

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
OFFICE OF EDUCATION SERVICES**

EDPD502/ENGH695: Writing and Learning Across the Curriculum

Summer 2016

June 27 – July 15; Monday-Friday 9:00 a.m.-12:20 p.m.

Briar Woods High School

Ashburn, VA

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COURSE DESCRIPTION

This course is designed to help educators incorporate writing across the content areas. Participants will learn research-based strategies for using writing as a valuable instructional and assessment tool. Teachers will alternate between writing groups, where they will have the opportunity to work on their own writing, and viewing presentations from the Northern Virginia Writing Project Teacher Consultants. They will read current articles about writing as well as two books on writing process and instruction.

COURSE PURPOSE AND INTENDED AUDIENCE

Intended audience is classroom teachers of all ages, levels, and content areas. In depth exploration of writing lessons will allow teachers the opportunity to return to their classrooms with a better knowledge of teaching writing, as well as methods to utilize writing as an instructional tool. Students in this class will be exposed to up to date research based methodology and practice of the teaching of writing, so they will become better writing teachers.

COURSE FORMAT

This is a course that has a facilitator, but the true instructors are the presenters and the students 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.

STUDENT OUTCOMES

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

TEXTBOOK AND SUPPLIES

Select 2 books from the reading list (see pages 4-5)

3-ring notebook for the handouts and writing assignments

1-pocket portfolio folder

ASSIGNMENTS

The following types of writing will be completed during this course:

1. Position Paper (in-class the first day)
2. Book Responses for Book 1 (3 required)
3. Book Responses for Book 2 (3 required)
4. Writing Pieces to be taken through revision (personal)
5. Article Responses (one for each article assigned)
6. Learning Log Entries (presentation responses, weekly classroom reflections, drafts of personal writing, etc as assigned)
7. Final Position Paper
8. Portfolio Compilation

The class will complete a publication featuring the teachers' revised choice writing.

COURSE REQUIREMENTS AND PERFORMANCE-BASED ASSESSMENTS

- Attend all classes and 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.

EVALUATION

Grades will be based on your portfolio of your writings submitted at the end of the course and your participation in class in discussions, presentations, and reading/writing groups. The portfolio will be graded holistically.

A grade of A or B will be assigned based on the following criteria:

Completes all required reading, publishes a revised piece in class anthology, participates in writing group by bringing writing to share and commenting on writing of others, actively participates in class discussions and presentations, completes writing to learn responses on readings, presentations, and discussion topics as assigned, turns in folder on a weekly basis for feedback. **Attendance to class sessions is extremely important. Missed classes may affect your grade.**

GRADING SCALE

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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

REQUIRED/SUPPLEMENTAL/RECOMMENDED TEXTS AND/OR READINGS

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.

Main List

Elementary

Calkins, Lucy. *The Art of Teaching Writing*. Heinemann, 1994.
Fletcher, Ralph and Joann Portalupi. *Craft Lessons: Teaching Writing K-8*. 2nd edition. Stenhouse, 2007.
Graves, Donald. *A Fresh Look at Writing*. Heinemann, 1994.

Middle School, High School, and College

Atwell, Nancie. *In The Middle*. 2nd edition. Boynton/Cook, 1998.
Burke, Jim. *What's the Big Idea? Question-Driven Units to Motivate Reading, Writing, and Thinking*. Heinemann, 2010.
Gallagher, Kelly. *Teaching Adolescent Writers*. Stenhouse, 2006.
Herrington, Anne, Kevin Hodgson, and Charles Moran. *Teaching the New Writing: Technology, Change, and Assessment in the 21st Century Classroom*. National Writing Project and Teachers College Press, 2009.
Lane, Barry. *But How Do You Teach Writing?* Scholastic, 2008.
Murray, Donald. *A Writer Teaches Writing Revised*. 2nd edition. Heinle, 2003.
Murray, Donald, Thomas Newkirk, and Lisa C. Miller. *The Essential Don Murray: Lessons from America's Greatest Writing Teacher*. Heinemann, 2009.
Romano, Tom. *Crafting Authentic Voice*. Heinemann, 2004.
Glenn, Cheryl and Melissa Goldthwaite. *The St. Martin's Guide to Teaching Writing* 6th ed. Bedford/St. Martin's, 2008.

Supplemental List

Elementary

Cary, Stephen. *Going Graphic: Comics at Work in the Multicultural Classroom*. Heinemann, 2004.
Graves, Donald. *Investigate Nonfiction*. Boynton/Cook, 1989.
Graves, Donald. *Writing: Teachers and Children at Work*. Heinemann, 2003.
Hansen, Jane. *When Writers Read*. Heinemann, 2001.

Middle School, High School, and College

Atwell, Nancie. *Lessons That Change Writers*. Firsthand, 2002.
Atwell, Nancie. *Coming to Know: Writing to Learn in the Intermediate Grades*. Boynton/Cook, 1989.
Bernabei, Gretchen, and Barry Lane. *Why We Must Run with Scissors: Voice Lessons in Persuasive Writing*. Discover Writing Press, 2001.
Burke, Jim. *The English Teacher's Companion: Complete Guide to the Classroom, Curriculum, and the Profession*. 3rd edition. Heinemann, 2007.
MacLean, Marion and Mohr, Marian. *Teacher Researchers at Work*. NWP, 1999.
Macrorie, Ken. *The I-Search Paper*. Boynton/Cook, 1988.
Macrorie, Ken. *Writing to Be Read*. Boynton/Cook, 1986.
Mahoney, Jim. *Power and Portfolios: Best Practices for High School Classrooms*. Heinemann, 2002.
Romano, Tom. *Blending Genre, Altering Style: Writing Multigenre Papers*. Boynton/Cook, 2000.
Rief, Linda and Atwell, Nancie. *Seeking Diversity*. Heinemann, 1991.

Other

- Dorn, Linda J., and Carlos Soffos. *Scaffolding Young Writers: A Writer's Workshop Approach*. Stenhouse, 2001.
- Dyson, Anne Haas. *The Brothers and Sisters Learn to Write*. Teachers College Press, 2003.
- Elbow, Peter. *Everyone Can Write*. Oxford University Press, 2000.
- Emig, Janet. *The Web of Meaning*. Boynton/Cook, 1983.
- Farrell-Childers, P., A. Ruggles Gere, A. Young, eds. *Programs and Practices: Writing Across the Secondary School Curriculum*. Boynton/Cook, 1994.
- Fletcher, Ralph. *What a Writer Needs*. Heinemann, 1992.
- Fulwiler, Toby, ed. *The Journal Book*. Boynton/Cook, 1987.
- Gere, Anne Ruggles, et. al. *Writing on Demand*. Heinemann, 2005
- Gill, Kent. ed. *Process and Portfolios in Writing Instruction*. NCTE, 1993.
- Goldberg, Natalie. *Writing Down the Bones*. Shambala, 2010.
- Graves, Donald. *Build a Literate Classroom*. Heinemann, 1991.
- Graves, Donald. *Portfolio Portraits*. Heinemann, 1992.
- Kirby, Dan and Tom Liner. *Inside Out*. 3rd edition. Boynton/Cook, 2003.
- Lamott, Anne. *Bird by Bird*. Anchor, 1995.
- LeGuin, Ursula. *Steering the Craft*. Eighth Mountain Press, 1998.
- Moffett, James. *Coming On Center*. Boynton/Cook, 1988.
- Mohr, Marian, et al. *Teacher Research for Better Schools*. Teachers College Press, 2003.
- National Writing Project and Carl Nagin. *Because Writing Matters: Improving Student Writing in Our Schools*. Jossy-Bass, 2003.
- Rhodes, Lynn and Dudley-Maring, C. *Readers and Writers with a Difference: A Holistic Approach to Teaching Disabled and Remedial Students*. Heinemann, 1996.
- Romano, Tom. *Clearing the Way: Working with Teenage Writers*. Heinemann, 1987.
- Rosenwasser, David and Jill Stephen. *Writing Analytically*. 5th edition. Thomson Wadsworth, 2008.
- Routman, Reggie. *Invitations: Changing as Teachers and Learners K-12*. Heinemann, 1994.
- Schulman, Mary and Payne, Carleen. *Getting the Most Out of Morning Message and Other Shared Writings*. Scholastic, 1999.
- Smith, Mary Anne & Miriam Ylvisaker. *Teachers' Voices: Portfolios in the Classroom*. NCTE, 1993.
- Stillman, Peter. *Families Writing*. 2nd edition. Boynton/Cook, 1998.
- Thaiss, Chris. *Language Across the Curriculum in the Elementary Grades*. NCTE, 1986.
- White, Edward M. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 4th edition, Bedford/St. Martins, 2006.
- Yancey, Kathleen, ed. *Portfolios in the Writing Classroom*. NCTE, 1992.

COURSE OUTLINE/SCHEDULE

The last day to drop class without academic/financial penalty is before 20 percent of the class sessions have met.

Date	Agenda	Assignment Due	Homework
June 27 (M)	1. Introduction 2. Review Syllabus and Requirements 3. Registration 4. Booktalk 5. Position on Writing	1. Completed registration form 2. Class Reflection 1 3. Position on Writing	1. Choose Book 1 to read. 2. Read and respond to article, “Overcoming ‘The Neglected ‘R’: Establishing a Time and a Place to Write,’” Kelly Gallagher.
June 29 (T)	Presentation—Gene Legg	1. Response to article, “Overcoming ‘The Neglected ‘R’: Establishing a Time and a Place to Write,’” Kelly Gallagher. 2. Class Reflection 2	1. Read and respond to article, “Writing Together,” Judy Reeves 2. Book 1, Response 1 3. Draft 1 for writing group (bring copies for each member.)
June 30 (W)	Writer’s Studio	1. Response to article, “Writing Together,” Judy Reeves 2. Book 1, Response 1 3. Draft 1 for writing group 4. Class Reflection 3	1. Read and respond to article, “Getting Started,” Anne Lamott
July 1 (Th)	Presentation—Dave Arbogast	1. Response to article, “Getting Started,” Anne Lamott. 2. Class Reflection 4	1. Read and respond to article, “Voice Lessons,” Tom Romano. 2. Book 1, Response 2 3. Draft 2 for writing group (bring copies for each member)
July 2 (F)	Writer’s Studio	1. Response to article, “Voice Lessons,” Tom Romano. 2. Book 1, Response 2 3. Draft 2 for writing group 4. Class Reflection 5	1. Response to article, “Minimizing Writing Apprehension in the Learner-Centered Classroom,” LaVona L. Reeves
July 5 (T)	Presentation—Janice jewell	1. Response to article, “Minimizing Writing Apprehension in the Learner-Centered Classroom,” LaVona L. Reeves 2. Class Reflection 6	1. Book 1, Response 3 2. Draft 3 for writing group (bring copies for each member)
July 6 (W)	Writer’s Studio	1. Book 1, Response 3 2. Draft 3 for writing group	1. Read and respond to article, “NCTE Beliefs

		3. Class Reflection 7	about the Teaching of Writing”
July 7 (Th)	Presentation— April Sommer	1. Response to article, “NCTE Beliefs about the Teaching of Writing” 2. Class Reflection 8	1. Read and respond to article, “Writing Portfolios: Active vs. Passive,” Bonita L. Wilcox 2. Book 2, Response 1 3. Draft 4 for writing group (bring copies for each member)
July 8 (F)	Writer’s Studio	1. Response to article, “Writing Portfolios: Active vs. Passive,” Bonita L. Wilcox. 2. Book 2, Response 1 3. Draft 4 for writing group 4. Class Reflection 9	1. Read and respond to article, “On Not Teaching Grammar,” Ed Vavra.
July 11 (M)	Presentation— Laura Tornello	1. Response to article, “On Not Teaching Grammar,” Ed Vavra. 2. Class Reflection 10	1. “Suggestions for Responding to the Dilemma of Grading Students’ Writing,” Rebecca S. Anderson and Bruce W. Speck. 2. Book 2, Response 2 3. Draft 5 for writing group (bring copies for each member)
July 12 (T)	Writer’s Studio	1. Response to article, “Suggestions for Responding to the Dilemma of Grading Students’ Writing,” Rebecca S. Anderson and Bruce W. Speck. 2. Book 2, Response 2 3. Draft 5 for writing group (bring copies for each member) 4. Class Reflection 11	1. Read and respond to article, “The Popularity of Formulaic Writing (and Why We Need to Resist),” Mark Wiley.
July 13 (W)	Presentation—Launa Hall	1. Response to article, “The Popularity of Formulaic Writing (and Why We Need to Resist),” Mark Wiley. 2. Class Reflection 12	1. Book 2, Response 3
July 14 (Th)	1. Read and respond to article, “When Is It Done?,” Barry Lane. 2. Compile Anthology	1. Final Portfolio 2. Final Position Paper 3. Publishable Writing Piece (This is what will be copied for	1. Pot Luck Brunch – bring in items for celebration and your BEST reading voice.

	3. Position Paper Sharing	the Anthology.) Send an electronic copy to elegg@lcps.org	
July 15 (F)	Read Around and Publishing Party	1. Oral Reading of Writing Piece 2. Course Evaluation	Enjoy the remainder of your summer!

Additional assignments may be given weekly in class. If you miss class, please contact a classmate for missed assignments.