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

**ENGH695/EDPD502.631: Writing and Learning Across the Curriculum  
SEPTEMBER 10, 2013-DECEMBER 17, 2013  
TUESDAYS FROM 4:00PM-7:00PM  
OLD BRIDGE ELEMENTARY SCHOOL**

**Instructor:** *Dr. Donald Gallehr*

**Assistant to the Instructor:** *Nick Maneno, MEd, NBCT*

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**Address:**

Northern Virginia Writing Project  
3E4 George Mason University  
4400 University Drive  
Fairfax, VA 22030-4444

**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.

**COURSE PURPOSE AND INTENDED AUDIENCE:** Intended audience is secondary teachers of all ages, levels, and content areas. In depth exploration of writing lessons will allow teachers the opportunity to return to their classrooms with a better knowledge of teaching writing, as well as methods to utilize. Students in this class will be exposed to up to date research based methodology and practice of the teaching of writing, so they will become better writing teachers.

**COURSE FORMAT:**

This is a course that has a facilitator, but the true instructors are the presenters and the students themselves. Teachers teaching teachers creates the best learning experience for all involved. There will be presentations by current classroom teachers and on opposite days students will be working in writing groups with their classmates. Additionally, there will be discussions about current research and articles in the field of writing.

**STUDENT OUTCOMES:** Implement a research based writing workshop in the classroom. Form student writing groups for the purpose of revision and publication. Incorporate writing

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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.

## **REQUIRED/SUPPLEMENTAL/RECOMMENDED TEXTS AND/OR READINGS:**

### Northern Virginia Writing Project Book List

**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. Additionally, the PWC Staff Library and many school libraries (staff sections) have these books as well.**

#### **Main List**

##### **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**

##### **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.

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- 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 REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND GRADING SCALE:**

- Attend all classes (> 2 absences will result in a failing grade).
- Word process all final written documents.
- Participate each week in large group and writing group discussions.
- Complete and hand in all assignments on the due dates for full credit.
- Maintain a learning log of reflections (teaching, presentations, and readings).
- Compile a portfolio of all written work for final submission.

### **GRADING SCALE:**

**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.**

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

**B= Some assignments completed, timely, detailed. Student demonstrates extensive 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.**

## **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/>).**

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## 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:

**LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS BEFORE 20% OF THE CLASS SESSIONS HAVE MET; which is by the third class.**

<b>9/10</b>	GMU Paperwork, Book Selection, 1 <sup>st</sup> Position Paper, Class Expectations, Intensive Journaling	Begin reading book selection. Begin writing first piece for writing group.	Position Paper.
<b>9/17</b>	McCabe's Analytical Writing Presentation, Response	Write personal piece. Read book and respond.	Book 1 Response #1 Due
<b>9/24</b>	Writing Group, Read Article, Responses, Focused Revision	Write response to first part of Book #1.	Writing for Writing Group
<b>10/1</b>	Sloan's Writing Group Presentation, Response	Revise or write new personal piece. Read book and respond.	Book 1 Response #2 Due
<b>10/8</b>	Writing Group, Read Article, Responses, Metaphors	Write response to second part of Book #1.	Writing for Writing Group
<b>10/15</b>	Larsen's English Language Learner Presentation, Response	Revise or write new personal piece. Read book and respond.	Book 1 Response #3 Due
<b>10/22</b>	Writing Group, Read Article, Responses, Found Poems	Write response to third and final part of Book #1.	Writing for Writing Group
<b>10/29</b>	O'Ryon's Reluctant Writer Presentation, Response, Book Selection #2	Revise or write new personal piece. Read book and respond.	Book 2 Response #1 Due
<b>11/5</b>	Writing Group, Read Article, Responses, Writing Across the Curriculum	Write response to first part of Book #2.	Writing for Writing Group
<b>11/12</b>	Troia-Griffin's Blogging Presentation,	Revise or write new personal piece. Read book and respond.	Book 2 Response #2 Due

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	<b>Response</b>		
<b>11/19</b>	<b>Writing Group, Read Article, Responses, Socratic Seminars</b>	<b>Write response to second part of Book #2.</b>	Writing for Writing Group
<b>11/26</b>	<b>Grace's Literature Presentation, Response</b>	<b>Revise or write new personal piece. Read book and respond.</b>	Book 2 Response #3 Due
<b>12/3</b>	<b>Writing Group, Read Article, Responses, Trials</b>	<b>Write response to third and final part of Book #2.</b>	Writing for Writing Group Begin final portfolio
<b>12/10</b>	<b>Tedrow's Punctuation &amp; Editing Presentation, Response, FINAL Anthology Pieces &amp; Portfolios due today</b>	<b>Revise or write new personal piece. Read book and respond.</b>	<b>FINAL COPY Writing Due</b>
<b>12/17</b>	<b>Final Class, Read Around, Evaluations</b>		<b>Portfolios &amp; Anthologies Returned</b>