George Mason University
Graduate Course Approval/Inventory Form
Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordination Form on page 2, if changes in this course will affect other units.

Please indicate:  ___ X __ NEW  ___ MODIFY  ___ DELETE

Local Unit: Graduate School of Education  Graduate Council Approval Date:

Course Abbreviation: EDRD  Course Number: 829

Full Course Title: Advanced Foundations of Literacy Education

Abbreviated Course Title (24 characters max.): Adv Found of Literacy Ed

Credit hours: 3  Program of Record: Literacy Program

Repeatable for Credit?  ___ D=Yes, not within same term  ___ T=Yes, within the same term  ____ X  ___ N=Cannot be repeated for credit

Activity Code (please indicate):  ___ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)  ___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)

Catalog Credit Format: 3:3:0  Course Level: GF(500-600) ___ GA(700+)  ____ X

Grade Type:  ___ X GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

Maximum Enrollment: 20  For NEW courses, first term to be offered: Spring 2004

Prerequisites/Corequisites: EDUC 800, EDRS 810, or permission of instructor.

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses:
EDRD 829 Advanced Foundations of Literacy Education (3:3:0). Prerequisites: EDUC 800, EDRS 810, or permission of instructor. Examines foundational theory, research, and methodology related to literacy. Includes historical and theoretical foundations, research methodologies, and issues such as literacy acquisition, beginning reading, comprehension, struggling readers, and language diversity.

For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation:  Previous number:
Description of modification:

APPROVAL SIGNATURES:
Submitted by:  email: ____________________
Department/Program:  Date: ____________________
College Committee:  Date: ____________________
Graduate Council Representative:  Date: ____________________
GEORGE MASON UNIVERSITY
Course Coordination Form

**Approval from other units:**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit: none</th>
<th>Head of Unit’s Signature:</th>
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Graduate Council approval: ___________________________ Date: __________

Graduate Council representative: ___________________________ Date: __________

Provost Office representative: ___________________________ Date: __________
EDRD 829 ADVANCED FOUNDATIONS OF LITERACY EDUCATION

OVERVIEW

This course explores foundational theory, research, and methodology related to literacy. It is one of the foundational courses for doctoral students who have selected Literacy as a specialization or minor in the Ph.D. in Education program. Topics include historical and theoretical foundations, research methodologies, and broad issues related to literacy, such as literacy acquisition and beginning reading, comprehension, struggling readers, and language diversity. Students will study a common core of research literature of historic and contemporary significance. The class will be held in a seminar format; extensive reading and writing will be required.

COURSE DESCRIPTION

Examines foundational theory, research, and methodology related to literacy. Topics include historical and theoretical foundations, research methodologies, and issues related to literacy, such as literacy acquisition and beginning reading, comprehension, struggling readers, and language diversity.

STUDENT OUTCOMES

A. Students will be able to summarize theoretical perspectives of literacy topics through reading, discussion, and written assignments based on classic or historically significant texts selected to represent important theoretical perspectives, such as psychological, sociocultural, anthropological, and linguistic.

B. Students will explore theoretical perspectives through readings in identified broad issues related to literacy, such as literacy acquisition and beginning reading, comprehension, struggling readers, and language diversity, and assessment.

C. Students will study current research that is grounded in the theoretical perspectives above and related to the broad issues, such as literacy acquisition and beginning reading, comprehension, struggling readers, and language diversity.

D. Students will explore literacy research methodologies.

E. Students will practice and demonstrate research skills through library and on-line searches for relevant contemporary articles and publications related to the major assignments.

F. Students will complete several structured papers focused on the common core of readings with links to contemporary research.

RELATIONSHIP TO PROGRAM GOALS

EDRD 829 is designed to enable doctoral students who major or minor in literacy to learn and apply foundational theory and research to critical literacy topics. The course treats topics as fundamental to advanced study of literacy and helps doctoral students understand the historical, theoretical and research foundations of the specified topics. The course is designed to provide foundational knowledge that will be needed before taking other doctoral courses in the literacy program.
PROPOSED COURSE REQUIREMENTS

Required Student Performance and/or Products

1. Attendance and participation in all class discussions. Reading of all assignments. (15%)

2. For one of the assigned readings in each topic (history and theoretical overview, language acquisition and beginning reading, comprehension, struggling readers, and language diversity) preparation of written, focused reflections (a total of 5 focused reflections). The articles for the reflections will be specified by the instructor. (5 X 8% = 40%)

3. For each topic area (history and theoretical overview, language acquisition and beginning reading, comprehension, struggling readers, and language diversity) preparation of written synthesis of the topic that includes historical framework, methodologies used to study the topic, summary of a contemporary research article on the topic, and implications for literacy instruction (a total of 5 written syntheses). (5 X 8% = 40%)

4. Students will be required to present one of the topic area syntheses in class. (5 %)

Methods of Student Performance Evaluation.

1. Class participation will be evaluated using the following rating scale:
   A (9-10) Excellent – Regularly asks questions or makes observations that indicate reflection and analysis appropriate to the topic. Participates actively in small group activities. Submits all in-class reflections on readings and class discussions.
   B (7-8) Competent—Occasionally asks questions or makes observations that indicate reflection and analysis appropriate to the topic. Participates in small group activities. Submits some in-class reflections on readings and class discussions.
   C (5-6) Minimal – Rarely asks questions or makes comments that indicate familiarity with the topic. Does not participate in small groups. Does not submit in-class reflections on readings and class discussions.

2. Each of the article reflections will be evaluated by an instructor/literacy program area designed rubric. (see attached rubric)

3. The topic area syntheses will be evaluated by the instructor using specific criteria for synthesizing each of the literacy topic areas. Criteria will focus on students’ ability to demonstrate connections between historical, methodological, and research foundations in literacy education. (see attached criteria)

4. The topic area synthesis presentation will be evaluated using a rubric that is linked to the specific criteria used for the topic area syntheses. Each student will also complete a self-assessment using the rubric. (see attached criteria)

Topics and Required Readings

Week 1 Introduction
   o Literacy Research Perspectives


*Week 2*  
**Historical Overview of Literacy**

- Literacy Research from the 1920s to 1950s
- Historical Influences on Different Research Perspectives
- Historical Influences of the 1960s, 1970s, 1980s, 1990s


*Week 3*  
**Theoretical Overview of Literacy**

- Psychological Influences, Sociocultural Influences, and Sociolinguistic Influences
- Research Methodologies and Theoretical Perspectives


*Week 4*  
**Language Development**

- Different Approaches to Language Development
- Language, Culture, and Context
- Research Methodologies


*Week 5*  
**Literacy Acquisition**
o Emergent Literacy
o Reading, Writing, and Oral Communication
o Influences of Families and Communities
o Research Methodologies


*Week 6  Beginning Reading*

o Reading Readiness
o Phonics and Phonemic Awareness
o Print Awareness and Writing Development
o Research Methodologies


*Week 7  Comprehension*

o Schema Theory
o Metacognition


*Week 8  Comprehension*

o Comprehension Monitoring
Week 9  Comprehension
  o Reading to Learn
  o Assessment and Comprehension
  o Research Methodologies and Assessment of Comprehension


Week 10  Struggling Readers
  o Examining Reading Difficulties
  o Research Methodologies


Week 11  Struggling Readers
  o Defining Special Needs and Disabilities


**Week 12 Struggling Readers**

- Literacy and Schooling
- Research Methodologies


**Week 13 Language Diversity**

- Literacy Development and ESL Learners
- Research Methodologies
- Literacy Assessment and Instruction for ESL Learners


**Week 14 Language Diversity**

- Literacy and Culture
- Literacy Development Among Specific Linguistic Populations


**Week 15 Assessment Synthesis**

- High-Stakes Assessment
- Classroom Assessment


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<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
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<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Summarizes and synthesizes the key points concisely and accurately 3 points</td>
<td>Summarizes the article accurately 2 points</td>
<td>Describes different points covered in the article 1 point</td>
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<tr>
<td><strong>Reflection</strong></td>
<td>Addresses specific strengths and weaknesses by providing a clear rationale for why the points would be regarded as strengths or weaknesses. Addresses strengths and weaknesses and tells why each point is a strength or weakness. Reflection describes thoughts about the article. 3 points</td>
<td>Addresses strengths and weaknesses and tells why each point is a strength or weakness. Reflection describes thoughts about the article. 3 points</td>
<td>Addresses only strengths. Reflection describes thoughts about the article. 2 points</td>
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<tr>
<td><strong>APA Reference</strong></td>
<td>Minimal Errors 1 point</td>
<td>Numerical Errors 0 points</td>
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<td><strong>Clarity of Writing</strong></td>
<td>Minimal grammatical or spelling errors 1 point</td>
<td>Multiple errors 0 points</td>
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Name_____________________

Topic ____________________

**Historical Framework** (8 points)
- Includes introduction and summary
- Includes at least 2 sources relevant to topic
- Explains relevant theoretical perspectives
- Links to methodologies

**Methodologies** (8 points)
- Compares and contrasts at least two different methodologies used to study topic
- Includes introduction and summary
- Links to historical framework
- Explains methodology used in contemporary research article

**Contemporary Research Article Summary** (8 points)
- Theoretical / conceptual framework described
- Methodology described
- Results described
- Implications of study described

**Implications for Literacy Instruction** (8 points)
- Discusses how results of study would influence literacy-based practice
- Discusses appropriateness of research methodologies used to study topic
- Discusses validity of research studies that have been conducted
- Includes questions for future research

**Clarity and Organization of Writing** (6 points)
- Information presented clearly with no grammar or spelling errors.
- Adheres to APA 5th ed. guidelines
- Paper logically organized
NAME _____________________________

Topic _____________________________

Historical Framework (4 points)
• Explains relevant theoretical perspectives
• Links to methodologies
• Establishes context for reader for the contemporary research article summary
• Provides rationale for selection of contemporary research article

Methodologies (4 points)
• Compares and contrasts at least two different methodologies used to study topic
• Explains methodology used in contemporary research article

Contemporary Research Article Summary (4 points)
• Theoretical / conceptual framework described
• Methodology described
• Results described
• Implications of study described

Implications for Literacy Instruction (4 points)
• Discusses how results of study would influence literacy-based practice
• Includes questions for future research

Overall Discussion and Presentation (4 points)
• Focused presentation of key ideas
• Interactive presentation based on critical questions