SYLLABUS

George Mason University
College of Education and Human Development

ENGH 695/EDPD 502: *Writing and Learning Across the Curriculum*

3-Credits, Fall of 2017

August 31, 2017-December 14, 2017

Thursdays from 4:00PM-7:00PM

Old Bridge Elementary School (OBE)

Faculty

Name:	Nicholas Maneno, Co-Director NVWP, MEd, NBCT
Office Hours:	By Appointment
Office Location:	Program Office Location or Old Bridge Elementary
Office Phone:	Cell 703-424-1012/OBE 703-491-5614
Email Address:	manenox@pwcs.edu

Prerequisites/Corequisites

None

University Catalog 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).

Course Overview

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 Delivery Method

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 has a facilitator, but the true instructors are the presenters and the students (participants) 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.

Learner Outcomes or Objectives

This course is designed to empower students to do the following:

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

Professional Standards

This is the Northern Virginia Writing Project's In-Service Course, the NVWP is an affiliate of the National Writing Project, the oldest continuously running professional development organization in the United States.

Required Texts

There is not a required text for this course. However, students will read and reflect on two professional books chosen from the following list over the course of the semester.

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*. 2nd 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 21st 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.* 2nd 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* 6th ed. Bedford/St. Martin's, 2008.

<div align="center">**Supplemental List**</div>

<u>Middle School, High School, and College</u>

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.

<u>Other</u>

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*. 3rd 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*. 5th 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*. 2nd 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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Attend all classes (> 2 absences will result in a failing grade).

Word process all final written documents.

Actively engage the instructor and guests' demonstration lessons.

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.

Students will assess themselves regarding their engagement in the reading and reflections, participation in class, and their participation in writing groups. This is an advisory document that the instructor reserves the right to disagree with, however, ideally both the student and instructor should be in agreement.

Grading

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.

Professional Dispositions

 See https://cehd.gmu.edu/students/polices-procedures/

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.

	In Class	Home Work	Due

8/31	**GMU Paperwork, Book Selection, 1st Position Paper, Class Expectations,** **Essaying**	**Begin Reading Book selection and Reflection.**	**Position Paper** **Needs**
9/7	**Arbogast Presentation: Intensive Journals**	**Work on Personal Writing.** **Read Book/Flowers' Madman, et al. and Reflect.**	**Book 1 Reflection Due**
9/14	**Aesthetic Poetry** **Poem Sketching**	**Read Book and Reflect.** **Work on Personal Writing.**	**Book 1 and/or Article Reflection Due**
9/21	**Writing Groups** **Focused Revision**	**Read Book/Fulwiler's Focused Revision and Reflect.** **Work on Personal Writing**	**Book 1 and/or Article Reflection Due**
9/28	**Lutterbie Presentation: PSA Analysis**	**Read book and Reflect** **Work on Personal Writing**	**Writing for Writing Group** **Possible Book 1 Reflection**
10/5	**Writing Groups Writing Pics** **Deeper Reading**	**Read book and Reflect** **Work on Personal Writing**	**Writing for Writing Group Book 1 Reflection**
10/12	**Golimowski Presentation: Strategies & Process**	**Read book and Reflect** **Work on Personal Writing**	**Book 1 Reflection**
10/19	**Writing Group** **Multi-Genre Research**	**Read book and Reflect** **Work on Personal Writing**	**Writing for Writing Group** **Book 2 Reflection**
10/26	**Carroll Presentation: Argument Op-Ed**	**Read book and Reflect** **Work on Personal Writing**	**Book 2 Reflection**
11/2	**Writing Group** **Bodily Kinesthetic**	**Read book and Reflect** **Work on Personal Writing**	**Writing for Writing Group** **Book 2 Reflection**
11/9	**Miller Presentation: Testing**	**Read book and Reflect** **Work on Personal Writing**	**Book 2 Reflection**
11/16	**Writing Group** **Narratives**	**Read book and Reflect** **Work on Personal Writing**	**Writing for Writing Group Book 2 Reflection**

11/30	**Jewell Presentation: Ripe Prose**	**Build Portfolio** **Self-Assessment** **Letter of Introduction**	**Writing for Writing Group** **Book 2 Reflection**
12/7	**FINAL Anthology Pieces & Portfolios due Evans Presentation: Titles** **Final Position Paper**		**FINAL COPY Writing Due** **Portfolios Due**
12/14	**Final Class, Read Around, Evaluations**		**Portfolios & Anthologies Returned**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .