59 PM. All assignments must follow APA guidelines for student papers. **Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment**, so please proofread carefully. Late papers and projects will not be accepted without penalty (10% per day), excepting extraordinary circumstances.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

General
Email response: I will respond to all emails within 24 hours during the week and 48 hours on weekends/holidays. If you do not get a reply within 24/48 hours PLEASE resend email. Students are expected to respond to emails within 24 hours during the week.

Please **consult the syllabus FIRST** for all questions. Then consult our class Blackboard discussion forum for FAQs, and then consult me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable time frame. I will be available by appointment and by e-mail.

Advising
Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (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 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 Scale

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

Literacy students must retake any course in which they receive a grade of C or lower to be eligible for licensure (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/polices-procedures/

Class Schedule

Date	Activity/Readings	Assignment Due
Mon, May 13	Video for Lecture #1: Course Overview ● Identifying a topic ● Formulating an investigation question ● Annotating articles ● Writing a Rationale ● Critical Friends pairing	
Wed, May 15	Read: Chapter 12, "Moving the Field Forward as Leaders and Literacy Advocates" in Shearer, Carr, & Vogt (2019). *Reading specialists and literacy coaches in the real world* (4th ed.). Waveland Press.	Post Introduction Video on BB: State your name, current occupation, thoughts about a topic for class, and reflection of the reading (note: this is not a summary, but a synthesis of how you can use the information and what questions you have)
Fri, May 17	Video #2: Literature Searching ● Library databases ● Literature Review: choosing, organizing, and evaluating resources Read: Denney & Tewksbury (2013) Beauchamp (2015)	Post Rationale and Investigation Question(s) on BB Discussion Board
Mon, May 20	Reflect and respond to at least 2 classmates' posts. Begin literature searching	
Wed, May 22	Locate and annotate 5 articles for Annotated Bibliography / Literature Review	
Fri, May 24		Post 5 article annotations to BB
Mon, May 27	**Memorial Day**	
Wed, May 29	Respond to two peers DB responses/reflections Schedule conference with instructor this week for next week through Signup Genius	
Fri, May 31	Work on Annotated Bibliography	Submit Annotated Bibliography to BB under Assignments
Mon, June 3	Read Flanigan, 2007 Anderson et al., 2018	

Date	Activity/Readings	Assignment Due
	(this is a craft lesson: focus on their rationales and literature reviews as exemplars)	
Wed, June 5	Meet with instructor this week Use feedback from Annotated Bibliography to work on Literature Review	
Fri, June 7	Continue to work on Literature Review	
Mon, June 10	Video #3: Writing Conferences Guidelines ● Schedule a meeting with critical friend(s) (in person or virtually) ● continue to work on Literature Review	Literature Review draft due to critical friend(s)
Wed, June 12	Read and reflect on critical friends' drafts	
Fri, June 14	Meet with critical friend(s) by today	Post writing conference reflections and next steps on BB
Mon, June 17	Work on Literature Review	
Wed, June 19	Respond to 2 peers' writing conference reflections	
Fri, June 21	Give feedback to at least two peers' presentations on BB Read: Writing Proposals (Chapter 11) from Bean, R. M. (2015). *The reading specialist: Leadership and coaching for the classroom, school, and community* (3rd ed.). Guilford Press.	Submit Literature Review paper to BB under assignments
Mon, June 24	Video 4: Writing Grants Read articles: ● Maxwell, 2005 ● Nutt, 2003 ● Stinson, 2007 Review exemplar grants	
Wed, June 26		Post article reflection of articles on BB and exemplar grants (NOT a summary – how can you use the information for your own work?); work on grant proposal; post 3 sources for grant funding on google doc

Date	Activity/Readings	Assignment Due
Fri, June 28	Respond to at least 2 classmates on BB about how their reflection assists your understanding of grant writing; work on grant proposal	
Mon, July 1		Post Draft of Grant Proposal on BB
Wed, July 3	Respond to at least 2 classmates on BB with feedback on grant proposal	
Fri, July 5		
Mon, July 8		Post Grant Proposal under assignments on BB

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 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/SLL 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.

Selected Performance Based Assessment (PBA detailed description):
This Performance Based Assessment (PBA) is intended to instill a culture of outreach in coaching to support teachers in schools. Competent and effective reading specialists and literacy coaches should be prepared to investigate and understand the needs of the teachers they serve, as well as to advocate and secure resources and services for teachers and students in their schools. Therefore, the PBA for this course is the Grant Proposal.

A detailed description of each of these assignments is provided below with a rubric for evaluating each part. **Please follow all APA guidelines to complete this assignment**.

Grant Proposal
Literacy specialists are in a position to procure funding to create, support, or develop literacy programs or instruction within the school. Due to funding cycles, very few grants are open over the summer. Therefore, we provide a generic template for you to follow for this assignment. In following the template, you will craft a grant proposal that can be easily revised to fit most requests for proposals (RFPs). Of course, it is vital to follow the directions and requirements of the specific RFP, but our template will position you well to submit the grant proposal to a funder.

Grant Proposal Rubric & Scoring Guide

Rubric for Grant Proposal

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
4.4 Candidates advocate for equity at school, district, and community levels.	Provides exemplary evidence of ability to advocate for equity at school, district, and community levels.	Provides satisfactory evidence of ability to advocate for equity at school, district, and community levels.	Provides partial evidence of ability to advocate for equity at school, district, and community levels.	Provides little or no evidence of ability to advocate for equity at school, district, and community levels.
6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides exemplary evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides satisfactory evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides partial evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides little or no evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.
6.4 Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides exemplary evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides satisfactory evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides partial evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.	Provides little or no evidence of ability to consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.