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: 831

Full Course Title: Foundations of Literacy: Adolescence through Adulthood

Abbreviated Course Title (24 characters max including spaces): FDTNS LITRCY:ADOL/ADULT

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

X 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.

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: ________________
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.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>None</td>
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Graduate Council approval: ________________________________ Date: __________

Graduate Council representative: __________________________ Date: __________

Provost Office representative: _____________________________ Date: __________
Course Description:
Prerequisites: EDUC 800 and EDRS 810. The doctoral seminar explores theory, research, and practice related to adolescent and adult literacy. Topics include influences on adolescents’ and adults’ literacy practice and development, current and historical understanding of literacy, connections between literacy and learning in the content areas, and needs of diverse learners. Students study both a common core of research literature and topics of individual interest.

Instructor: Dr. Betty Sturtevant
Office: Robinson B445
Telephone/Voicemail: 703-993-2052
Fax: 703-993-2013
Email: esturtev@gmu.edu
Office Hours: by appointment
Class location: Enterprise 274, Thursdays, 7:20-10:00

Note: please leave an email or voicemail if you must miss class due to an emergency.

Perspective:
This course will be taught from an inquiry-oriented perspective, in that students will have the opportunity to develop and explore their own questions in a way that makes sense given their work to this point in the Ph.D. program. As part of this process, each individual will propose and conduct a project based on her or his own interests and learning needs. This choice will be individually negotiated with the instructor, and should be based on what the individual has already accomplished in earlier courses as well as goals that have been set in the individual’s Ph.D. in Education portfolio.

Student Outcomes:
A. Students will set personal goals for their own continuing development as scholars and select several to address in this course.
B. Students will develop questions regarding adolescent and adult literacy and will create a scholarly project or paper to address those questions.
C. Students will read and analyze research studies and research reviews related to adolescent and adult literacy.
D. Students will review and evaluate materials available for teacher education, instruction, and assessment related to adolescent and adult literacy.
E. Students will compare and contrast the theoretical perspectives of different scholars.

Texts:
- Readings listed in syllabus (available on Blackboard or on reserve in the library).
- Students will also need access to the American Psychological Association Manual, 5th Edition.

COURSE REQUIREMENTS AND EVALUATION METHODS:

1. Portfolio: Students will create a course portfolio to document their learning related to the student outcomes listed above. Portfolios will be due on XXX. Some assignments within the portfolio will have separate due dates. 50%

   All portfolios will include:
   a. Goal statement regarding what you wish to gain from the course (about 2 pages) (due on xxx)
   b. Evidence of serious study of and reflection on all class readings (continuous)
c. Two critiques of research articles (see syllabus)

d. Written analyses of the following: a content area reading text for pre-service secondary teachers; a text or set of published materials used to teach adults to read; a reading assessment used with adolescents or adults (analysis in class).

e. Reflection on what you have learned from the course, and what you want to learn more about related to both the content of the course and your skills as a scholar (end of course) (2-3 pages) (due on xxx)

2. Individual paper (40%). First, write a proposal for an individual paper based on your current learning needs as a doctoral student. This paper must include scholarly inquiry (literature review) and may also include data collection of some type. Another option would be learning to write conference or grant proposals, but these would of necessity also include literature reviews (and if the conference only requires a short synopsis, a longer paper would be needed for the class). All students will present an oral summary of what they learned through their projects to the class during the last class. If your project cannot be completed within one semester due to the length of data collection, etc., you may ask to receive a grade of Incomplete (please do so by the mid point in the course). Incompletes must be cleared by the mid point of the spring semester.

3. Participation – attend all classes and participate actively. If an emergency prevents attendance, please discuss the situation with the instructor. (10%)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Other Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction Introduction to resources in field</td>
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<td>Course overview Instructions for critiques</td>
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<td>Week 2</td>
<td>Discussion of drafts Theories behind literacy research/ important</td>
<td>Payne-Bourcy (JLR, 35.1, 2003)</td>
<td>Article critique draft-quantitative</td>
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<td>terminology</td>
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<td>Course goal statement</td>
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<tr>
<td>Week 3</td>
<td>Research trends in literacy</td>
<td>Sheehan-Holt (on BB)</td>
<td>Article critique-quantitative</td>
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<td>Gaffney and Anderson (HRR III, #5)</td>
<td>(use Sheehan-Holt)</td>
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<td></td>
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<td>Bean, HRR, #34</td>
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<tr>
<td>Week 5</td>
<td>More historical/theoretical perspectives, Adol Lit.</td>
<td>M &amp; O’B, 1 and 2</td>
<td>Revised critiques due</td>
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<tr>
<td>Week 6</td>
<td>Historical/theoretical perspectives, Adult Lit</td>
<td>HRR III, Ch 35, and Ch. 44</td>
<td>Project proposal draft due</td>
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<tr>
<td>Week 7</td>
<td>Literacy in school</td>
<td>M &amp; O’B., 3 &amp; 4 P-Gates (on BB)</td>
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<tr>
<td>Week 8</td>
<td>More Literacy in School</td>
<td>M &amp; O’B, select two from chapters 5-9</td>
<td>Final project proposal due</td>
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<td>Week 9</td>
<td>Home/Community Literacies</td>
<td>M &amp; O’B: 10, 11 HRR III, #45</td>
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<tr>
<td>Week 10</td>
<td>College Reading Association Conference, Corpus Christi, TX</td>
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<td>No class: Work on project and/or ATTEND</td>
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<td>conference</td>
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<tr>
<td>Week 11</td>
<td>Future Theoretical Directions Assessments</td>
<td>M &amp; O’B: 12, 13 TBA</td>
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<tr>
<td>Week 12</td>
<td>Preparing Teachers of Adolescents</td>
<td>O’Brien et al., 1995</td>
<td>Draft of Review of CAR text</td>
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<tr>
<td>Week 13</td>
<td>Preparing Teachers of Adults</td>
<td>TBA</td>
<td>Portfolio</td>
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<td>Week 14</td>
<td>Thanksgiving</td>
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<tr>
<td>Week 15</td>
<td>National Reading Conference, Scottsdale, AR</td>
<td></td>
<td>Attend conference!!</td>
</tr>
</tbody>
</table>
General Information

Email Access

Students must have access to email and the Internet, either at home, work or GMU campus. GMU provides students with free email accounts that must be accessed for information sent from the university or the Graduate School of Education. Go to [Http://mason.gmu.edu/](http://mason.gmu.edu/) for information on accessing email.

George Mason University Honor Code:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu). Code in the University catalog can be found online at [http://www.gmu.edu/facstaff/handbook/aD.html](http://www.gmu.edu/facstaff/handbook/aD.html).

George Mason University Policy on Disabilities:

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474). The Disability Resource Center website is at [http://www.gmu.edu/student/drc/](http://www.gmu.edu/student/drc/)

Additional Suggested Reading


Suggested Journals

Literacy related:
College English
Journal of Adolescent and Adult Literacy (formerly Journal of Reading)
Journal of Literacy Research (formerly Journal of Reading Behavior)
Reading Research and Instruction
Reading Research Quarterly  http://www.reading.org/rrqonline/
Reading and Writing Quarterly
Written Communication
Yearbooks of the National Reading Conference
Yearbooks of the College Reading Association

General Scholarly Education Journals (this list is not comprehensive):
American Educational Research Journal
Educational Researcher
International Journal of Qualitative Studies in Education
Journal of Curriculum Studies
Journal of Educational Research
Review of Research in Education
Qualitative Studies in Education

Also Important:
Research Handbooks
[e.g., Handbook of Reading Research (three volumes), Handbook of Research on Teaching, Handbook of Research on Teacher Education, and several others].

Related Organizations:
National Reading Conference (literacy researchers, any topic)
American Educational Research Association (all educational researchers)
International Reading Association (literacy practitioners and researchers)
National Council of Teachers of English (English teachers/researchers—similar in many ways to IRA)
College Reading Association (has divisions for “Teacher Education,” “Clinical”, “College Reading” and “Adult Reading”)

Important Web Sites
Ohio Literacy Resource Center: http://literacy.kent.edu/midwest/familylit/index.html
National Institute for Literacy: www.nifl.gov