

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Division of Elementary, Literacy, and Secondary Education**

ENGH695/EDPD502.636: Writing and Learning Across the Curriculum  
3 Credits, Fall 2013  
THUR 4:00-7:15 PM 1317 John Handley High School

**PROFESSOR(S):**

Name: Mary K. Tedrow, NBCT, M.Ed.

Office hours: By appointment

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**COURSE DESCRIPTION:**

This course is designed to assist instructional staff to incorporate writing across the content areas. Participants will learn research-based strategies for using writing as a valuable instructional and assessment tool. Teachers will alternate between writing groups, where they will have the opportunity to work on their own writing, and viewing presentations from the Northern Virginia Writing Project Teacher Consultants. They will read current articles about writing as well as two books on writing process and instruction.

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

Implement a research based writing workshop in the classroom. Form student writing groups for the purpose of revision and publication. Incorporate writing into all content areas effectively. Participate in a writing group that provides quality feedback. Improve the skills and scope of their own writing. Define the research that supports writing in the classroom.

**PROFESSIONAL STANDARDS (Instruct and support teachers in delivering Common Core Writing Standards which correlate with Virginia SOL standards.):**

W1: Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W2: Writing informative/explanatory texts to convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W8: Gather relevant information from multiple print and digital resources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W10: Write routinely over extended time frames (time for research, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **REQUIRED TEXTS:**

**The books on the Main List (see below) are available at the George Mason bookstore, Fairfax campus, through the publisher, and sometimes through Amazon.com. Participants must select two from the list or upon approval by course instructor.**

### Main List

#### **Elementary**

Calkins, Lucy. *The Art of Teaching Writing*. Heinemann, 1994.

Fletcher, Ralph and Joann Portalupi. *Craft Lessons: Teaching Writing K-8*. 2<sup>nd</sup> edition. Stenhouse, 2007.

Graves, Donald. *A Fresh Look at Writing*. Heinemann, 1994.

#### **Middle School, High School, and College**

Atwell, Nancie. *In The Middle*. 2<sup>nd</sup> edition. Boynton/Cook, 1998.

Burke, Jim. *What's the Big Idea? Question-Driven Units to Motivate Reading, Writing, and Thinking*. Heinemann, 2010.

Gallagher, Kelly. *Teaching Adolescent Writers*. Stenhouse, 2006.

Herrington, Anne, Kevin Hodgson, and Charles Moran. *Teaching the New Writing: Technology, Change, and Assessment in the 21<sup>st</sup> Century Classroom*. National Writing Project and Teachers College Press, 2009.

Lane, Barry. *But How Do You Teach Writing?* Scholastic, 2008.

Murray, Donald. *A Writer Teaches Writing Revised*. 2<sup>nd</sup> edition. Heinle, 2003.

Murray, Donald, Thomas Newkirk, and Lisa C. Miller. *The Essential Don Murray: Lessons from America's Greatest Writing Teacher*. Heinemann, 2009.

Romano, Tom. *Crafting Authentic Voice*. Heinemann, 2004.

Glenn, Cheryl and Melissa Goldthwaite. *The St. Martin's Guide to Teaching Writing* 6<sup>th</sup> ed. Bedford/St. Martin's, 2008.

### Supplemental List

#### Elementary

Cary, Stephen. *Going Graphic: Comics at Work in the Multicultural Classroom*.

Heinemann, 2004.

Graves, Donald. *Investigate Nonfiction*. Boynton/Cook, 1989.

Graves, Donald. *Writing: Teachers and Children at Work*. Heinemann, 2003.

Hansen, Jane. *When Writers Read*. Heinemann, 2001.

#### Middle School, High School, and College

Atwell, Nancie. *Lessons That Change Writers*. Firsthand, 2002.

Atwell, Nancie. *Coming to Know: Writing to Learn in the Intermediate*

*Grades*. Boynton/Cook, 1989.

Bernabei, Gretchen, and Barry Lane. *Why We Must Run with Scissors: Voice Lessons in Persuasive Writing*. Discover Writing Press, 2001.

Burke, Jim. *The English Teacher's Companion: Complete Guide to the Classroom,*

*Curriculum, and the Profession*. 3rd edition. Heinemann, 2007.

MacLean, Marion and Mohr, Marian. *Teacher Researchers at Work*. NWP, 1999.

Macrorie, Ken. *The I-Search Paper*. Boynton/Cook, 1988.

Macrorie, Ken. *Writing to Be Read*. Boynton/Cook, 1986.

Mahoney, Jim. *Power and Portfolios: Best Practices for High School Classrooms*.

Heinemann, 2002.

Romano, Tom. *Blending Genre, Altering Style: Writing Multigenre Papers*.

Boynton/Cook, 2000.

Rief, Linda and Atwell, Nancie. *Seeking Diversity*. Heinemann, 1991.

### **Other**

Dorn, Linda J., and Carlos Soffos. *Scaffolding Young Writers: A Writer's Workshop Approach*. Stenhouse, 2001.

Dyson, Anne Haas. *The Brothers and Sisters Learn to Write*. Teachers College Press, 2003.

Elbow, Peter. *Everyone Can Write*. Oxford University Press, 2000.

Emig, Janet. *The Web of Meaning*. Boynton/Cook, 1983.

Farrell-Childers, P., A. Ruggles Gere, A. Young, eds. *Programs and Practices: Writing Across the Secondary School Curriculum*. Boynton/Cook, 1994.

Fletcher, Ralph. *What a Writer Needs*. Heinemann, 1992.

Fulwiler, Toby, ed. *The Journal Book*. Boynton/Cook, 1987.

Gere, Anne Ruggles, et. al. *Writing on Demand*. Heinemann, 2005

Gill, Kent. ed. *Process and Portfolios in Writing Instruction*. NCTE, 1993.

Goldberg, Natalie. *Writing Down the Bones*. Shambala, 2010.

Graves, Donald. *Build a Literate Classroom*. Heinemann, 1991.

Graves, Donald. *Portfolio Portraits*. Heinemann, 1992.

Kirby, Dan and Tom Liner. *Inside Out*. 3<sup>rd</sup> edition. Boynton/Cook, 2003.

Lamott, Anne. *Bird by Bird*. Anchor, 1995.

LeGuin, Ursula. *Steering the Craft*. Eighth Mountain Press, 1998.

Moffett, James. *Coming On Center*. Boynton/Cook, 1988.

Mohr, Marian, et al. *Teacher Research for Better Schools*. Teachers College Press, 2003.

National Writing Project and Carl Nagin. *Because Writing Matters: Improving Student Writing in Our Schools*. Jossy-Bass, 2003.

Rhodes, Lynn and Dudley-Maring, C. *Readers and Writers with a Difference: A Holistic Approach to Teaching Disabled and Remedial Students*.

Heinemann, 1996.

Romano, Tom. *Clearing the Way: Working with Teenage Writers*. Heinemann, 1987.

Rosenwasser, David and Jill Stephen. *Writing Analytically*. 5<sup>th</sup> edition. Thomson Wadsworth, 2008.

Routman, Reggie. *Invitations: Changing as Teachers and Learners K-12*.

Heinemann, 1994.

Schulman, Mary and Payne, Carleen. *Getting the Most Out of Morning*

*Message and Other Shared Writings*. Scholastic, 1999.

Smith, Mary Anne & Miriam Ylvisaker. *Teachers' Voices: Portfolios in the Classroom*.

NCTE, 1993.

Stillman, Peter. *Families Writing*. 2<sup>nd</sup> edition. Boynton/Cook, 1998.

Thaiss, Chris. *Language Across the Curriculum in the Elementary Grades*.

NCTE, 1986.

White, Edward M. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 4th

edition, Bedford/St. Martins, 2006.

Yancey, Kathleen, ed. *Portfolios in the Writing Classroom*. NCTE, 1992.

## **COURSE ASSIGNMENTS AND EXAMINATIONS:**

The following types of writing will be completed during this course:

1. First Position Paper (in class the first night)
2. Book Responses for Book 1 (3 required)
3. Book Responses for Book 2 (3 required)
4. Choice Writing to be taken through revision (personal)
5. Article Responses (one for each article assigned)
6. Learning Log Entries (presentation responses, weekly classroom reflections, drafts of personal writing, etc. as assigned)
7. Final Position Paper
8. Portfolio Compilation

The class will complete a publication feature the teachers' revised choice writing.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & 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/>.

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.**

**PROPOSED CLASS SCHEDULE:**

<b>9/5</b>	GMU Paperwork, Book Selection, 1 <sup>st</sup> Position Paper, Class Expectations	Begin reading book selection. Begin writing first piece for writing group.	Position Paper.
<b>9/12</b>	TBA's Presentation, Response	Write personal piece. Read book and respond.	Book 1 Response #1 Due
<b>9/19</b>	Writing Group, Read Article, Responses	Write response to first part of Book #1.	Writing for Writing Group
<b>9/26</b>	TBA's Presentation, Response	Revise or write new personal piece. Read book and respond.	Book 1 Response #2 Due
<b>10/3</b>	Writing Group, Read Article, Responses	Write response to second part of Book #1.	Writing for Writing Group
<b>10/10</b>	TBA's Presentation, Response	Revise or write new personal piece. Read book and respond.	Book 1 Response #3 Due
<b>10/17</b>	Writing Group, Read Article, Responses	Write response to third and final part of Book #1.	Writing for Writing Group
<b>10/31</b>	TBA's Presentation, Response, Book Selection #2	Revise or write new personal piece. Read book and respond.	Book 2 Response #1 Due
<b>11/7</b>	Writing Group, Read Article, Responses	Write response to first part of Book #2.	Writing for Writing Group
<b>11/14</b>	TBA's Presentation, Response	Revise or write new personal piece. Read book and respond.	Book 2 Response #2 Due
<b>11/21</b>	Writing Group, Read Article, Responses	Write response to second part of Book #2.	Writing for Writing Group
<b>12/5</b>	TBA's Presentation, Response	Revise or write new personal piece. Read book and respond.	Book 2 Response #3 Due
<b>12/12</b>	Writing Group, Read Article, Responses	Write response to third and final part of Book #2.	Writing for Writing Group Begin final portfolio

<b>12/19</b>	<b>TBA's Presentation, Response, FINAL Anthology Pieces due today</b>	<b>Read around, portfolio due</b>	<b>FINAL COPY Writing Due</b>
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## **ASSESSMENT RUBRIC(S):**

A All assignments completed, timely, detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations. Excellent class participation.

A- All assignments completed, timely, detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations. Appropriate class participation.

B+ Most assignments completed, timely, detailed. Student demonstrates extensive knowledge and some reflective thought regarding reading and presentations. Evidence of some class participation.

B Some assignments completed, timely, detailed. Student demonstrates some knowledge and reflective thought regarding reading and presentations. Mediocre class participation.

C Assignments completed. Little reflection shown and minimum knowledge demonstrated. Minimal class participation.

F Incomplete assignments. No reflection shown. No class participation.