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**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
DIVISION ELEMENTARY, LITERACY, AND SECONDARY EDUCATION**

**ENGH695/EDPD502.6R3: Writing and Learning Across the Curriculum  
SEPTEMBER 3, 2015-DECEMBER 17, 2015  
THURSDAYS FROM 4:00PM-7:00PM  
OLD BRIDGE ELEMENTARY SCHOOL**

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**COURSE DESCRIPTION:** English 695 is designed to improve learning, instruction, and writing in K-12 public schools throughout Northern Virginia through an emphasis on writing across the curriculum (WAC). The course provides teachers with strategies for effective writing instruction, engages teachers in developing their own writing lives, and engages participants in an inquiry into the relationship of the practical implications of educational policy on student learning, pedagogy, and content. The primary method of delivery consists of demonstration lessons, which communicate what teachers do and the rationale behind the pedagogical choices at work. Teachers spend significant time working in writing response groups (as a model of pedagogical practice and as a place to develop their own writing). Additionally, practicing teachers in content areas other than English (e.g., math, science, history, music, etc.) are called upon to show how writing can work as a powerful tool for learning and communication across the curriculum, while elaborating on the particular conventions of writing in different content areas.

**COURSE PURPOSE AND INTENDED AUDIENCE:** Intended audience is secondary teachers of all grade levels and content areas.

Each 695 course involves:

- Presentations of peer-reviewed best practices that derive their authority from their efficacy in classroom practice.
- Modeling the multiple positive contributions that a commitment to a writing life can bring to a busy professional teacher.
- Helping teachers develop a repertoire of classroom-tested instructional strategies

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- Presentations and discussions of actual student work arising from contemporary teaching demands (SOL tests, etc.).
- Understanding intimately the challenges of the current curricular expectations for classroom teachers and resolving barriers to implementation of new and best practices.
- Modeling teacher leadership in the profession.

**COURSE FORMAT:** To these ends, exemplary teachers with significant classroom experience and professional development training have always taught English 695. That experience is the best qualification for this course. This 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 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.

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- 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.

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## **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.**

**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.**

### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

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**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>In Class</b>	<b>Home Work</b>	<b>Due</b>
<b>9/3</b>	<b>GMU Paperwork, Book Selection, 1<sup>st</sup> Position Paper, Class Expectations, Aesthetic Poetry</b>	<b>Begin Reading Book selection and Reflection.</b>	<b>Position Paper Needs</b>
<b>9/10</b>	<b>Essaying Poem Sketches</b>	<b>Work on Personal Writing. Read Book/Flowers' Madman, et al. and Reflect.</b>	<b>Book 1 Reflection Due</b>
<b>9/17</b>	<b>Legg Presentation: Critical Thinking, Values, &amp; Writing</b>	<b>Read Book and Reflect. Work on Personal Writing.</b>	<b>Book 1 and/or Article Reflection Due</b>
<b>9/24</b>	<b>Arbogast Presentation: Progoff Intensive Journals</b>	<b>Read Book and Reflect. Work on Personal Writing</b>	<b>Book 1 and/or Article Reflection Due</b>
<b>10/1</b>	<b>Writing Groups Focused Revision</b>	<b>Read book/Fulwiler's Focused Revision and Reflect Work on Personal Writing</b>	<b>Writing for Writing Group Possible Book 1 Reflection</b>
<b>10/8</b>	<b>Writing Groups Writing Pics</b>	<b>Read book and Reflect Work on Personal Writing</b>	<b>Writing for Writing Group Book 1 Reflection</b>
<b>10/15</b>	<b>Jewell Presentation: Ripe Prose, Describing in 3-D</b>	<b>Read book and Reflect Work on Personal Writing</b>	<b>Book 1 Reflection</b>
<b>10/22</b>	<b>Writing Group Multi-Genre Research</b>	<b>Read book and Reflect Work on Personal Writing</b>	<b>Writing for Writing Group Book 2 Reflection</b>
<b>10/29</b>	<b>Tornello Presentation: Using Images to Inspire Writing</b>	<b>Read book and Reflect Work on Personal Writing</b>	<b>Book 2 Reflection</b>
<b>11/5</b>	<b>Writing Group</b>	<b>Read book and Reflect Work on Personal Writing</b>	<b>Writing for Writing Group Book 2 Reflection</b>
<b>11/12</b>	<b>Constantine Presentation: English Language Learners Reading &amp; Writing</b>	<b>Read book and Reflect Work on Personal Writing</b>	<b>Book 2 Reflection</b>
<b>11/19</b>	<b>Writing Group</b>	<b>Read book and Reflect Work on Personal Writing</b>	<b>Writing for Writing Group Book 2 Reflection</b>
<b>12/3</b>	<b>Jensen Presentation: Inquiry Writing</b>	<b>Build Portfolio Self-Assessment Letter of Introduction</b>	<b>Writing for Writing Group Book 2 Reflection</b>

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<b>12/10</b>	<b>FINAL Anthology Pieces &amp; Portfolios due Fellinger Presentation: Reading Deeply through Writing Final Position Paper</b>		<b>FINAL COPY Writing Due Portfolios Due</b>
<b>12/17</b>	<b>Final Class, Read Around, Evaluations</b>		<b>Portfolios &amp; Anthologies Returned</b>