George Mason University

Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Complete the Coordination Form on page 2 if changes in this course will affect other units. If no other units are affected, simply indicate “None” on the form. After approval by the appropriate GSE program faculty and GSE Program Development and Evaluation Team (PDET), the Associate Dean for Outreach and Program Development will forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures will be brought to the Graduate Council Meeting.

Please indicate:  XX NEW  ____ MODIFY  _____ DELETE

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

Course Abbreviation:  EDRD  Course Number:  830

Full Course Title: Foundations of Literacy: Birth through Later Childhood

Abbreviated Course Title (24 characters max including spaces):  FDTNS LITRCY:BRTH/LTR CH

Credit hours: 3  Program of Record:  Literacy/Reading, Ph.D

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

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

Activity Code (please indicate):  X 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+)

Maximum Enrollment:  20  For NEW courses, first term to be offered:  Spring 04

Prerequisites or corequisites:  Prerequisites:  EDUC 800 and EDRS 810.

Catalog Description (35 words or less) Use catalog format and attach a copy of the syllabus for new courses:
EDRD 831 Foundations of Literacy: Birth through Later Childhood (3:3:0). Prerequisites: EDUC 800 and EDRS 810. Explores theory, research, and practice related to emergent literacy and literacy development during childhood. Topics include literacy acquisition and development; historical trends in theories of literacy development; psychological and linguistic, socio/cultural, and instructional influences on literacy development; vocabulary development; the role of narrative and scripts on linguistic development; authentic tasks and assessment and early literacy; and development in academically diverse children.

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  
Graduate School of Education  

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. Submit a signed form or attach a copy of the email approval.

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Graduate Council approval: ___________________________ Date: __________
Graduate Council representative: ___________________ Date: __________
Provost Office representative: _______________________ Date: __________
OVERVIEW:

The course explores theory, research and practice related to emergent literacy and literacy development during childhood. Topics include: literacy acquisition and development; historical trends in theories of literacy development; psychological and linguistic, socio/cultural, and instructional influences on literacy development; vocabulary development; the role of narrative and scripts on linguistic development; literacy teaching expertise and literacy development in academically diverse children.

COURSE OUTCOMES:

A. Students will be able to summarize, synthesize and compare specific psychological and linguistic influences on literacy acquisition and development in early, middle, and later childhood.

B. Students will be able to summarize, synthesize and compare specific socio-cultural influences on literacy acquisition and development in early, middle, and later childhood.

C. Students will be able to synthesize and analyze instructional influences on children’s developing literacy.

D. Students will read original research and classic research summaries in order to identify and compare the variety of theoretical perspectives and research designs currently used to study literacy.

E. Students will be able to compare and contrast specific literacy studies in terms of methodology and results.

F. Students will review research studies in an area of personal interest that have encouraged the use of specific classroom applications such as reciprocal teaching or authentic assessment.
COURSE READINGS:

Course Readings to be distributed in class

Required Text:

Optional Text:

COURSE REQUIREMENTS:

1. Discussion participation. Each person will be responsible for reading the articles designated for discussion. (15%)

2. For two of the articles in literacy acquisition and development, preparation of written, focused critiques. At least one of the written critiques needs to be on a research article. Each student and the instructor will determine the articles for the critiques. (20%)

3. Students will be required to present one of the assigned critiques of literacy research studies to the discussion group. The criteria are included on a handout and will be discussed in class. (15%)

4. Students will be required to write and present an integrated review of studies on a topic of their choice. The review needs to include: an introduction; specific sections related to the topic of the review; a section, which summarizes specific applications of this area of literacy research to practices in instructional settings; and an overall summary. The components and structure of the review will be discussed in class. (50%)

EVALUATION CRITERIA:

1. Each of the critiques will be evaluated using a rubric. The rubric will consist of the criteria for critiquing literacy research studies provided on the handouts and will be discussed in class.

2. The presentation of the critique of the assigned research study and ability to discuss the article and related topic will be evaluated using criteria for critiquing literacy research studies provided on the handouts and will be discussed in class.

3. The integrated reviews will be evaluated by the instructor using a specified set of criteria that is linked to the criteria used to evaluate the critiques of individual research studies and will be developed.
DUE DATES:

Critiques of Two Research Studies: 
NO LATER THAN WEEK 7

Presentation of Research Study Critique and Discussion: (INDIVIDUAL DUE 
DATES)

Integrated Review and Application of Literacy Research: 
DUE WEEK 15
TOPICS, SCHEDULE, AND ASSIGNED READINGS:

Weeks 1-3:
**Historical and Theoretical Foundations of Literacy Acquisition**

*Assigned Readings:*


*Readings to Choose From:*


OR


Weeks 4 and 5: **Psychological, Cognitive, and Linguistic Influences on Literacy for Younger Learners**

*Assigned Readings:*


Weeks 6 and 7: **Social, Cultural, Political, Contextual Influences on Early Literacy**

*Assigned Readings:*


Weeks 8 and 9: Instructional Influences and the Assessment of Literacy Learning for Younger Learners

Assigned Readings:


Week 10: Teaching Literacy Teachers of Younger Learners

Assigned Readings:


Weeks 11 and 12: The Literacy Needs of Younger Learners from Diverse Populations

Readings to Choose From:


*Assigned Readings:*


**Week 13: Family Literacy**

*Assigned Readings:*


**Week 14: Work on Integrated Review; Meet with instructor for Feedback on Integrated Review Papers**

**Week 15: Integrated Review Papers Due and Review Presentations**

Note: This syllabus is subject to change based on the needs of the group. If you need course adaptations or accommodations because of a disability or need or special circumstances please inform your instructor as soon as possible so that arrangements can be made.