George Mason University
College of Education and Human Development
Elementary Education

ELED 258 Section DL6

Children's Literature for Teaching in Diverse Settings

3 credits Fall 2020
Mondays 7:20-10:00 pm
Synchronous Online August 24, 31, September 14, 21, 28, October 5, 19, 26, November 2, 9, 16, 23, 30

Faculty
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Recommended Prerequisite:
C or better in ENGH 101

University Catalog Course Description

Introduces children's literature as a tool for working with children across a range of contexts, including early childhood and elementary classrooms. Explores multiple approaches and strategies for literature use in diverse settings with an eye towards format, genre, curricular connections, and overall utility.

Course Overview

This course broadly and deeply examines literature for children in preschool through Grade 6. The focus is on selecting and using appropriate books for children in a variety of diverse contexts including literature-based reading and content area instruction. In addition, students explore multiple instructional approaches and strategies for literature use in diverse settings.

This course fulfills the Mason Core Literature requirement and addresses the following learning outcomes:
  1) Read for comprehension, detail and nuance
  3) Analyze the ways specific literary devices contribute to the meaning of texts
  4) Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which literary text is produced

Course Delivery Method

This course will be delivered online using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. This course will also use a combination of Zoom, Blackboard Collaborate and google slides for synchronous online course delivery. Synchronous class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

Learner Outcomes or Objectives
This course is designed to enable students to:

1. Read and comprehend the content of various kinds of children's books with attention to detail, nuance, and literary qualities and literary devices (INTASC 4) (**Mason Core Literature Outcomes 1 and 3)**
2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3)
3. Integrate children's literature across content areas (INTASC 1, 4, 5, 7)
4. Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5)
5. Identify genres in children's literature and collect, read, and categorize books based on these genres (INTASC 3, 4, 5, 7)
6. Engage in book discussion to deepen knowledge about and appreciation of children's literature in conjunction with language arts content standards and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8) (**Mason Core Literature Outcome 4)**
7. Plan for and use various instructional strategies including presentation, direct instruction, concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students. (INTASC 8)
8. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.

Professional Standards Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):

☐ **Standard #1: Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

☐ **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that

enable each learner to meet high standards.

☐ **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

☐ **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

☐ **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

☐ **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

☐ **Standard #8**: **Instructional Strategies**. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

☐ **Standard 1**: The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.

☐ **Standard 2**: The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.

☐ **Standard 3**: The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.

☐ **Standard 4**: A commitment to professional growth and development through reflection, collaboration, and continuous learning.

☐ **Standard 5**: The ability to use computer technology as a tool for teaching, learning, research, and communication.

Required Texts and Other Materials

Schneider, J. J. (2016). *The inside, outside, and upside downs of children's literature.* Retrieved from http://scholarcommons.usf.edu/childrens_lit_textbook/

Recommended Texts

Kiefer, B.Z., & Tyson, C.A. (2010). *Charlotte Huck's children's literature: A brief guide.* New York: McGraw-Hill.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignment and/or Evaluations:

Attendance and Participation (15 points)
This course is based on your active participation, exploration, and interaction with peers. Completion of all assignments and readings is essential for meaningful participation.

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. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. 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 advance notice has been provided to the instructor.

You are expected to contribute to both 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.

Literature Circle (15 points)

As part of this class, you will participate in an ongoing literature circle with a group of peers in class. For approximately four weeks, we will include in our class meeting 20 minutes of literature circle discussion time. You will select titles from historical fiction, contemporary realistic fiction, modern fantasy genres, and nonfiction. A list will be provided in class. You will work through the various roles and responsibilities typically enacted by upper elementary students. The object of this activity is to learn firsthand how literature can be shared among students in order to promote reading engagement and motivation, fluency, and comprehension with attention and discussion devoted to literary devices, aspects of author language use (writer's craft), and contextual elements needed for comprehension. In addition to in-class participation and discussion, you will keep a reflective journal describing your experience, much as students do when engaged in classroom literature circles.

Self as Reader (15 points) – submitted via Blackboard – DUE September 21st
Our reading identity is formed over time as we choose and experience books to read. Selections may be based on our interests, preferences, academics, and biases. What we read shapes our thinking, perceptions, beliefs, and responses. Books fill our needs, teach us, and impact who we become.

This assignment is designed to help us consider the powerful role literature can play in shaping young readers' identities by focusing on the young person we are most familiar with: ourselves.

What book or books did you read as a child or young adolescent that helped you love reading? What made the book such a positive experience? Was there a particular character you identified with, a character you loved to hate, a book you didn't want to stop reading?
Select *one of the following activities* from your reading life and write an essay:

- Create a timeline of your history of reading- What reading experiences have been most influential in your life? How were you encouraged and discouraged to become a reader? What does the timeline reveal about your reading identity? What did you learn about yourself by creating your timeline?

- Reread a book that you first read as a child or young adolescent. Begin your essay with 1-2 paragraph summary of the book, then develop your essay juxtaposing your identity and experience reading this book as a child or young adolescent with your identity and experience reading this book as an adult. What motivated you to read the book? What did you find most engaging about the book?

Write a 3-4 page essay describing your timeline experiences or the book. Your essay should be personal, insightful, and should build a strong emotional response in your reader. ***This assignment is intended to be a personal and reflective piece rather than an academic or scholarly essay.***

Book Analysis File & Book Talks (BAF) (35 points) – submitted via Blackboard – Due dates listed below
- You will create a bibliography of different genres of children's literature.
- You will choose 7 books, each from a different genre:
  - *Concept **due September 28***
  - *Poetry **due October 5***
  - *Traditional Literature: Fables/folklore **due October 19***
  - *Contemporary realistic fiction **due October 26***
  - *Fantasy/Science Fiction **due November 2***
  - *Historical fiction **due November 9***
  - *Biography/autobiography **due November 16***
  - *Nonfiction/informational **due November 23***
- You will have a total of 7 genres and 7 books.
- *Portions of this assignment will be submitted across the term.*

Include the following information in your analysis for each book:
  1. Author, publication year, title, publisher (APA format)
  2. Format & length of book
  3. Book summary and critical evaluation. Include information regarding the specific literary qualities employed in the book. Critique using criteria specific to the genre. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which the text is produced. This *must* be your own original work.
  4. Book awards (if applicable)

Of the 7 books you choose for your BAF, you will record book talks for four of them. The recordings of your book talks will be due with the analysis for the corresponding book.

Author Study (20 points) – submitted via Blackboard   *DUE November 30th*
- You will select and research a children's author of picture books (who has written at least 5).
- You will closely read at least three of the author's works and analyze them for themes, content, and connections to classroom use, comparing titles through a critical literacy lens in order to examine:
  - How the author's craft has evolved over time

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- Variations of themes/content in the books
- Include a discussion of the contribution of the author's use of specific literacy devices to contribute to the text's meaning.
- Include a discussion of the social, political, historical, and cultural contexts in which the author's work is produced, and how those contexts impact the potential for classroom use.
- Include any controversy around the author's work or life.
- You will submit a written paper (5-7 pages) describing findings, plus a bibliography of the books included in the analysis. In the case of author-illustrators such as Jan Brett, you will analyze illustrations and text together to note recurring motifs and artistic style along with themes, and content.

 Other Requirements

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

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format outlined below.

Note: Instructor reserves the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advance notice of any modifications.

Course Performance Evaluation Weighting: ELED 258

Requirements & Assignments	Points	Due Date
Attendance & Participation	15 points	Weekly
Literature Circles	15 points	Various Dates
Self as a Reader	15 points	September 21st
Book Analysis File	35 points	Various Dates
Author Study	20 points	November 30th

There is the possibility to earn 100 points total.

☐ **Grading**

Grade	GRADING	Grade Points	Interpretation
A	95-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-94	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		
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
D	60-69	1.00	
F*	<69	0.00	

Remember: A course grade of "C" is not satisfactory for an initial licensure course.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

[Additional course or program specific language may be added.]

Class Schedule

Date	Topics	Readings, Activities, & Assignments (Assignments due by Sunday, *before class*, at 11:59 pm.)
Class 1 **Monday** **August 24**	Introductions Establishing classroom community Syllabus & expectations Critical analysis	**READINGS:** Read syllabus *carefully*
Class 2 **Monday** **August 31**	Text formats: ∗ Baby books ∗ Picture books ∗ Easy readers ∗ Chapter books ∗ Illustrated books (adolescents) ∗ Graphic novels ∗ Series/formula books ∗ Grocery store books (pop culture) Banned and Challenged Books	**READINGS:** Schneider: Ch 1, 2, 12

Class 3 **Monday** **September 14**	Book Awards Literary and Illustration Elements Literature Circles Intro	**READINGS:** Schneider: Ch 3, 4
Class 4 **Monday** **September 21**	Board Books Concept Books	**READINGS:** Schneider: Ch 5, 6 Rudine Sims Bishop article **Self as Reader DUE**
Class 5 **Monday** **September 28**	Book Club 1 - Literature Circles Poetry	**READINGS:** Schneider: Ch 10 **Literature Circle Reading DUE** **BAF and Book Talk for Concept Book DUE**
Class 6 **Monday** **October 5**	Traditional Literature Fables and Folklore	**READINGS:** Schneider: Ch 9 **Author Study Selection DUE** **BAF and Book Talk for Poetry Book DUE**
Class 7 **Monday** **October 19**	Book Club 2 - Literature Circles Contemporary Realistic Fiction	**READINGS:** **Literature Circle Reading DUE** **BAF and Book Talk for Traditional Literature Book DUE**
Class 8 **Monday** **October 26**	Fantasy Science Fiction	**READINGS:** **BAF and Book Talk for Contemporary Realistic Fiction Book DUE**
Class 9 **Monday** **November 2**	Book Club 3 - Literature Circles Historical Fiction	**READINGS:** **Literature Circle Reading DUE** **BAF and Book Talk for Fantasy/ Science Fiction Book DUE**
Class 10 **Monday** **November 9**	Biography & autobiography Informational Books	**READINGS:** Schneider: Ch 11 **BAF and Book Talk for Historical Fiction Book DUE**

Class 11 **Monday** **November 16**	Chapter books Series books	**READINGS:** Schneider: Ch 7 **BAF and Book Talk for Biography/ Autobiography Book DUE**
Class 12 **Monday** **November 23**	Book Club 4 - Literature Circles	**READINGS:** **Literature Circle Reading DUE** **BAF and Book Talk for Informational Book DUE**
Class 13 **Monday** **November 30**	Bibliotherapy	**READINGS:** **Author Study DUE**

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 http://ods.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://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/

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in Blackboard.

Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage.

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:
- Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher.
- Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:
- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

Last revised September 2019

Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). Information on installing and using LockDown Browser may be found here.

You will need the following system requirements for online exams:
- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.

To ensure LockDown Browser and the webcam are set up properly, do the following:
- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Further troubleshooting is available through the ITS Support Center.
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:
- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

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To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.