

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

ELED 412.004
Writing Development, Processes and Pedagogy
3 Credits, Fall 2023
Thursdays, August 21-Dec 13
1:30-4:10 pm
Fairfax, Innovation Hall 330

Professor: Margaret Maurizi (Peggy)
In Person/Virtual Office Hours: by appointment
Office Location: Thompson Hall 1800
Office Phone: 703.304.2487
Email: mmaurizi@gmu.edu

Registration Restriction: Admission to Elementary Education program

Prerequisites:

ELED 410 and ELED 411

University Catalog Course Description

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

Course Overview

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

Course Delivery Method

This course will be delivered using a lecture format. This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small 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, Book Reviews
4. Content Knowledge	Writing Analysis; Course Notebook, Writing Reflection
5. Application of Content	Writing Analysis, Writing Reflection, Course Notebook
6. Assessment	Writing Conference Writing Analysis; Writing Presentation
7. Planning	Writing Analysis; Course Notebook
8. Instructional Strategies	Course Notebook, Book Reviews
9. Professional Learning and Ethical Practice	Course Notebook and Writing Reflection; Writing Analysis
10. Leadership and Collaboration	Book Reviews; Student Writing, Writing Analyses

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

ISTE NETS	ASSIGNMENTS
I. Technology Operations and Concepts	Book Reviews
II. Planning and Designing Learning Environments and Experiences	Book Reviews, 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	Book Talks; Student Writing; Writing Analysis
II. Instructional Strategies and Curriculum Materials	Book Talk Presentation, Writing Analysis
III. Assessment, Diagnosis and Evaluation	Writing Analysis
IV. Creating a Literate Environment	Book Reviews, Course Notebook

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; Book Reviews. 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

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

Recommended Texts

Dorfman, Laura R.& Shubitz, Stacey (2019). *Welcome to writing workshop: Engaging today's students with a model that works.* Stenhouse Publishers

****Choice text** – see book club assignment
 **Additional selected readings will be posted on Blackboard.

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/>

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

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 cours

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	25	ongoing
1, 3, 5, 6, 7, 8, 9	Book Review Presentation	10	Determined by book choice <i>see syllabus</i>
1, 2, 3, 5, 6,7,8	Teachers as Writers & Reflection	20	Student Writing Due: Weekly In Class Writings-15 pts Reflection- 5 points Due Nov. 16th
1, 2, 4, 5, 6, 7, 8, 9	Course Notebook	20	Course Notebook Weekly (10 entries)
1, 2, 3, 4, 5, 6	Writing Analysis (PBA)	25	Dec. 7th

Participation (25%)

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 (20%)

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.16th. More information will be shared in class.

Course Notebook (20%)

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.

Book Review Presentation (10%)

Students will form a book club and select a text from the list provided. Read and discuss the text in book club format. The group will select material to be presented to the class using an appropriate presentation format.

Evaluation

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

Book Review Due Date	Book Title Choices
September 7 Class 3	Fenner, D. & Snyder, S. (2017) <i>Unlocking English Learners' Potential: Strategies for Making Content Accessible</i> . Corwin Publishing
September 14 Class 4	Sedita, J. .(2023) <i>The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects</i> . Paul H. Brooks Publishing Company.
September 21 Class 5	Culham, R. (2005). 6 + 1 Traits of writing: The complete guide for the primary grades . New York, NY: Scholastic.
September 28 Class 6	Culham, R. (2003). <i>6 + 1 Traits of writing: The complete guide (Grades 3 and up)</i> . New York, NY: Scholastic.
October 19 Class 9	<i>Keene, E.(2017) The Literacy Studio Redesigning the Workshop for Readers and Writers</i> . Heinemann
October 26 Class 10	Heard, G. & McDonough, J. (2009). <i>A place for wonder: Reading and writing nonfiction in the primary grades</i> . NH: Stenhouse.
November 2 Class 11	Harvey, S. (1998). <i>Nonfiction matters: Reading, writing, and research in grades 3-8</i> . Portsmouth, NH: Stenhouse.

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/policies-procedures/>

TENTATIVE CLASS SCHEDULE

*Faculty reserves the right to alter the schedule as necessary with notification to students.

Class Meeting	Guiding Question. Topics <i>How do we build a community of communicators, readers and writers in our classrooms?</i>	Readings and Assignments (DUE BEFORE In Person SESSION)
Thursday, August 24 1:30-4:10pm In-Person Class 1	Getting to know ourselves as writers. Introduction – Syllabus and Assignments	Read, Reflect, View and Do Class 1 Folder Developing a Writing Identity
Thursday, August 31 1:30-4:10pm In-Person Class 2	The Writing Revolution Writing Development and Writing Instruction The impact on Reading, Speaking and Thinking	Read, Reflect, View and Do Class 2 Folder Ch 1 Hockman and Wexler-The Writing Revolution
Thursday, September 7 1:30-4:10pm In-Person Class 3	Culturally Responsive Teaching in Literacy	Read, Reflect View and Do Class 3 Folder Hammond Ch 4 posted in Blackboard. DUE Book Review Presentation <i>Unlocking English Learners' Potential: Strategies for Making Content Accessible.</i>

<p>Thursday, September 14 1:30-4:10pm</p> <p>In-Person Class 4</p>	<p>Explicit Teaching in Writing</p>	<p>Read, Reflect, View and Do Class 4 Folder</p> <p>DUE: Book Review: <i>The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects.</i></p>
<p>Thursday, September 21 1:30-4:10pm</p> <p>In-Person Class 5</p>	<p>Assessing Writers & Providing Feedback Learning to listen Types of Writing Conferences</p>	<p>Read, Reflect View and Do: Readings posted on Blackboard. Class 5 Folder Ch 9 Hockman and Wexler</p> <p>DUE Book Review: 6 + 1 Traits of writing: The complete guide for the primary grades.</p>
<p>Thursday, September 28 1:30-4:10pm</p> <p>In-Person Class 6</p>	<p>Gradual release Writing to, with, by Consume, Critique, Produce</p>	<p>Read, Reflect View and Do: Readings posted on Blackboard. Class 6 Folder</p> <p>DUE Book . 6 + 1 Traits of writing: The complete guide (Grades 3 and up).</p>
<p>Thursday, October 5 1:30-4:10pm</p> <p>In Person Class 7</p>	<p>Gradual release Writing to, with, by The Writing Process</p>	<p>Read, Reflect, View and Do: Class 7 Folder Video- Gradual Release</p>
<p>Thursday, October 12 1:30-4:10pm</p> <p>Asynchronous Class 8</p>	<p>Strategic use of strategies and scaffolds to support the writing process across content areas.</p>	<p>Read, Reflect View and Do: Class 8 Folder</p>
<p>Thursday, October 19 1:30-4:10pm In-Person Class 9</p>	<p>Writing Across the Curriculum Reading/ Writing Connection</p>	<p>Read, Reflect View and Do: Class 9 Folder</p> <p>DUE: Book Review presentation. <i>The Literacy Studio Redesigning the Workshop for Readers and Writers</i></p>
<p>Thursday, October 26 1:30-4:10pm In-Person Class 10</p>	<p>Critical Thinking and Writing to Learn</p>	<p>Read, Reflect, View and Do Class 10 Folder</p> <p>DUE Book Review presentation <i>A place for wonder: Reading and</i></p>

		<i>writing nonfiction in the primary grades</i>
Thursday, November 2 1:30-4:10pm In-Person Class 11	Research and nonfiction/ Expository writing	Read, Reflect View and Do Class 11 Folder Ch 9 DUE Book Review presentation <i>Nonfiction matters: Reading, writing, and research in grades 3-8</i>
Thursday, November 9 1:30-4:10pm In-Person Class 12	Building a Literacy Community Digital Literacy – appropriate use of technology	Read, Reflect View and Do Class 12 Folder
Thursday, November 16 1:30-4:10pm In-Person Class 13	Writing Analysis (PBA) Work Session	Read, Reflect View and Do Class 13 Folder DUE Teachers as Writers One page Reflection
Thursday, November 30 1:30-4:10pm In-Person Class 14	Comprehensive Literacy Approach	Read, Reflect View and Do Class 14 Folder
Tuesday, December 7 Asynchronous		DUE PBA Writing Analysis

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <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 <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 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://coursesupport.gmu.edu/>.
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, 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 from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
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For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

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	8-8.9 Developmental characteristics of the learner including, physical, environmental,	7-7.9 Introduction provides limited description of the developmental	0-6.9 Introduction lacks a description of the developmental	

	characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	linguistic, cognitive, emotional & social are described.	characteristics of the learner.	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 the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
The Writing Instructional Plan is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	

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					