

# George Mason University

## College of Education and Human Development

### Undergraduate Elementary Licensure

#### Course

ELED 412.005 Writing Development, Processes, and Pedagogy

3 Credits, Fall 2023

Tuesdays 1:30–4:10 pm Thompson 2020, Fairfax Campus

#### Instructors

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**Registration Restriction:** Admission to Elementary Education program

**Prerequisites:** ELED 410 and ELED 411

#### University Catalog Course Description

Provides research-based introduction to literacy teaching and learning for elementary children. Emphasizes writing development; writing assessment; and writing instruction. Addresses writing with exceptional learners; digital literacy; and the creation of a comprehensive literacy instructional block.

#### Course Overview

This course addresses priorities in the BSEd plan including literacy, technology, and diversity. It is designed as an integral component of the Elementary Program for teachers of grades PreK-6 and meets state and national guidelines and standards. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); the Virginia State Technology Standards for Instructional Personnel; and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals.

#### Course Delivery Method

This course will be delivered using a lecture format. This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture; small- and large-group discussion; hands-on, interactive work; student presentations and cooperative learning. **This course also requires field experience.**

You will log in to the Blackboard (Bb) course site using your Mason email username and email password. The course site will be available on August 21, 2023. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

### **Learner Outcomes or Objectives**

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

1. Demonstrate an understanding of the linguistic, sociological, cultural, cognitive, and psychological bases of writing processes.
2. Demonstrate the ability to assess individual and group literacy needs in a classroom situation and incorporate writing instruction that demonstrates an understanding of children's writing development.
3. Reflection on their own literacy learning histories and connect these to current theories of writing instruction.
4. Describe the literacy needs of diverse learners, including English Language Learners and students with other unique needs, and adapt writing instruction to meet those needs.
5. Explore and explain the role families, communities, and schools in writing instruction.
6. Demonstrate an understanding of the knowledge, skills, and various diverse processes necessary for teaching writing, including attention to form, purpose, audience, voice, process, grammar, punctuation, and spelling.
7. Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics, and the writing process of planning, drafting, revising, editing, and publishing.
8. Demonstrate the ability to promote creative thinking and expression through writing, storytelling, and drama.
9. Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes.
10. Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
11. Survey technological tools print materials and other resources for teaching writing and demonstrate understanding of appropriate classroom use.
12. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

## Professional Standards

Upon completion of this course, students will have met the following professional standards:

Standards: INTASC (<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

INTASC	Assignments
1. Learner Development	Writing Conference; Writing Analysis; Writing Lesson, Hunts and Sorts
2. Learning Differences	Writing Lesson; Writing Presentation; Writing Analysis, Hunts and Sorts
3. Learning Environments	Writing Lesson
4. Content Knowledge	Writing Analysis; Writing Lesson; Writing Presentation, Hunts and Sorts
5. Application of Content	Writing Lesson; Writing Presentation
6. Assessment	Writing Conference Writing Analysis; Writing Presentation, Hunts and Sorts
7. Planning	Writing Analysis; Writing Lesson; Writing Presentation, Hunts and Sorts
8. Instructional Strategies	Writing Lesson, Hunts and Sorts
9. Professional Learning and Ethical Practice	Writing Presentation; Writing Analysis
10. Leadership and Collaboration	Writing Presentation; Writing Analyses

Standards: ISTE (<https://www.iste.org/standards/iste-standards-for-teachers>)

ISTE Standards	Assignments
2.5.a Use technology to create, adapt and personalize learning experiences and accommodate learner differences and needs.	Writing Analysis
2.5.b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Writing Lesson
2.5.c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	Writing Lesson
2.6.d Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections.	Writing Lesson

Standards: International Literacy Association

(<https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-C.pdf>)

ILA	Assignments
I. Foundational Knowledge	Book Talk Presentation, Writing Lesson; Writing Presentations; Writing Analysis
II. Curriculum and Instruction	Book Talk Presentation, Writing Lesson; Writing Presentations; Writing Analysis
III. Assessment and Evaluation	Writing Analysis
IV. Diversity and Equity	Book Talk Presentation, Writing Lesson; Writing Presentation
V. Learners and the Literacy Environment	Book Talk Presentation, Writing Lesson; Writing Presentations; Writing Analysis
VI. Professional Learning and Leadership	Book Talk Presentation, Writing Lesson; Writing Presentations; Writing Analysis

### Required Texts

Hochman, J. C., & Wexler, N. (2017). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades*. Wiley.

- Additional Texts will be needed for the Book Club assignment
- Additional selected readings will be posted on Blackboard

### Core Performance Evaluation

All assignments are to be completed and submitted via Blackboard by the date and time listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Some work will also be shared in synchronous class sessions.

### APA Format

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). If you do not have a 7<sup>th</sup> Edition APA manual, the Purdue OWL website is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

*Please Note:* The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

**Gender identity and pronoun use:** If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use he/him/his for myself and you may address me as Seth, Professor Parsons, or Dr. Parsons in email and verbally.

## COURSE PERFORMANCE EVALUATION WEIGHTING

<i>Course Outcomes</i>	<i>Assignments</i>	<i>Total Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5, 6,7,8,9	Attendance and Participation	30	Ongoing
1, 2, 3, 4, 5, 8, 9	Community Mapping Group Project	4	September 19
1, 3, 5, 6, 7, 8, 9	Book Club Presentation	15	November 7
1, 2, 3, 5, 6,7,8	One-on-One Writing Conference	10	Video upload 10/10 Peer comments 10/17 Final reflection-10/24
1, 2, 4, 5, 6, 7, 8, 9	Whole Group Writing Lesson	16	Lesson Plan October 3 Video & Reflection November 21
1, 2, 3, 4, 5, 6	Writing Analysis (PBA)	25	December 12

### Assignments and Exams

#### **Attendance and Participation (30%)**

**Due: Ongoing**

This course operates with the assumption that knowledge is socially constructed, and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this it is expected that you attend all classes as outlined within the syllabus and arrive on time. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service and medical emergencies are exceptions to the above policy. If you anticipate being absent or arriving late for any of these reasons, please make arrangements with the instructor at least 48 hours in advance.

You are expected to contribute to in-person and online discussions and activities as well as genuinely listen to peers as they do the same. In addition, you are expected to be prepared for each class, completing all assigned readings and synchronous and asynchronous tasks for that class. This includes but is not limited to:

- Contributions to whole group, small group discussions and self-directed learning/reflection time
- Coursework activities on Blackboard
- Fieldwork

*Cell phones* are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

#### **Community Mapping Group Project (4%)**

**Presentations Due: September 19**

Students will conduct a study of their school and create an ecological model of the community. The goal is to get to know more about your school community to provide additional insights about your unique school placement and their students. This is a continuation of the work you have done using Brofenbrenner's Ecological Model in your Foundations of Education course.

### *Community Mapping of School*

In this assignment you will gain an understanding of your school community by identifying the various ecological factors that make it unique. What you learn will support community building and provides an important foundation for instructional planning and implementation during your internship. This information fulfills Phase 1 of the Impact on Student Learning Assignment, due in spring. Hopefully, this process will become a part of your mindset as a teacher. The basis of this mapping is Bronfenbrenner's Ecological Systems Theory.

- Describe your school using the five layers of the Ecological Systems Model
  - Microsystem – people and places that immediately impact school or impacted by school
  - Mesosystem – interaction between elements within microsystem
  - Exosystem – community, persons/places that indirectly impact school
  - Macrosystem – beliefs, values, culture, attitudes, policies that influence school
  - Chronosystem – change over time, historical impact,
- Explain various influences, connections, and interactions within layers, including positive and negative impacts on school.
- Identify/describe resources used to gather information (websites, articles, interviews.)
- Compose a holistic summary articulating what makes your school community unique and reflect on why this information is important to consider in your role as a teacher.

*InTASC Standards 1. Learner Development 2. Learner Differences 3. Learning Environment 5. Content Application 6. Assessment 7. Planning Instruction 8. Instructional Strategies 10. Leadership and Collaboration*

### **One on One Writing Conference (10%)**

**Due: Video upload and comments – 10/10, Peer feedback – 10/17, Final reflection – 10/24**

Students will conduct a one-on-one writing conference with a student. The conference will be videotaped and uploaded to Kaltura. Reflections will be posted to Kaltura. Peer feedback will be provided. A holistic reflection will be submitted with the conference outline. Additional information will be provided in class.

### *Evaluation*

The conference outline is  $\frac{1}{4}$  of the grade for this assignment and will be evaluated based on consistency with instructional methods taught in the course, appropriate rationale provided, specification of objectives as related to state and national standards, and appropriate match between assessment of learning and learning objectives. The post-implementation reflection including thoughts about providing and receiving peer feedback is  $\frac{3}{4}$  of the grade for this assignment. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required), coherence of writing, and mechanics.

### **Whole Group Writing Lesson (16%)**

**Due: Lesson Plan - October 3 / Reflection - Nov. 21**

Students will plan and implement a whole group writing lesson incorporating technology in their placement. The focus should be on shared and/or interactive writing. The lesson will be videotaped and uploaded to Kaltura. Reflections on the lesson will be posted to Kaltura. A holistic reflection will be submitted with the lesson plan. Additional information will be provided in class.

*Evaluation*

The lesson plan is ¼ of the grade and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post-implementation reflection is the other ¾ of the grade. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required), coherence of writing, and mechanics.

**Book Club Presentation (15%)**

**Due: November 7**

Students will form a book club and select a text from the list provided. Students will read and discuss the text in book club format. The group will select materials and ideas to present to the class using an appropriate presentation format.

Book Title Choices
Serravallo, J. (2021). <i>Teaching writing in small groups</i> . Heinemann.
Sedita, J. (2022). <i>The writing rope: A framework for explicit writing instruction in all subjects</i> . Brookes.
Philippakos, Z. A., & MacArthur, C. A. (2015). <i>Developing strategic writers through genre instruction (3-5)</i> . Guilford.
Philippakos, Z. A., MacArthur, C. A., & Coker, D. L. (2019). <i>Developing strategic young writers through genre instruction (K-2)</i> . Guilford

*Evaluation*

The Book Talk Presentations will be evaluated based on content presented and appropriateness of format.

**Writing Analysis (PBA) (25%)**

**Due: Dec. 12**

This is the programmatic Performance Based Assessment for ELED 412. Each student should select a child to observe engaged in the writing process. Each student should also collect at least three writing samples (e.g., one each from September, October, and November) from the target child. Based on these samples, students will prepare an assessment of the child’s writing ability, including ideas for further instruction. Additional information will be provided in class.

**Evaluation**

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade.

## UNDERGRADUATE GRADING SCALE

<b>Grade</b>	<b>Grading Scale</b>	<b>Interpretation</b>
A	93-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	
C+	77-79	
C	72-76	
C-	70-71	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
D	60-69	
F	<69	

### Professional Dispositions

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

### 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/>.

For additional information on the College of Education and Human Development, please visit our website

<https://cehd.gmu.edu/students/>.



### Class Schedule

Date	Topics	Readings and Assignments
Aug. 22	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus</li> <li>• Book Club selections</li> </ul>	
Aug. 29	<ul style="list-style-type: none"> <li>• Process Approach to Writing</li> <li>• Writer’s Workshop</li> <li>• Explicit Teaching</li> </ul>	<b>Read and Reflect:</b> TWR Introduction Explicit Teaching chapter (BB)
Sept. 5	<ul style="list-style-type: none"> <li>• Foundations of Writing</li> <li>• Shared and Interactive Writing</li> </ul>	<b>Read and Reflect:</b> TWR chapter 1
Sept. 12	<ul style="list-style-type: none"> <li>• Reading-Writing Connection</li> <li>• Teaching Students to Plan Before Writing</li> </ul>	<b>Read and Reflect:</b> TWR chapters 2 & 3
Sept. 19	<ul style="list-style-type: none"> <li>• <i>Community Mapping presentations</i></li> <li>• Single-Paragraph Outline</li> </ul>	<b>Read and Reflect:</b> TWR chapter 4 <b>Due:</b> Community Mapping Project
Sept. 26	<ul style="list-style-type: none"> <li>• Revising and Editing</li> <li>• Conferring with Students</li> </ul>	<b>Read and Reflect:</b> TWR chapter 5
Oct. 3	<ul style="list-style-type: none"> <li>• Culturally Relevant Writing Instruction</li> </ul>	<b>Read and Reflect:</b> Culturally Responsive article <b>Due:</b> Whole group lesson plan
Oct. 10	<ul style="list-style-type: none"> <li>• No Class Meeting – Monday Classes Meet</li> </ul>	<b>Read and Reflect:</b> TWR chapter 6 <b>Due:</b> One-on-One Conference Video
Oct. 17	<ul style="list-style-type: none"> <li>• Summarizing and Drafting</li> </ul>	<b>Read and Reflect:</b> TWR chapter 7 <b>Due:</b> Comments on Conferring Videos
Oct. 24	<ul style="list-style-type: none"> <li>• Argumentative Writing</li> </ul>	<b>Read and Reflect:</b> TWR chapter 8 <b>Due:</b> Reflection on One-on-One Conferring
Oct. 31	<ul style="list-style-type: none"> <li>• Assessing Writing</li> </ul>	<b>Read and Reflect:</b> TWR chapters 9 & 10
Nov. 7	<ul style="list-style-type: none"> <li>• <i>Book Club Presentations</i></li> </ul>	<b>Due:</b> Book Club presentations
Nov. 14	<ul style="list-style-type: none"> <li>• Motivation and Engagement in Writing</li> <li>• Technology and Writing</li> </ul>	<b>Read and Reflect:</b> Ives et al., 2023 (BB) Writing Motivation article Writing & Technology article
Nov. 21	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<b>Read and Reflect</b> <b>Due:</b> Whole group video & reflection
Nov. 28	<ul style="list-style-type: none"> <li>• No Class Meeting</li> <li>• Work on PBA</li> </ul>	
Dec. 5	<ul style="list-style-type: none"> <li>• Reading Day</li> </ul>	
Dec 12	<ul style="list-style-type: none"> <li>• Exam Date</li> </ul>	<b>Due:</b> Writing Analysis PBA

## **Class Schedule**

*Faculty reserves the right to add, alter, or omit any assignment as necessary during the semester with advanced notice of any modifications.*

## **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](mailto: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, sexual harassment, 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](mailto:titleix@gmu.edu)

## **Guidelines for Writing Analysis (ELED 412 PBA)**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child's writing development and the instructional program you would implement for that child based on your assessments. This analysis is a performance-based assessment for literacy III.

As you begin your fieldwork, select a target child. You will assess the child's writing ability.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include as many different types of writing as possible. Try to avoid having all three be from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of the writer's strengths in form, function, and process (you will have to observe the writer engaged in the process of writing). Supporting documents should be attached as appendices and cited in the text.

Include a research-based instructional plan.

### **Evaluation**

Diversity of assessments used, accuracy of developmental levels assigned, and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric.

**Assessment Rubric for Writing Analysis – ELED 412 Performance-Based Assessment**

<b>Criteria</b>	<b>Exceeds 90-100% (met)</b>	<b>Meets 80-89% (met)</b>	<b>Approaches 70-79% (unmet)</b>	<b>Falls Below 0-69% (unmet)</b>	<b>Score</b>
<b>Complete Introduction</b> of the student is included.	9-10 Physical, environmental, linguistic, cognitive, emotional & social characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	8-8.9 Developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social are described.	7-7.9 Introduction provides limited description of the developmental characteristics of the learner.	0-6.9 Introduction lacks a description of the developmental characteristics of the learner.	(Development ACEI 1.0 INTASC 1a CAEP 1a)
<b>The Writing Analysis</b> includes evidence of multiple assessments and cites references and appendices.	9-10 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's writing learning needs are collected, referenced, and included in the appendices.	8-8.9 Assessment data collected by the teacher candidate to identify the student's writing learning needs are used, referenced, and included in the appendices.	7-7.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-6.9 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
<b>The Writing Analysis</b> includes evidence of child's level, strengths in form, function, and process	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
<b>The Writing Instructional Plan</b> is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7.7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
<b>Conclusion:</b> synthesizing the analysis is included.	9-10 Conclusion synthesizes analysis with instructional plans. It includes and supports predictions for learner's success.	8-8.9 Conclusion synthesizes analysis with instructional plans.	7-7.9 Conclusion lacks synthesis.	0-6.9 Lacks a conclusion.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
<b>Mechanics:</b> The paper is coherent, proofread, well-organized, error free and adheres to APA format.	9-10 Paper is coherent, well-organized, error free and adheres to APA format.	8-8.9 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	7-7.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-6.9 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage, or APA.	(Content ACEI 2.1)
Total Weighed Score	9-10	8-8.9	7.7.9	0-6.9	