

George Mason University
College of Education and Human Development
Literacy Program

EDRD 626.01 – Writing Development and Instruction for K-12 Learners
3 Credits, Fall 2022
Asynchronous, Online

Faculty

Name: Dr. Emily C. Bigelow
Office Hours: By appointment
Office Location: Thompson Hall, Suite 1500, Fairfax Campus
Office Phone: 615-504-4621
Email Address: ebigelo@gmu.edu

Prerequisites/Corequisites

none

University Catalog Course Description

Provides an overview of the research and theory related to writing development and writing processes of K-12 learners. Builds teachers' knowledge of evidence-based instructional approaches for teaching writing.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 15, 2022.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursday, and finish on Wednesday.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. Explain major theoretical and evidence-based foundations of writing development and writing processes for K-12 learners.
2. Examine instructional contexts supportive of the development of writing.

3. Identify evidence-based instructional approaches that develop writing processes and support writing of specific types of text.
4. Assess learners' writing.

Professional Standards (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have addressed the following *Standards for the Preparation of Literacy Professionals 2017*:

1 – Foundational Knowledge

Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

2 – Curriculum and Instruction

Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

Required Texts

All required readings will be shared via Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments and/or Examinations

(See Blackboard for specific guidelines and evaluation rubrics for all assignments.)

1. Writers Notebook (20%)

A writer's notebook is an essential component to cultivating a writing life. For this assignment, you will create a writer's notebook and write regularly in it across the semester. Writing in a range of genres and for different purposes and audiences during each module will give us opportunities to write, consider our own processes as writers, and think deeply about the process of writing. This notebook can serve as a model for students in your classroom/future classes. At the end of the semester, you will be asked to reflect on your reading and writing experiences in both written and video format.

2. Online Reading/Viewing Responses (40%)

Each week you will have online assignments that involve an array of activities, mostly including recording your thoughts, reactions, opinions, connections, and questions related to assigned readings and videos. These activities are designed to encourage you to think deeply about the materials you read, reflect on and raise questions about the text, and apply your new understanding. All instructions for these assignments will be posted to Blackboard. For each asynchronous class session, all online tasks and assignments must be completed by 11:59 p.m. on the date in the course schedule.

3. Writing Case Study (20%)

You will analyze samples of student writing in order to identify student strengths and areas for continued growth. You will communicate your findings in a 3- to 4-page written report identifying results and instructional implications.

4. Instructional Planning (20%)

You will design, justify, and reflect on three detailed, standards-aligned mini-lesson plans. A mini-lesson template will be provided. You will also write a 1-2 page rationale for the plan,

explaining and reflecting on instructional choices, learning activities, assessments, and thinking about lesson development, as well as provide relevant support for your plans with appropriate scholarly resources (e.g., textbooks, class notes, research articles, etc.).

Grading

<i>Grading Scale</i>	
Grade	Points
A	= 94 – 100
A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 70 – 79
F	= below 70

Professional Dispositions

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

Class Schedule

Dates	Topic	Readings & Assignments
Week 1 8/25-8/31	Why Do We Write? Setting Goals	Module 1 readings & activities
Week 2 9/1-9/7	The Writing Process Writing Genres	Module 2 readings & activities
Week 3 9/8-9/14	Emergent Writing	Module 3 readings & activities
Week 4 9/15-9/21	Spelling Handwriting	Module 4 readings & activities
Week 5 9/22-9/28	Assessing Writing	Module 5 readings & activities
Week 6 9/29-10/5	Creating High Quality Writing Prompts	Module 6 readings & activities
Week 7 10/6-10/12	Effective Writing Instruction Mini-Lessons Modeling	Module 7 readings & activities
Week 8 10/13-10/19	Narrative & Information Writing	Module 8 readings & activities
Week 9 10/20-10/26	Opinion Writing	Module 9 readings & activities
Week 10 10/27-11/2	Specific Strategies: Planning, Drafting, Revising & Editing	Module 10 readings & activities Instructional Planning Due
Week 11 11/3-11/9	Publishing Audience Digital Tools	Module 11 readings & activities

Week 12 11/10-11/16	Memoir Writing Poetry	Module 12 readings & activities Case Study Due
Week 13 11/17-11/23	Writing to Learn Reflective Writing	Module 13 readings & activities
Week 14 11/28-12/3	Supporting Diverse Writers	Module 14 readings & activities Writers Notebook Project Due

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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