300 Level Courses

EDRD 300: Literacy and Curriculum Integration. 3 credits.
Introduces K-12 content area reading, writing, and language arts. Emphasizes integration of reading and other language arts across curriculum. Notes: Intended as an introduction to educational issues and is not applicable in Mason's graduate-level teacher education programs. School-based field experience required. Offered by Graduate School of Education. Limited to three attempts.

Schedule Type: Lecture

Grading:
This course is graded on the Undergraduate Regular scale.

EDRD 301: Facilitating Literacy in School or Community Settings. 3 credits.
Provides knowledge, teaching strategies, and support for students working with developing readers and writers. Emphasizes implementation strategies that foster literacy development; incorporation of trade books and technology resources into individual and small group work; and reflection. Note: Requires 45 hours of school-based field experience during course. Offered by Graduate School of Education. Limited to three attempts.

Schedule Type: Lecture

Grading:
This course is graded on the Undergraduate Regular scale.

400 Level Courses

EDRD 419: Literacy in the Content Areas. 3 credits.
Assists students in understanding the language and literacy process as it applies to teaching in middle and high schools. Focuses on instructional strategies to support literacy development, including adaptations for culturally diverse and exceptional learners. Offered by Graduate School of Education. Limited to three attempts. Equivalent to EDRD 619.

Registration Restrictions:
Required Prerequisites: (EDCI 469\(^C\), 372\(^C\) or 473\(^C\)) and (EDCI 479\(^C\), 472\(^C\) or 479\(^C\)).
* May be taken concurrently.
\(^C\) Requires minimum grade of C.

Enrollment is limited to students with a major, minor, or concentration in Secondary Ed - Biology 6-12, Secondary Ed - Chemistry 6-12, Secondary Ed - Mathematic 6-12, Secondary Ed - English 6-12, Secondary Ed - Physics 6-12 or Secnd Ed - Earth Science 6-12.

Schedule Type: Lecture

Grading:
This course is graded on the Undergraduate Regular scale.

600 Level Courses

EDRD 501: Literacy and Curriculum Integration, PK-12. 3 credits.
Introduces PK-12 content area reading, writing, and language arts. Emphasizes integration of reading and other language arts across curriculum; instructional planning; needs of diverse learners. Field experience in public schools required. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

EDRD 510: Content Literacy for English Language Learners, PK-12. 3 credits.
Focuses on research-based instructional strategies for integrating development of English learners' academic language and literacy skills with learning of content concepts across grade levels and disciplinary areas. Emphasizes sociocultural practices that leverage ELs' social, cultural, linguistic, and knowledge capitals to strengthen academic achievement in content classrooms. Requires 20 hours of PK-12 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDRD 525.

Registration Restrictions:

EDRD 515: Language and Literacy in Global Contexts. 3 credits.
Focuses on the relationship of language to reading and the connection between language structure and how we learn to read. Examines theories of language acquisition and the complexity of language development and the reading process. Explores key factors that influence and enhance language learning and development. Introduces literacy instruction and assessment for all learners, and explores sociocultural perspectives on literacy. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDRD 625.

Registration Restrictions:

EDRD 520: Researching Language and Literacy, PK-12. 3 credits.
Focuses on the relationship of language to reading and the connection between language structure and how we learn to read. Examines theories of language acquisition and the complexity of language development and the reading process. Explores key factors that influence and enhance language learning and development. Introduces literacy instruction and assessment for all learners, and explores sociocultural perspectives on literacy. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDRD 625.

Registration Restrictions:
EDRD 619: Literacy in Content Areas. 3 credits.
Offers understanding of language and literacy process as it applies to teaching in secondary schools. Emphasizes reading and writing in content areas, and instructional strategies to support students' literacy development. Focuses on ways reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDRD 419.

Registration Restrictions:
Required Prerequisites: (EDCI 567B, 569B, 572B or 573B) and (EDCI 667B, 669B, 672B or 673B). Subject to instructor approval.

Grading:
This course is graded on the Graduate Regular scale.

EDRD 620: Reading/Writing in Foreign/World Languages. 3 credits.
Introduces reading and writing processes in foreign and second languages, research on reading comprehension, and effective teaching and assessment approaches for students in PK-12 schools. Topics include reading goals and standards for foreign language learning, sociocultural perspectives, multimedia computer-assistance, research on related strategies and skills, and performance-based assessments. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Required Prerequisites: EDCI 520B, 560B and 684B.

Grading:
This course is graded on the Graduate Regular scale.

EDRD 629: Literacy Foundations and Instruction for School Psychologists. 3 credits.
Examines literacy theory, research, and practice as it relates to children in order for school psychologists to effectively work with teachers and families to improve students’ literacy learning. Includes reading, writing, and oral communication. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Explores evidence-based strategies for reading instruction. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to school psychology program or permission of the literacy program coordinator

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Non-Degree.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

Grading:
This course is graded on the Graduate Regular scale.

EDRD 630: Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood. 3 credits.
Study of literacy theory, research, and practice as it relates to younger learners. Includes teaching of reading to English Language Learners and language acquisition for diverse populations (Special Education students who access the general curriculum). Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children’s literacy. Includes reading, writing, and oral communication. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to the literacy emphasis, or permission of program coordinator.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

Grading:
This course is graded on the Graduate Regular scale.

EDRD 631: Literacy Foundations and Instruction for Diverse Populations: Adolescence Through Adulthood. 3 credits.
Study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Includes reading, writing, and oral communication. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDRD 630, admission to literacy emphasis or permission of the program coordinator.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

Grading:
This course is graded on the Graduate Regular scale.
This course is graded on the Graduate Regular scale.

EDRD 632: Literacy Assessments and Interventions for Groups. 3 credits. Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDRD 630 and 631; admission to literacy emphasis, or permission of the program coordinator.

Registration Restrictions: Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

Grading: This course is graded on the Graduate Regular scale.

EDRD 633: Literacy Assessments and Interventions for Individuals. 3 credits. Provides literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. Requires assigned practicum experience. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDRD 630, 631, and 632; admission to literacy emphasis; or permission of program coordinator.

Recommended Corequisite: EDRD 637

Registration Restrictions: Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

Grading: This course is graded on the Graduate Regular scale.

EDRD 634: School-Based Leadership in Literacy. 3 credits. Prepares reading specialist as a school leader. Expands knowledge of literacy gained in prerequisite courses, and applies it to professional development work with teachers at their own site. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDRD 630, 631, 632, 633, and 637; admission to the literacy emphasis or permission of the program coordinator

Registration Restrictions: Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Internship

Grading: This course is graded on the Graduate Regular scale.

EDRD 680: Foundations of Coaching and Fostering Professional Learning. 3 credits. Reviews theoretical, conceptual, and evidence-based foundations of comprehensive literacy programs designed to meet the needs of all learners. Develops specific understandings of the evidence-based foundations of effective professional learning and adult learning theory, including learning strategies appropriate for individual, small-group, and schoolwide professional development settings. Provides experiences with leading effective professional development. Note: This course requires students to conduct related practice in their own schools or
specified field settings. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to the Literacy Coaching Graduate Certificate program

**Registration Restrictions:**
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**
This course is graded on the Graduate Regular scale.

**EDRD 681:** *Collaboration and Communication in Literacy Coaching.* 3 credits.
Examines research-based coaching models used in school settings. Explores approaches to coaching interactions with a variety of stakeholders in school-based contexts. Provides experiences with facilitating an observation-feedback cycle with individual teachers. Note: This course requires students to conduct related practice in their own schools or specified field settings. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to the Literacy Coaching Graduate Certificate program

**Registration Restrictions:**
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**
This course is graded on the Graduate Regular scale.

**EDRD 682:** *Creating Change through Data-Oriented Coaching.* 3 credits.
Examines supports and barriers to school change and improvement. Explores the importance and appropriate use of assessment within a comprehensive literacy program, including strategies for communicating assessment information to relevant stakeholders. Provides experiences with designing and leading professional learning experiences focused on analysis and appropriate uses of assessment data. Note: This course requires students to conduct related practice in their own schools or specified field settings. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to the Literacy Coaching Graduate Certificate program

**Registration Restrictions:**
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**
This course is graded on the Graduate Regular scale.

**EDRD 683:** *Trends and Issues in Literacy Instruction and Literacy Coaching.* 3 credits.
Examines research-based coaching models used in school settings. Explores approaches to coaching interactions with a variety of stakeholders in school-based contexts. Provides experiences with facilitating an observation-feedback cycle with individual teachers. Note: This course requires students to conduct related practice in their own schools or specified field settings. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to the Literacy Coaching Graduate Certificate program

**Registration Restrictions:**
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non-Degree or Senior Plus.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**
This course is graded on the Graduate Regular scale.

**EDRD 797:** *Advanced Topics in Education.* 1-6 credits.
Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education. Note: May be repeated for credit with CEHD approval. Offered by Graduate School of Education. May be repeated within the degree.

**Recommended Prerequisite:** Admission to the Literacy Coaching Graduate Certificate program

**Registration Restrictions:**
Enrollment limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**Grading:**
This course is graded on the Graduate Regular scale.

**EDRD 829:** *Advanced Foundations of Literacy Education.* 3 credits.
Explores advanced foundational theory, research, and methodology across the broad field of literacy both nationally and internationally. Includes analysis of historical and current trends, research, practice, and policy in literacy. Individual projects will connect literacy to students’ areas of interest. Appropriate for PhD in Education students in any specialization. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDUC 800, EDRS 810, or permission of instructor.

**Registration Restrictions:**
Enrollment limited to Graduate level students.

**Schedule Type:** Lecture

**Grading:**
This course is graded on the Graduate Regular scale.
EDRD 830: Theory, Research, and Practice in Literacy: Birth through Middle Childhood. 3 credits.
Explores emergent through intermediate literacy. Topics include literacy acquisition and development in academically and linguistically diverse young children; historical and current trends in theories of literacy development; cognitive, linguistic, sociocultural, and instructional influences on literacy development; and assessment. Implications for teacher education and policy are explored. Individual research projects will connect literacy to students’ areas of interest. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 800 and EDRS 810.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Lecture

Grading:
This course is graded on the Graduate Regular scale.

EDRD 831: Theory, Research, and Practice in Literacy: Early Adolescence through Young Adulthood. 3 credits.
Explores youth culture and socio-historical constructions of adolescence; literacy in the lives of culturally and linguistically diverse learners; multimodal literacy; international literacy contexts; adolescent literacy policy and leadership; content area and disciplinary literacy; literacy needs of special learners; and adult literacy. Individual projects will connect adolescent literacy to students’ areas of interests. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 800 and EDRS 810.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Lecture

Grading:
This course is graded on the Graduate Regular scale.

EDRD 832: Research Methodologies and Trends in Literacy. 3 credits.
Develops knowledge and skills in the application of research methodologies in literacy to current national and international trends. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 800, EDRS 810, permission of instructor.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Lecture

Grading:
This course is graded on the Graduate Regular scale.