SYLLABUS

George Mason University
College of Education and Human Development

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

3-Credits, Fall of 2017
August 31, 2017-December 14, 2017
Thursdays from 4:00PM-7:00PM
Old Bridge Elementary School (OBE)

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

Prerequisites/Corequisites
None

University Catalog Course Description

English 695 is designed to improve learning, instruction, and writing in K-12 public schools throughout Northern Virginia through an emphasis on writing across the curriculum (WAC).

Course Overview

The course provides teachers with strategies for effective writing instruction, engages teachers in developing their own writing lives, and engages participants in an inquiry into the relationship of the practical implications of educational policy on student learning, pedagogy, and content. The primary method of delivery consists of demonstration lessons, which communicate what teachers do and the rationale behind the pedagogical choices at work. Teachers spend significant time working in writing response groups (as a model of pedagogical practice and as a place to develop their own writing). Additionally, practicing teachers in content areas other than English (e.g., math, science, history, music, etc.) are called upon to show how writing can work as a powerful tool for learning and communication across the curriculum, while elaborating on the particular conventions of writing in different content areas.

Last revised July 2017
**Course Delivery Method**

Exemplary teachers with significant classroom experience and professional development training have always taught English 695. That experience is the best qualification for this course. This course has a facilitator, but the true instructors are the presenters and the students (participants) themselves. Teachers teaching teachers creates the best learning experience for all involved. There will be presentations by current classroom teachers and on opposite days, students will be working in writing groups with their classmates. Additionally, there will be discussions about current research and articles in the field of writing.

**Learner Outcomes or Objectives**

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

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

**Professional Standards**

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

**Required Texts**

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

Northern Virginia Writing Project Book List

The books on the Main List (see below) are available at the George Mason bookstore, Fairfax campus, through the publisher, and sometimes through Amazon.com. Additionally, the PWC Staff Library and many school libraries (staff sections) have these books as well.

**Main List**

**Middle School, High School, and College**


Lane, Barry. *But How Do You Teach Writing?* Scholastic, 2008.


**Supplemental List**

**Middle School, High School, and College**


**Other**


Farrell-Childers, P., A. Ruggles Gere, A. Young, eds. *Programs and Practices:*

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Last revised July 2017


Gere, Anne Ruggles, et. al. Writing on Demand. Heinemann, 2005


Smith, Mary Anne & Miriam Ylvisaker. Teachers’ Voices: Portfolios in the Classroom. NCTE, 1993.


Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor. Attend all classes (> 2 absences will result in a failing grade). Word process all final written documents. Actively engage the instructor and guests’ demonstration lessons. Participate each week in large group and writing group discussions. Complete and hand in all assignments on the due dates for full credit. Maintain a learning log of reflections (teaching, presentations, and readings). Compile a portfolio of all written work for final submission. Students will assess themselves regarding their engagement in the reading and reflections, participation in class, and their participation in writing groups. This is an advisory document that the instructor reserves the right to disagree with, however, ideally both the student and instructor should be in agreement.

**Grading**

A= All assignments completed, timely, detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations. Excellent class participation.

A-= All assignments completed, timely, detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations Appropriate class participation.

B+= Most assignments completed, timely, detailed. Student demonstrates knowledge and some reflective thought regarding reading and presentations. Evidence of some class participation.

B= Some assignments completed, timely, detailed. Student demonstrates extensive knowledge and reflective thought regarding reading and presentations. Mediocre class participation.

C= Assignments completed. Little reflection shown and minimum knowledge demonstrated. Minimal class participation.

F= Incomplete assignments. No reflection shown. No class participation.

**Professional Dispositions**

See [https://cehd.gmu.edu/students/polices-procedures/](https://cehd.gmu.edu/students/polices-procedures/)

**Class Schedule**

**LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS BEFORE 20% OF THE CLASS SESSIONS HAVE MET; which is by the third class.**

<table>
<thead>
<tr>
<th>In Class</th>
<th>Home Work</th>
<th>Due</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Action</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/7</td>
<td>Arbogast Presentation: Intensive Journals</td>
<td>Work on Personal Writing.</td>
<td>Book 1 Reflection Due</td>
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<td>Read Book/Flowers’ Madman, et al. and Reflect.</td>
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<tr>
<td>9/14</td>
<td>Aesthetic Poetry Poem Sketching</td>
<td>Read Book and Reflect.</td>
<td>Book 1 and/or Article Reflection Due</td>
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<td></td>
<td>Work on Personal Writing.</td>
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<tr>
<td>9/21</td>
<td>Writing Groups Focused Revision</td>
<td>Read Book/Fulwiler’s Focused Revision and Reflect.</td>
<td>Book 1 and/or Article Reflection Due</td>
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<td></td>
<td>Work on Personal Writing</td>
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<tr>
<td>9/28</td>
<td>Lutterbie Presentation: PSA Analysis</td>
<td>Read book and Reflect</td>
<td>Writing for Writing Group Possible Book 1 Reflection</td>
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<td>Work on Personal Writing</td>
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<tr>
<td>10/5</td>
<td>Writing Groups Writing Pics Deeper Reading</td>
<td>Read book and Reflect</td>
<td>Writing for Writing Group Book 1 Reflection</td>
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<td>Work on Personal Writing</td>
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<tr>
<td>10/12</td>
<td>Golimowski Presentation: Strategies &amp; Process</td>
<td>Read book and Reflect</td>
<td>Book 1 Reflection</td>
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<td>Work on Personal Writing</td>
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<tr>
<td>10/19</td>
<td>Writing Group Multi-Genre Research</td>
<td>Read book and Reflect</td>
<td>Writing for Writing Group Book 2 Reflection</td>
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<td>Work on Personal Writing</td>
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<tr>
<td>10/26</td>
<td>Carroll Presentation: Argument Op-Ed</td>
<td>Read book and Reflect</td>
<td>Book 2 Reflection</td>
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<td>Work on Personal Writing</td>
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<tr>
<td>11/2</td>
<td>Writing Group Bodily Kinesthetic</td>
<td>Read book and Reflect</td>
<td>Writing for Writing Group Book 2 Reflection</td>
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<td>Work on Personal Writing</td>
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<tr>
<td>11/9</td>
<td>Miller Presentation: Testing</td>
<td>Read book and Reflect</td>
<td>Book 2 Reflection</td>
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<td>Work on Personal Writing</td>
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<tr>
<td>11/16</td>
<td>Writing Group Narratives</td>
<td>Read book and Reflect</td>
<td>Writing for Writing Group Book 2 Reflection</td>
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<td></td>
<td>Work on Personal Writing</td>
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/).

**GMU Policies and Resources for Students**

*Policies*

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

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

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

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

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

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

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