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

ELED 412.002
Writing Development. Processes and Pedagogy
3 Credits, Fall 2024
Thursdays, August 29-Dec 12
4:30-7:10 pm
Fairfax Campus, Thompson Hall L019
</div>

Professor: Lois Groth
In Person/Virtual Office Hours: by appointment
Office Location: Thompson Hall 1806
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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 face-to-face course includes multiple instructional strategies. Individual session formats will vary and may 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:

ELED 412-002 Syllabus - Fall 2024 Groth

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, Writing Lesson
2. Learning Differences	Student Writing; Writing Lesson; Writing Reflection; Writing Analysis
3. Learning Environments	Course Notebook

4. Content Knowledge	Writing Analysis; Course Notebook, Writing Lesson, Writing Reflection
5. Application of Content	Writing Analysis, Writing Lesson, Writing Reflection, Course Notebook
6. Assessment	Writing Conference, Writing Lesson, Writibgn Reflection, Writing Analysis
7. Planning	Writing Analysis; Writing Lesson; Course Notebook
8. Instructional Strategies	Course Notebook, Writing Lesson
9. Professional Learning and Ethical Practice	Course Notebook; Writing Reflection; Writing Analysis
10. Leadership and Collaboration	Writing Lesson, Writing Analyses

Required Texts

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

   Subjects. Brookes Publishing

Parsons, S.A. & Vaughn, M. (Eds.) (2021). *Principles of effective literacy instruction, Grades K-5.* New York: The Guilford Press. (from ELED 411)

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.

Course Performance Evaluation

All assignments are to be completed and submitted via Blackboard 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.** Some work will be shared in face-to-face class sessions. Please note the Performance-Based Assessment for this class is the Writing Analysis.

APA format is expected. 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 7th Edition APA Manual, the Purdue OWL website is an excellent resource. (Use APA Guidelines).
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

ASSIGNMENTS

Classwork Notebook and Field Work	42%
{Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9}	
Dyslexia Awareness Modules	10%
{Outcomes 1, 2, 4, 5, 6, 7, 8, 9}	
Writing Lesson	23%
{Outcomes 1, 2, 4, 6, 7, 8, 9, 11}	
Writing Analysis (PBA)	25%
{Outcomes 1, 2, 3, 4, 5, 6}	
Total	100%

Note: I reserve the right to add, alter, or omit any assignment as necessary during the semester. You will always receive advanced notice of any modifications.

Assignments and/or Examinations

Classwork Notebook and Field Work (42%)
DUE: Weekly
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 more than three absences, students will not be able to earn a passing grade and must retake the class.

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 for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

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; therefore, **you are expected to contribute to all class 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**, which means having completed all assigned readings and tasks for that class. 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.
Field work is required for this class (2 full days per week - practicum). You are assigned a classroom at a PDS site.

Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior in the field. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a Teacher Candidate be removed from their assigned location at any time.

Field Accommodations
If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for

fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: https://ds.gmu.edu/field-placement/.

Evaluation: You will complete in-class and between class activities in your online class notebook. Your notebook is located on Canvas. **PLEASE NOTE**: If you are absent from class, you can earn half the daily points by completing all the between session classwork (up to 1.5 points for a missed class). Journal entries are **due by 9:00 AM** on Thursday. *Please note*: any journal entries submitted more than a week past due (the following Thursday) will receive 0 points.

Classes 1-14 will be worth 3 points each.

	Unsatisfactory (0 pts)	Basic (1 pt)	Proficient (2 pts)	Distinguished (3 pts)
Classwork -to include work due prior to the class session (weekly work) and participation during the session.	The student is absent from class and/or is not prepared for class (between class work is incomplete). Some or all work is missing.	The student is late; leaves early and/or is not prepared for class (between class work is incomplete). The student does not actively participate in discussions. Work is completed at a basic level.	The student is on time and prepared for class discussions (between class work is complete). The student participates to an extent in group and class discussions. Work is completed at a level that displays proficiency.	The student is punctual and prepared for class (between class work is complete). The student actively participates and supports the members of the learning group and the members of the class. Work is completed in a distinguished way.

Dyslexia Modules (10%)
DUE: Oct. 24
Part of the requirements for Virginia State Licensure include completion of the VDOE online training on the indicators of dyslexia, as that term is defined by the board and regulations and the evidence-based interventions and accommodations for dyslexia.
https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/dyslexia-training
Submit a copy of your certificate to Blackboard. **Print and keep this certificate for submission of your licensure paperwork at the end of your program.

Writing Lesson (23%)
Plan Due: Oct. 31   Reflection Due: Nov. 21
Shared writing involves sharing some part/s of the writing process with students. Interactive

writing is an activity that allows you to "share the pen" with students and compose writing together. In these activities, the teacher models writing. A real benefit of shared and interactive writing instructional techniques is that they allow the teacher to provide immediate feedback and teaching. That is, the instruction provided is responsive to the students' actions, so you can provide immediate instruction that is right at their level (what they are "using but confusing").

You will plan and implement a shared or interactive writing lesson. 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 (25%)
DUE: December 12
This is the programmatic **P**erformance **B**ased **A**ssessment 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.

Grading Scale for this course is as follows:

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	

*Note: **"C-" and below is not satisfactory for a licensure course**

AI Guidelines

Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. 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.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.

Professional Dispositions- Students are expected to always exhibit professional behaviors and dispositions. See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Dates Thursdays 4:30-7:10	Topics	Readings, Activities, Assignments (Complete prior to class meeting. See Class folder on Bb)
Week 1 **Thursday, August 29**	Introductions and Getting to know ourselves as writers Wondering about writing instruction Synchrony of Literacy Development	**Read/Reflect/React:** Nothing due prior to class 1 **Class Folder and Notebook**
Week 2 **Thursday, September 5**	Syllabus and assignments Developing a Writing Vision Introduction to the Writing Rope	**Read/Reflect/React:** Sedita, ch 1 Creating a Vision for Teaching Writing (Graham, 2021) **Class Folder and Notebook**
Week 3 **Thursday, September 12**	Building a Community of Writers Writing Development	**Read/Reflect/React:** A Community of Writers (Shubitz & Dorfman, 2019) Laying the Foundation: Why Good Writing Starts with the Teacher (Empowering Writers, 2018) **Class Folder and Notebook**

Dates Thursdays 4:30-7:10	Topics	Readings, Activities, Assignments (Complete prior to class meeting. See Class folder on Bb)
Week 4 **Thursday, September 19**	Effective Writing Instruction Findings from Writing Research 7 Teaching Principles Structured Writing Instruction	**Read/Reflect/React:** Sedita ch 2 Young writers need structure to learn the craft. How much is enough? (Schwartz, 2023) **Class Folder and Notebook**
Week 5 **Thursday, September 26**	Writing Craft Task, Audience and Purpose	**Read/Reflect/React:** Sedita ch 4 **Class Folder and Notebook**
Week 6 **Thursday, October 3**	The Writing Process Writing Routines Writing Assessment	**Read/Reflect/React:** Sedita ch 5 **Class Folder and Notebook**
Week 7 **Thursday, October 10**	Writing With: Interactive Writing	**Read/Reflect/React:** Interactive Writing Readings **Class Folder and Notebook**
Week 8 **Thursday, October 17**	Writing With: Shared Writing	**Read/Reflect/React:** Shared Writing Readings **Class Folder and Notebook**
Week 9 **Thursday, October 24**	Consume – Critique – Produce Using Mentor texts Sentence and Paragraph Skills	**Read/Reflect/React:** Sedita chs 6 and 7 **Class Folder and Notebook** **DUE: Dyslexia Awareness**
Week 10 **Thursday, October 31**	Assessing Writers & Providing Feedback Conferring/Learning to listen	**Read/Reflect/React:** Conferring (Shubitz & Dorfman, 2019) **Class Folder and Notebook** **DUE:** Writing Lesson Plan
Week 11 **Thursday, November 7**	Assessing Writing	**Read/Reflect/React:** Sedita ch 8 **Class Folder and Notebook**
Week 12 **Thursday, November 14**	Writing to Learn Research and Nonfiction/Expository writing	**Read/Reflect/React:** Sedita ch 10 **Class Folder and Notebook**
Week 13 **Thursday, November 21**	Writing Instructional Block Focus lessons	**Read/Reflect/React:** Sedita ch 9 **Class Folder and Notebook** **DUE:** Writing Lesson Reflection
Week 14 **Thursday, December 5**	Pulling it All Together Writing Engagement	**Read/Reflect/React:** Sedita, ch 11 **Class Folder and Notebook**

Dates Thursdays 4:30-7:10	Topics	Readings, Activities, Assignments (Complete prior to class meeting. See Class folder on Bb)
Exam period Thursday, December 12	Asynchronous	**DUE:** PBA Writing Analysis

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

· For additional information on the College of Education and Human Development's Student Success Resources, please visit: https://cehd.gmu.edu/students/.

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.

Student and Faculty Names and Pronouns
Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she, her, hers for myself and you may address me as Lois or Dr. Groth or Professor Groth in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement
The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.
· We value our diverse student body and desire to increase the diversity of our faculty and staff.
· We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
· We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
· We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
· We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement
Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

<center>Guidelines for **WRITING ANALYSIS (ELED 412 PBA)**</center>

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 ELED 412.

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.

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)
The **Writing Analysis** 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)
The **Writing Analysis** 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	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)

	9-10	8-8.9	7-7.9	0-6.9	
					learner's progress in level, form, function, & process.
The **Writing Instructional Plan** is developmentally appropriate and pedagogically sound.	9-10 Instructional plan outlines how developmentally appropriate strategies, materials, & resources will be used to build strengths & 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.	
Conclusion: synthesizing the analysis is included.	9-10 Conclusion synthesizes analysis with instructional plans. It includes & 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)
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.