

George Mason University
College of Education and Human Development
Undergraduate Elementary Licensure

ELED 412.001
Writing Development, Processes and Pedagogy
3 Credits, Fall 2024
Thursdays, August 29-Dec 12
1:30-4:10 pm
Fairfax, Thompson Hall L013

Professor: Margaret Maurizi (Peggy)
In Person/Virtual Office Hours: by appointment
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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 hybrid format (approx. 25% online). This course includes multiple instructional strategies to include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires field experience.**

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. Reflect 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 they will adapt writing instruction to meet those needs.
5. Explore and explain the role of families, communities, and schools on 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, as through writing, storytelling, 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 Analysis; Course Notebook
2. Learning Differences	Student Writing; Writing Reflection; Writing Analysis
3. Learning Environments	Course Notebook, Writing lesson
4. Content Knowledge	Writing Analysis; Course Notebook, Writing Reflection
5. Application of Content	Writing Analysis, Writing Reflection, Course Notebook
6. Assessment	Writing lesson Writing Analysis;
7. Planning	Writing Analysis; Course Notebook
8. Instructional Strategies	Course Notebook, Writing Lesson
9. Professional Learning and Ethical Practice	Course Notebook and Writing Reflection; Writing Analysis
10. Leadership and Collaboration	Student Writing, Writing Analyses

Standards: ISTE NETS

(<http://cnets.iste.org/teachstand.html>)

ISTE NETS	ASSIGNMENTS
I. Technology Operations and Concepts	Writing Lesson
II. Planning and Designing Learning Environments and Experiences	Writing Lesson, Course Notebooks, Writing Analysis
III. Teaching Learning and the Curriculum	Writing Analyses
<i>VI. Social, Ethical, Legal, and Human Issues</i>	

Standards: IRA (http://www.reading.org/resources/issues/reports/professional_standards.html)

I. Foundational Knowledge	Student Writing; Writing Analysis
II. Instructional Strategies and Curriculum Materials	Writing Analysis, Writing Lesson
III. Assessment, Diagnosis and Evaluation	Writing Analysis, Writing Lesson
IV. Creating a Literate Environment	Course Notebook, Writing lesson

Standards: CAEP

(<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?lg=en>)

CAEP	Assignments
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Fieldwork; Writing Analysis
1.2 Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students' progress and their own learning	Fieldwork; Writing Analysis
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to IRA standards.	Fieldwork Writing Analysis
2.3 Clinical experiences, including technology- enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	Fieldwork; Writing Analysis
4.2 Indicators of Teaching Effectiveness	Fieldwork; Course Notebooks, Writing Analysis

Required Texts

Sedita, Joan (2022) *The Writing rope: A Framework for explicit writing instruction in all Subjects*. Brookes Publishing

Recommended Texts

Hochman, Judith C. & Wexler, Natalie (2017) *The Writing revolution: a guide to advancing thinking through writing in all subjects and grades*. Jossey-Bass

**Additional selected readings will be posted on Blackboard.

ELED 412-001 Syllabus - Fall 2024- Maurizi

Work Timeliness Expectations

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-*	70-72	1.67	
D*	60-69	1.00	
F*	<69	0.00	

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. I encourage you to take advantage of this service.

http://writingcenter.gmu.edu/?page_id=177

Note: “C-”and below is not satisfactory for a licensure course.

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

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	20	ongoing
1, 3, 5, 6, 7, 8, 9	Writing Lesson	20	Plan due in Blackboard Oct. 17 th Reflection due Nov.7
1, 2, 3, 5, 6,7,8	Teachers as Writers & Reflection	15	Student Writing Due: Weekly In Class Writings-10 pts Reflection- 5 points Due Nov.14 th
1, 2, 4, 5, 6, 7, 8, 9	Course Notebook	10	Course Notebook Weekly (5 entries)
1, 2, 4, 5, 6, 7, 8, 9	Dyslexia Awareness Training Module.	10	Due Nov.1st
1, 2, 3, 4, 5, 6	Writing Analysis (PBA)	25	Dec. 12 th

Participation (20%)

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.”

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. After three absences, students will not be able to earn a passing grade and must retake the class. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

Evaluation

You are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class prior to the start of class.

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to:

Contributions to whole group, small group discussions and self-directed learning time

- Teachers as Writers
- All coursework
- Fieldwork

Teachers as Writers (15%)

Students will reflect on their own literacy learning histories by engaging in the writing process during class and will connect to current theories of writing instruction.

Evaluation Student writing will be conducted at the beginning of most class meetings. Each entry will be worth 1.5 points. A one-page reflection on *Teachers As Writers* (worth 5 points) will be due Nov.14th. More information will be shared in class.

Course Notebook (10%)

Students will complete course notebook entries to think more critically about teaching and learning through writing across all subject areas and grades. Students will demonstrate an understanding of the knowledge, skills, and various diverse processes necessary for teaching writing.

Evaluation

Students will apply content learned from course readings to demonstrate an understanding of how to incorporate writing instruction that demonstrates an understanding of children's writing development. Students will complete ten course notebooks over the semester. Each entry is worth two points.

Writing Lesson (20%)

Plan Due: Oct. 17 Reflection Due: Nov. 7

You will plan and implement a writing lesson based on instructional decision making between you and your mentor teacher. The lesson will be videotaped to aide in your reflections. The lesson plan will be submitted to Blackboard prior to implementation. A summary guided reflection will be submitted to Blackboard following implementation of the lesson. Additional information will be provided in class.

Evaluation

The writing lesson plan will be evaluated on appropriate match of learning objective(s), instruction and assessment of learning and learning objectives. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

Writing Analysis (PBA) (25%)

ACEI Standards Assessed: 2.1, 3.1, 4.0

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.

Professional Dispositions

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

TENTATIVE CLASS SCHEDULE

<p>Class Meeting</p>	<p>Guiding Question. Topics <i>How do we build a community of communicators, readers and writers in our classrooms?</i></p>	<p>Readings and Assignments (DUE BEFORE In Person SESSION)</p>
<p>Thursday, August 29 1:30-4:10pm In-Person Class 1</p>	<p>Getting to know ourselves as writers. Introduction – Syllabus and Assignments</p>	<p>Read, Reflect, View and Do Class 1 Folder Developing a Writing Identity</p>
<p>Thursday, September 5 1:30-4:10pm In-Person Class 2</p>	<p>Introduction to the Writing Rope Findings from Writing Research 7 Teaching Principles</p>	<p>Read, Reflect, View and Do Class 2 Folder Sedita Ch. 1&2</p>
<p>Thursday, September 12 1:30-4:10pm In-Person Class 3</p>	<p>Culturally Responsive Teaching in Literacy</p>	<p>Read, Reflect View and Do Class 3 Folder Hammond Ch 4 posted in Blackboard.</p>
<p>Thursday, September 19 1:30-4:10pm In-Person Class 4</p>	<p>Effective Writing Instruction</p>	<p>Read, Reflect, View and Do Class 4 Folder Sedita Ch. 2 (Deeper dive)</p>
<p>Thursday, September 26 1:30-4:10pm In-Person Class 5</p>	<p>Assessing Writers & Providing Feedback Learning to listen</p>	<p>Read, Reflect View and Do: Readings posted on Blackboard. Class 5 Folder</p>

<p>Thursday, October 3 1:30-4:10pm</p> <p>In-Person Class 6</p>	<p>Syntax and Sentence Skills</p>	<p>Read, Reflect View and Do: Readings posted on Blackboard. Sedita Ch. 6 Class 6 Folder</p>
<p>Thursday, October 10 1:30-4:10pm</p> <p>In Person Class 7</p>	<p>The Writing Process Writing Craft</p>	<p>Read, Reflect, View and Do: Sedita Ch. 4 Class 7 Folder Video- Gradual Release</p>
<p>Thursday, October 17 1:30-4:10pm</p> <p>Asynchronous Class 8</p>	<p>Writing Routines Strategies for teaching the Writing Process</p>	<p>Read, Reflect View and Do: Class 8 Folder Sedita Ch. 5 DUE: Writing Lesson Plan</p>
<p>Thursday, October 24</p> <p>1:30-4:10pm TBD In-Person/Online Class 9</p>	<p>Writing Across the Curriculum Reading/ Writing Connection</p>	<p>Read, Reflect View and Do: Class 9 Folder</p>
<p>Thursday, October 31 1:30-4:10pm TBD In-Person/online Class 10</p>	<p>Critical Thinking and Writing to Learn</p>	<p>Read, Reflect, View and Do Class 10 Folder Sedita Ch. 9</p>
<p>Thursday, November 7 1:30-4:10pm</p> <p>In-Person Class 11</p>	<p>Writing to Learn Research and Nonfiction/ Expository writing</p>	<p>Read, Reflect View and Do Class 11 Folder Sedita Ch. 10 DUE Writing Lesson Reflection</p>
<p>Thursday, November 14 1:30-4:10pm In-Person Class 12</p>	<p>Building a Literacy Community Digital Literacy – appropriate use of technology</p>	<p>Read, Reflect View and Do Class 12 Folder</p>
<p>Thursday, November 21 1:30-4:10pm</p> <p>In-Person Class 13</p>	<p>Writing Analysis (PBA) Work Session</p>	<p>Read, Reflect View and Do Class 13 Folder DUE Teachers as Writers One page Reflection</p>
<p>Thursday, December 5 1:30-4:10pm</p>	<p>Pulling it All Together</p>	<p>Read, Reflect View and Do Sedita Ch. 11</p>

In-Person Class 14	Evaluating Writing Instruction	Class 14 Folder
Thursday, December 12 Asynchronous		DUE PBA Writing Analysis

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

- TimelyCare: <https://caps.gmu.edu/timelycare-services/>
- Writing Center: <https://writingcenter.gmu.edu/>

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.

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

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0- 69% (unmet)	Score
Complete Introduction 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)

<p>The Writing Analysis includes evidence of multiple assessments and cites references and appendices.</p>	<p>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.</p>	<p>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.</p>	<p>7-7.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.</p>	<p>0-6.9 Lacks evidence of assessment data.</p>	<p>(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)</p>
<p>The Writing Analysis includes evidence of child's level, strengths in form, function, and process.</p>	<p>9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.</p>	<p>8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.</p>	<p>7-7.9 Writing analysis is incomplete.</p>	<p>0-6.9 Lacks a writing analysis.</p>	<p>(Development ACEI 1.0 INTASC 6c CAEP 2a)</p>
<p>The Writing Instructional Plan is developmentally appropriate and pedagogically sound.</p>	<p>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.</p>	<p>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.</p>	<p>7-7.9 Instructional plan fails to address child's specific writing needs.</p>	<p>0-6.9 Lacks a writing instructional plan specific to the learner.</p>	
<p>Conclusion: synthesizing the analysis is included.</p>	<p>9-10 Conclusion synthesizes analysis with instructional plans. It includes & supports</p>	<p>8-8.9 Conclusion synthesizes analysis with instructional plans.</p>	<p>7-7.9 Conclusion lacks synthesis.</p>	<p>0-6.9 Lacks a conclusion.</p>	<p>(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)</p>

	predictions for learner's success.				
Mechanics: The paper is coherent, proof read, 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 Weighted Score					



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.