George Mason University
College of Education and Human Development
Literacy Program

Literacy in Fine Arts, Health, and Physical Education
EDRD 501 DL1/6L1 (CRN 84051/73451)
3 Credits, Fall 2024
Asynchronous, Online

Faculty
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Meeting Dates: August 26 – December 8
Meeting Time: asynchronous online
Meeting Location: online

Prerequisites/Corequisites
None

University Catalog Course Description
Provides an overview of literacy development in preK-12 students. Builds understanding of disciplinary instructional strategies to support preK-12 students' development of reading, writing, listening, speaking, viewing, and visually representing in the fine arts and health/physical education. Emphasizes vocabulary development and comprehension. Fosters an awareness of the role of texts in disciplinary learning.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 19th at 9am (EST). To access your course in Canvas: https://canvas.gmu.edu/login/canvas.

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Explain the role of literacy in learning in the fine arts and health and physical education.
2. Survey children's and adolescent literature, media and other resources that connect reading, writing and other language arts to their teaching discipline.
3. Evaluate and explain evidence-based strategies that can be used to enhance the disciplinary literacy of preK-12 students.
4. Apply appropriate literacy strategies to scaffold pre K-12 students' disciplinary literacy development, including their vocabulary, comprehension, and writing skills.
5. Identify and critique scholarly literature addressing the role of literacy within their teaching discipline.

Professional Standards
Not Applicable

Required Texts
Buehl, D. (2017). *Developing readers in the academic disciplines* (2nd ed.). Stenhouse.

Buehl, D. (2017). *Classroom strategies for interactive learning* (4th ed.). Stenhouse.

Additional readings will be made available on Canvas and through the GMU Library databases.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed internet access with updated browsers.
    - Canvas supported browsers: https://guides.instructure.com/a/720329]
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
  Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **3** times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Course Performance Evaluation
Students are expected to submit all assignments on time in a Word document to Canvas.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

- **Assignments and/or Examinations**
  1. Online Activities (30%)
  Most weeks you will have online modules that involve an array of activities, mostly including recording your thoughts, reactions, connections, and questions related to assigned readings and content. These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on Monday.

All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Sunday (see the class schedule for specific dates). Work submitted more than one week after the due date will not be accepted. Once each module is opened, it will remain open so that you may go back and review content from previous weeks. While specific instructions and evaluation criteria will be provided for all activities, the following general criteria apply to all online activities. For each online module, you should thoughtfully and thoroughly complete all activities in the module. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module.

When there are discussion board posts where you are to engage in online conversation with your peers, you should complete your initial discussion board post by 11:59 p.m. on Thursday and then respond briefly but thoughtfully to at least two peers' posts by 11:59 p.m. on Sunday. Your initial written discussion board posts or journal entries should be approximately 200 to 300 words in length and should capture your thinking around the prompts posted with insights gained through readings/materials in the module. Video entries should be 3 to 5 minutes in length. Your writing/speaking needs to be clear, concise, well-organized, and professional in tone. Responses to peers' posts should be specific, thoughtful, and respectful and vary from 50 to 150 words (or 1 to 3 minutes). They should also include connections to weekly content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice.

Consider using a TAG feedback format to help structure your responses to your peers. Below are suggestions for how to structure your feedback.

Tell your peer something you like about their response and why you like it.	Ask your peer a thoughtful question about their work.	Give your peer a suggestion to strengthen their response or idea.
• I like how you…because… • I think your example is…because… • The strongest point is…because… • I could connect with…because… • It had an impact on me when…because…	• Did you consider…? • What did you mean by…? • How do/will you…? • Why is/do…? • Why did you…? • Should you…? • When does…?	• One suggestion is…because… • You might consider…because… • I was wondering if…because… • If you…it might… • Another option might be…because…

For each module, your engagement with the online activities will be scored using the following rubric:

Criteria for Evaluation	Meets Expectations	Partially Meets Expectations	Below Expectations
Timeliness & Completeness	Online activities are complete **AND** submitted on time.		Online activities are incomplete **OR** submitted late.
Quality of Responses	Most online responses reflect thoughtful	Some online responses demonstrate a basic	Most online responses demonstrate little or no

Criteria for Evaluation	Meets Expectations	Partially Meets Expectations	Below Expectations
	contemplation of ideas and demonstrate a clear understanding of course content.	understanding of the course content, though inaccuracies may exist.	understanding of course content **OR** no responses are submitted.
Collaboration with Peers	When required, responses to peers are relevant, connected to course content, and stimulate further thinking and discussion.	When required, responses to peers are vague, with few connections to course content	No responses provided to peers.

2. Quizzes (10%)

Coupled with the weekly activities, there will be 10 quizzes throughout the semester. Each quiz is collection of five multiple choice, matching, or true/false questions. You may only take each quiz one time, but you may use your notes, texts, and other class materials to complete each quiz.

3. Journal Response (15%)

Using the research databases through the library, you will locate a current scholarly journal article addressing literacy instruction in your discipline. Then, you will summarize the article, critique the ideas presented by the author(s), and reflect on connections to your future instruction. Further details and a rubric are available on Canvas.

4. Literacy Strategy Portfolio (20%)

You will create a portfolio of literacy strategies that you can take with you into the classroom. This assignment will be completed in three parts. Further details and a rubric are available on Canvas.

Part 1: Comprehension
Using course resources and the library's research databases, identify 3 instructional strategies you might use to support students' comprehension within your discipline. For each strategy, create a brief summary providing the following information:
- Purpose of the Strategy
- When to Use the Strategy
- Procedure for Using the Strategy
- Example of the Strategy for your Discipline
- Critique of the Strategy

Part 2: Vocabulary
Using course resources and the library's research databases, identify 3 instructional strategies you might use to support students' vocabulary knowledge within your discipline. For each strategy, create a brief summary providing the information listed above.

Part 3: Writing

Using course resources and the library's research databases, identify 3 instructional strategies you might use to support students' writing within your discipline. For each strategy, create a brief summary providing the information listed above.

5. Disciplinary Literacy Resource File (20%)
You will read and review print texts (e.g., fiction/nonfiction trade books, magazine articles) as well as media/multimedia texts (e.g., audio, video, images) and digital resources (e.g., websites, apps, software) that children and adolescents could use to connect reading/writing with your discipline. You will create a disciplinary literacy resource file that includes a description of these materials, a rationale for their inclusion, and descriptions of how you might use some of the strategies included in your Literacy Strategy Portfolio with each resource to engage students in disciplinary literacy learning. Further details and a rubric are available on Canvas.

6. Reflection on Practice (5%)
At the end of the course, you will reflect on the practices and strategies that you explored throughout the semester. Further details and a rubric are available on Canvas.

Grading

Grading Scale

Grade	Points
A+	=100%
A	= 93 – 99%
A-	= 90 – 92%
B+	= 87 – 89%
B	= 83 – 86%
B-	= 80 – 82%
C+	= 77 – 79%
C	= 73 – 76%
C-	= 70 – 72%
D	= 65 – 69%
F	= below 65%

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.

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

Incomplete (IN)
This grade may be given to students who are in good standing, but who may be unable to complete

scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Faculty may grant an incomplete with a contract developed by the student with a *reasonable* time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module 1	*Course Overview* *Literacy Development*
Dates	August 26 – September 1
Readings	• Various websites (noted in module)
Assignments	1. Review the course syllabus and explore our Canvas site. 2. Post your Two Truths and One Lie Introduction on discussion board by Friday at 11:59 p.m. 3. Complete the assigned readings (see readings folder in this module for links to websites). 4. Complete your discussion board reflection Sunday at 11:59 p.m. 5. Respond to at least two of your peers' Two Truths and One Lie introduction posts on discussion board by Sunday at 11:59 p.m.

Module 2	*Disciplinary Literacy*
Dates	September 2 – September 8
Readings	• *Developing Readers* – Chapter 1 • *Classroom Strategies* – Introduction **And one of the following** (choose the most relevant for you) • Ming, K. (2024). Disciplinary literacy and physical education. In E. Ortlieb, B. Delinger Kane, & E. H. Cheek (Eds.), *Disciplinary literacies: Unpacking, research, theory, and practice* (pp. 109–130). The Guilford Press. • Morrison, J. (2024). Disciplinary literacy in the visual arts. In E. Ortlieb, B. Delinger Kane, & E. H. Cheek (Eds.), *Disciplinary literacies: Unpacking, research, theory, and practice* (pp. 131–151). The Guilford Press.

	• Savitz, R. S. & Leonard, A. E. (2024). Disciplinary literacy in the performing arts. In E. Ortlieb, B. Delinger Kane, & E. H. Cheek (Eds.), *Disciplinary literacies: Unpacking, research, theory, and practice* (pp. 152–173). The Guilford Press.
Assignments	1. Complete the assigned reading. 2. Return to your Two Truths and One Lie post and present your reveal. You can create another video or simply type your response. 3. Watch two videos on disciplinary literacy in the Content Video Folder (in this module). 4. Review the resources in the Explore with Experts in your Field folder. Please select the resources that resonate with your interest area. 5. Complete the Media Dialogic Reflection Activity (see folder in this module for directions and example). Due Saturday at 11:59 p.m. 6. Respond to at least two of your peers' Media Dialogic Reflection Activity (due Sunday at 11:59 p.m.)

Module 3	*Understanding Text Complexity*
Dates	September 9 – September 15
Readings	• Reutzel, D. R., & Fawson, P. C. (2022). Texts, texts, texts: A guide to analyze texts for elementary students. *The Reading Teacher, 75(4), 495-504.* • Fang, Z., & Pace, B. G. (2013). Teaching with challenging texts in the disciplines: Text complexity and close reading. *Journal of Adolescent & Adult Literacy,* 57(2), 104-108. • Shanahan, T. (2013). A beginner's guide to text complexity. *Generation Ready.*
Assignments	1. Complete the assigned readings. 2. Review the items in the Digital Resources Folder on Text Complexity. 3. Complete the Text Complexity Activity on Discussion Board (due by 11:59 p.m. on Thursday). 4. Review and respond to at least two of your peers' posts on the Text Complexity Activity (due by 11:59 p.m. on Sunday).

Module 4	*Teaching with Complex Texts*
Dates	September 16 – September 22
Readings	• *Developing Readers* – Chapter 2 • *Classroom Strategies* – Chapter 1

	• Moxley, K. (2012). Learning with texts in the arts. In T. L. Jetton & C. Shanahan (Eds.), *Adolescent literacy in the academic Disciplines: General principles and practical strategies* (pp. 227-266). The Guilford Press.
Assignments	1. Read the three assigned texts. Please see the notes in the reading notes below for hints and tips for this week's reading! 2. View the two content videos. 3. Complete the Engaging with Disciplinary Literacy Texts Activity, part 1 (due by 11:59 on Thursday). 4. Complete the Engaging with Disciplinary Literacy Texts Activity, part 2 (due by 11:59 on Sunday).

Module 5	*Activating & Building Academic Knowledge*
Dates	September 23 – September 29
Readings	• *Developing Readers* – Chapter 3& 4 • *Classroom Strategies* – Chapter 2
Assignments	1. Read the assigned readings. 2. View the content videos on Activating and Building Academic Knowledge. 3. Explore the resources and videos available in the Activating and Building Academic Knowledge Resources Folder. Check out at least one. 4. Complete the Frontloading Activities Activity, part 1 (due Thursday at 11:59 p.m.). 5. Complete the Frontloading Activities Activity, part 2 (due Sunday at 11:59 p.m.).

Module 6	*Questioning for Comprehension*
Dates	September 30 – October 6
Readings	• *Developing Readers* – Chapter 5 • *Classroom Strategies* – Chapter 3
Assignments	1. Read the assigned readings. 2. View the content videos on Questioning for Comprehension. Here you will read a brief article, watch videos on questioning schemas, and take **three** short quizzes based on the content of the videos (*quizzes are embedded in the videos!). 3. Explore the resources and videos available in the Questioning for Comprehension Resource Folder. 4. Complete the Creating Questions for Comprehension Activity, part 1 (due Thursday at 11:59 p.m.). 5. Complete the Creating Questions for Comprehension Activity, part 2 (due Sunday at 11:59 p.m.).

	6. **Submit Journal Article Response (due Sunday at 11:59 p.m.).**

Module 7	*Instructional Practices for Working with Complex Texts*
Dates	October 7 – October 13
Readings	• *Developing Readers* – Chapter 6 • *Classroom Strategies* – Section 2
Assignments	1. Read the assigned readings. For section 2 in Classroom Strategies, please peruse in order to find resources that you might want to use for your portfolio. 2. View the content videos on Instructional Practices for Working Complex Texts. 3. Explore the resources available in the Instructional Practices for Working Complex Texts Resource Folder.

Module 8	*Literacy Strategy Portfolio*
Dates	October 14 – October 20
Readings	• None
Assignments	1. Complete the Portfolio Treasure Sharing Discussion Board (due Sunday at 11:59 p.m.). **2.** **Complete Part 1 of your Literacy Strategy Portfolio (due Sunday at 11:59 p.m.).**

Module 9	*Developing Vocabulary & Concepts*
Dates	October 21 – October 27
Readings	• Zygouris-Coe, V. I. (2014). –Vocabulary learning and instruction in the disciplines. In *Teaching discipline-specific literacies in grades 6-12* (pp. 154-195). Routledge. • Boyd, F. B., Sullivan, M. P., Popp, J. S., & Hughes, M. (2012). Vocabulary instruction in the disciplines. *Journal of Adolescent & Adult Literacy*, *56*(1), 18-20.
Assignments	1. Read the assigned readings. 2. View the content videos on Developing Vocabulary and Concepts. 3. Explore the resources available in the Developing Vocabulary and Concepts Resource Folder.

	4. Complete the Developing Vocabulary and Concepts Activity, part 1 (due Thursday at 11:59 p.m.).
	5. Complete the Developing Vocabulary and Concepts Activity, part 2 (due Sunday at 11:59 p.m.).

Module 10	*Supporting Discussion and Academic Language Development*
Dates	October 28 – November 3
Readings	• Wolsey, T. D. (2016). Saying it well. In T. D. Wolsey & D. Lapp. *Literacy in the disciplines: A teacher's guide for grades 5-12* (pp. 33 – 59). The Guilford Publications.
Assignments due	1. Read the assigned readings.
	2. View the content videos on Developing Vocabulary and Concepts.
	3. Explore the resources available in the Developing Vocabulary and Concepts Resource Folder.
	4. Complete the Developing Vocabulary and Concepts Activity, part 1 (due Thursday at 11:59 p.m.).
	5. Complete the Developing Vocabulary and Concepts Activity, part 2 (due Sunday at 11:59 p.m.).

Module 11	*Writing in the Disciplines*
Dates	November 4 – November 10
Readings	• Writing: Big Ideas (online module from the Annenberg Foundation)
	• Knipper, K. J., & Duggan, T. J. (2006). Writing to learn across the curriculum: Tools for comprehension in content area classes. *The Reading Teacher, 59*(5), 462-470.
Assignments due	1. Read the assigned readings.
	2. Compete the "Writing: Big Ideas" Module from the Annenberg Foundation (link provided in the module).
	3. View the content videos on Writing in the Disciplines.
	4. Explore the resources available in the Writing in the Disciplines Resource Folder.
	5. Complete the Writing in the Disciplines Activity, part 1 (due Sunday at 11:59 p.m.).
	6. Complete the Portfolio Treasure Sharing Discussion Board (due Sunday at 11:59 p.m.).
	7. Complete Part 2 of your Literacy Strategy Portfolio (due Sunday at 11:59 p.m.).

Module 12	*Disciplinary Literacy in a Digital World*
Dates	November 11 – November 17
Readings	• Castek, J., & Manderino, M. (2017). A planning framework for integrating digital literacies for disciplinary learning. *Journal of Adolescent & Adult Literacy*, 60(6), 697-700. • O'Byrne, I. (2024). Transcending disciplinary literacy in a digital world. In E. Ortlieb, B. Delinger Kane, & E. H. Cheek (Eds.), *Disciplinary literacies: Unpacking, research, theory, and practice* (pp. 248–268). The Guilford Press.
Assignments	1. Read the assigned readings. 2. Explore the resources available in the Disciplinary Literacy in the Digital World Resource Folder. 3. Complete a 3-2-1 Reflection (due Sunday at 11:59 p.m.).

Module 13	*Literacy Strategy Portfolio*
Dates	November 18 – November 24
Readings	• None
Assignments	1. Complete the Portfolio Treasure Sharing Discussion Board (due Sunday at 11:59 p.m.). **2. Complete Part 3 of your Literacy Strategy Portfolio (due Sunday at 11:59 p.m.).**

Module 14	*Planning Literacy-Infuseed Instruction* *and* *Disciplinary Resource Folder*
Dates	November 25 – December 1
Readings	• None
Assignments	1. View the content videos on Supporting Planning Literacy-Infused Instruction. 2. Explore the resources available in the Planning Literacy-Infused Instruction Resource Folder. **3. Submit your Disciplinary Literacy Resource File (due Sunday at 11:59 p.m.).**

Module 15	*Reflecting on Your Learning*

Dates	December 2 – December 8
Readings	• No Reading
Assignments	1. **Complete the Reflection on Your Learning (due Sunday at 11:59 p.m.).** 2. Complete the Course Evaluation.

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:
  - 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/

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 (New Window). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advocacy Center (SSAC) (New Window) at 703-380-1434 or Counseling and Psychological Services (CAPS) (New Window) 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.

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

Statements of Position:

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 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.