



**College of Education and Human Development  
Elementary Education**

***Children's Literature for Teaching in Diverse Settings***  
**Spring 2022**  
**ELED 258 Section DL2**  
**3 credits**  
**Location: Distance Education/Blackboard**  
**Workweek: Thursday 12:01am – Wednesday 11:59pm**

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| <b>Instructor</b>                                    | <b>Professor:</b> Dr. Lois Groth<br><b>Office Hours:</b> By appointment via internet/phone<br><b>Office:</b> Thompson 1806<br><b>Email:</b> <a href="mailto:lgroth@gmu.edu">lgroth@gmu.edu</a>  |
| <b>Course Description</b>                            | 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.<br><i>This course fulfills the Mason Core Literature requirement.</i>  |
| <b>Course Methodology And Technical Requirements</b> | This course will be delivered online (76% or more) using an asynchronous format 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. The course site will be available on August 23, 2021.<br><br><b>Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.</b><br><br><i>Technical Requirements</i><br>To participate in this course, students will need to satisfy the following technical requirements: <ul style="list-style-type: none"> <li>• High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:<br/> <a href="https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers">https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers</a></li> <li>To get a list of supported operation systems on different devices see:<br/> <a href="https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems">https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems</a></li> <li>• Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.</li> </ul> |

- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

*Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Thursday at 12:01 am and finish on Wednesday at 11:59 pm EST**. In other words, a new class will post on Thursday at 12:01 am and all weekly assignments are due by the following Wednesday night by 11:59 pm.
- Log-in Frequency  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 5 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 boards.
- 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. Weekly course work is due during the week of the assigned lesson. It will not be accepted at the end of the semester. In addition, there are no extra-credit opportunities to make up for missed course work.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. You 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

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|   | <p>classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.</p> <ul style="list-style-type: none"> <li>• <u>Accommodations:</u><br/>Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.</li> </ul>   |
| <p><b>Learner Objectives</b></p>                    | <p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>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) (<b>Mason Core Literature Outcomes 1 and 3</b>)</li> <li>2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3)</li> <li>3. Integrate children’s literature across content areas (INTASC 1, 4, 5, 7)</li> <li>4. Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5)</li> <li>5. Identify genres in children’s literature and collect, read, and categorize books based on these genres (INTASC 3, 4, 5, 7)</li> <li>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) (<b>Mason Core Literature Outcome 4</b>)</li> <li>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)</li> </ol> <p><b><i>This course fulfills the Mason Core Literature requirement and addresses the following learning outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Students will be able to read for comprehension, detail, and nuance.</li> <li>3. Analyze the ways specific literary devices contribute to the meaning of a text.</li> <li>4. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced.</li> </ol> |
| <p><b>Required textbook(s) and/or materials</b></p> | <p>Schneider, J. J. (2016). <i>The inside, outside, and upside downs of children’s literature</i>. Retrieved from <a href="http://scholarcommons.usf.edu/childrens_lit_textbook/">http://scholarcommons.usf.edu/childrens_lit_textbook/</a></p> <p>Additional required readings will be posted on Blackboard.</p>  |
| <p><b>Course Website</b></p>                        | <p>Blackboard will be used for this course. You can access the site at ELED 258, Section DL2.</p> <p>NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (<a href="http://mymason.gmu.edu">http://mymason.gmu.edu</a>). Note the technology requirements for School of Education is in your Blackboard course menu—it contains details of minimum technology requirements.</p>   |
| <p><b>Participation</b></p>                         | <p><b>Learning can only happen when you are playing an active role.</b> It is important to place more emphasis on <i>developing your insights and skills</i>, rather than transmitting information. <b>Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information.</b> An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.</p>   |

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|   | <p>Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.</p>  |
| <b>Rules and Expectations</b>             | <p>In correspondence/communication students will be expected to:</p> <ol style="list-style-type: none"> <li>Be professional and respectful in correspondence; please always sign your emails with your full name, course you are in, and your G#; it is helpful for the professor.</li> <li>Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, <i>“Poor planning on your part does not constitute an emergency on my part”</i>.</li> </ol> <p>In regard to honesty in work students will be expected to:</p> <ol style="list-style-type: none"> <li>Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have.</li> <li>Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a <b>zero</b> for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.</li> </ol> |
| <b>Individuals with Disabilities</b>      | <p>Students with documented disabilities should contact the <a href="#">Office of Disability Services</a> (703) 993-2474) to learn more about accommodations that may be available to them.</p>   |
| <b>Academic Integrity and Inclusivity</b> | <p>This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <a href="http://oai.gmu.edu/">http://oai.gmu.edu/</a></p>   |
| <b>Student Privacy Policy</b>             | <p>George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records.</p> <p>Please see George Mason University’s student privacy policy: <a href="https://registrar.gmu.edu/students/privacy/">https://registrar.gmu.edu/students/privacy/</a></p>   |
| <b>E-Mail Policy</b>                      | <p>Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback.</p> <p>Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.</p>  |
| <b>Course Grading &amp; Evaluation</b>    | <p>Students are expected to submit all assignments <b>on time</b> in the manner outlined by the instructor. Blackboard will be used for uploading assignments. <b>Late assignments will automatically lose 1 point per day.</b></p> <p>Please be aware of the due dates on Wednesdays by 11:59pm. This includes larger assignments*, weekly assignments, and the discussion board responses and replies (*unless specified in the syllabus).</p>  |

|  | Grade | GRADING | Grade Points |
|--|-------|---------|--------------|
|  | A     | 93-100  | 4.00         |
|  | A-    | 90-92   | 3.67         |
|  | B+    | 87-89   | 3.33         |
|  | B     | 83-86   | 3.00         |
|  | B-    | 80-82   | 2.67         |
|  | C+    | 77-79   | 2.33         |
|  | C     | 73-76   | 2.00         |
|  | C*    | 70-72   | 1.67         |
|  | D*    | 60-69   | 1.00         |
|  | F*    | <69     | 0.00         |

  

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| <b>Assignment Due Dates</b>  | Unless otherwise stated, all assignments are due by the end of the work week in which they are assigned. For the purposes of this course, a week is defined as <b>beginning at 12:01 am each Thursday EST, and ending at 11:59 pm on the following Wednesday EST.</b>  |
| <b>Discussion Board Assignment (1 per lesson/3 pts each): 42% of final grade</b> | <p>Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What did you agree/disagree with and why?</p> <p>There will be 3 student groups: Group A, Group B and Group C. You will be placed in a group in the <b>second</b> week of class. <u>You will use written words or videos to post.</u> I note which is expected each week.</p> <p>You will take turns being LEADERS and RESPONDERS. There will be a rotation each week. <b>PLEASE PAY CLOSE ATTENTION TO THE DAYS/TIMES.</b> It is vital for the community that each person adheres to the schedule. This allows for <i>productive</i> conversation to occur on the discussion board.</p> <p><i>Exceptions: There are two weeks where EVERYONE posts by Saturday night: Week 1 and 12. You will have an original post (video or written words) and respond to at least THREE classmates on those weeks (you can respond by video or written words). See the Discussion Board for information for those weeks.</i></p> <p><u>Weeks 2-11 and Weeks 13-15:</u></p> <p>LEADERS: Write an original post with own thread by <u>Sunday night at 11:59 pm.</u> (Ergo, you have, from Thursday 12:01am – Sunday 11:59pm to make this post.)</p> <p>Please post an appropriate response to the prompts. This post should be 250-300 words in either written or video format. Please provide a response with a clear, well-formulated thesis; sentence structure, grammar, punctuation, and spelling count when in written form. Support ALL posts with ideas from readings and/or videos – a lack of these will be a deduction of points. Also please write or speak in a way that encourages others to respond to your post. <b>I encourage you to ask prompting questions to motivate peers to respond to your post.</b></p> |

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|  | <p><b>RESPONDERS:</b> Write a response to at least <b>THREE</b> leader threads by <a href="#">Tuesday at 11:59pm</a> (Ergo, from Sunday 11:59pm – Tuesday 11:59pm to respond to a post.) Responses to <i>at least</i> three classmates' postings should be approximately 50-200 words and should be thoughtful, substantial, polite and more extensive than a simple "well done" phrase or "I agree." Refer to the <b>Discussion Board ideas: Effectively responding to a Peer's Post</b> document located on Blackboard. Consider points of agreement, disagreement, assumptions, and value judgments. You may respond directly to the leaders' prompt or to another responders' post.</p> <p><b>LEADERS:</b> Respond to posts from peers on your thread with 25-200 words by <a href="#">Wednesday 11:59PM</a>. There are 24 hours to respond to a post, <u>but you can do this as soon as someone posts – no need to wait! It will make for a livelier discussion board</u> 😊</p> <p><b>DUE:</b><br/> <b>Leaders</b> will make at least one original post by <b>Sunday 11:59 PM, EST</b>. <b>Responders</b> will post by <b>Tuesday 11:59 PM, EST</b>. <b>Leaders</b> will close out thread by <b>Wednesday 11:59 PM EST</b>.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li><i>You are always welcome to respond with a video – it makes the discussion board quite interactive and more of a community when we are talking back and forth! Ultimately, threads should have lots of posts with lots of ideas, thoughts and opinions! I will chime in as well – but this is YOUR class – and your TIME to engage! 😊 Call out classmates if you want someone's opinion or ask probing questions!</i></li> <li><i>Once a new discussion thread is provided every Thursday at 12:01am, you can <b>no longer</b> earn points on the previous week's discussion board. Ergo, it is <b>your responsibility</b> to respond to posts during the active week.</i></li> </ul> |
| <p><b>Content-based Assignment (3 pts each for 12 weeks): 36% of final grade</b></p> | <p>Content-based assignments are required to be uploaded to Blackboard.</p> <p>Twelve weeks present a new weekly assignment. Refer to the course schedule and weekly lessons for details.</p> <p><b>DUE: Assignments are due by Wednesdays, 11:59 PM, EST</b></p>   |
| <p><b>Assignment: Picture Book Analysis 10% of final grade</b></p>                   | <p><b>Picture Book Analysis</b></p> <p>You will do a Picture Book Analysis Essay of 3-4 pages in length. Include the following information in your essay:</p> <ul style="list-style-type: none"> <li>Author and Illustrator information, publication year, title, publisher (APA format)</li> <li>Length of book</li> <li>Why you chose the book</li> <li>Book summary and critical evaluation. Include information regarding the specific literary qualities employed in the book. Critique using any criteria specific to the genre.</li> <li>Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which the text is produced. Include information on the application of the anti-bias checklist to the text. Add any specific author/illustrator information that informs these contributions.</li> <li>Book awards (if applicable)</li> </ul> <p><b>DUE: WEDNESDAY, April 27<sup>th</sup> by 11:59pm</b></p> <p>Rubric:</p>  |

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|   | Analysis demonstrates clear summary and thoughtful analysis of literary elements.  | __/4  |  |
|   | Analysis includes discussion of potential bias (checklist is applied) and addresses the contributions of the social, political, historical, and cultural contexts in which the text was produced   | __/4  |  |
|   | Mechanics (i.e capitalization, punctuation and spelling)   | __/2  |  |
|   | Total  | __/10 |  |
| <p><b>Assignment:</b><br/> <b>Author Study</b><br/> <b>Essay</b><br/> <b>12% of final grade</b></p> | <p>You will select a children’s book author from a list provided. The sign-up for author selection will be due by September 29<sup>th</sup> (list will be posted on Week 2). You will post the name of your chosen author as a new thread on the Discussion Board. Please check to be sure the author hasn’t already been chosen by more than one other person. <i>Only two people may choose the same author.</i></p> <ul style="list-style-type: none"> <li>• You will research your selected children’s book author (who has written at least 5 books).</li> <li>• You will closely read the author’s works (at least 3 texts) and analyze them for themes, content, and literary elements, comparing titles through a critical literacy lens in order to examine: <ul style="list-style-type: none"> <li>• Variations of themes/content and literary elements in books</li> <li>• How the author’s craft has evolved over time</li> <li>• The author’s unique contribution to children’s literature</li> </ul> </li> <li>• Include: a discussion of the contribution of the author’s use of specific literary devices to contribute to the text’s meaning and a discussion of the social, political, historical, and cultural contexts in which the author’s work is produced.</li> <li>• You will write a 3-4-page essay describing your findings.</li> <li>• Your paper should include a strong thesis and summary statement, biographical background information on the author, an analysis of the works you read, and a discussion of the author’s contributions to children’s literature. Include a reference list of the books included and sources cited in the analysis.</li> <li>• <b>**In the case of author-illustrators such as Mo Willems, you will need to analyze how illustrations and text work together to convey meaning, (noting artistic style, craft, techniques.)</b></li> </ul> <p><b>DUE: Week 14 on Wednesday by 11:59 p.m. (May 11)</b></p> |       |  |

Rubric:

| Element   | Points Allotted |
|---|-----------------|
| <b>Biographical Information and Contributions to Children’s Literature:</b><br>Relevant and interesting information about the author’s life and background and how it impacted writing/illustrating. Unique contributions to the field of children’s literature and any awards are explained. | ___/2           |
| <b>Literary and/or Illustrative Elements:</b><br>Demonstrates an in-depth analysis of the literary elements and or illustrative elements (media, design, style) in the author’s books, using book vocabulary  | ___/4           |
| <b>Analysis of Author’s Work:</b><br>Influence of social, political, historical, and/or cultural contexts is comprehensively discussed.   | ___/4           |
| <b>Mechanics:</b><br>Original and engaging thesis is included; summary is provided and grammar is correct (i.e., capitalization, punctuation, spelling and APA references)  | ___/2           |
| Total   | ___/12          |

**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.



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|                                    | <p><i>Campus Resources</i></p> <ul style="list-style-type: none"> <li>• Support for submission of assignments to Tk20 should be directed to <a href="mailto:tk20help@gmu.edu">tk20help@gmu.edu</a> or <a href="https://cehd.gmu.edu/aero/tk20">https://cehd.gmu.edu/aero/tk20</a>. Questions or concerns regarding use of Blackboard should be directed to <a href="http://course support.gmu.edu/">http://course support.gmu.edu/</a>.</li> <li>• For information on student support resources on campus, see <a href="https://ctfe.gmu.edu/teaching/student-support-resources-on-campus">https://ctfe.gmu.edu/teaching/student-support-resources-on-campus</a></li> </ul> <p><b>Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:</b><br/>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 <a href="mailto:titleix@gmu.edu">titleix@gmu.edu</a>.</p> <p><b>For additional information on the College of Education and Human Development, please visit our website <a href="https://cehd.gmu.edu/students/">https://cehd.gmu.edu/students/</a> .</b></p> |
| <b>Professional Dispositions</b>   | Students are expected to exhibit professional behaviors and dispositions at all times. See <a href="https://cehd.gmu.edu/students/polices-procedures/">https://cehd.gmu.edu/students/polices-procedures/</a>  |
| <b>Mason Honor Code</b>            | <p><b>The complete Honor Code is as follows:</b><br/><i>To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: <b>Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.</b> (catalog.gmu.edu)</i></p>   |
| <b>Cheating Policy</b>             | <p>Any form of cheating on an activity, post, or project will result in zero points earned. “Cheating” includes, but is not limited to, the following: reviewing others’ papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment, presenting information about texts that comes directly from another source that is not referenced.</p> <p>If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.</p>   |
| <b>Plagiarism and the Internet</b> | <p>Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many</p>  |

Web sites have their own requirements for linking to their material. [Review the Honor Code here.](#)

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:01 am each Thursday EST, and ending at 11:59 pm on the following Wednesday EST.**

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact Dr. Groth **immediately** so we can discuss and work out a resolution.

All assignments and lessons are subject to change.

| Weeks                                | Lessons  | Readings  | Tasks for this week  |
|--------------------------------------|--|---|--|
| <b>Week 1</b><br><i>Jan 27-Feb 2</i> | <b>Lesson 1: Course Overview</b>                 | <ul style="list-style-type: none"> <li>• Read Syllabus carefully</li> <li>• Read TEXT: Schneider, chapter 1</li> <li>• Watch VIDEO: Introduction to the text</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion Board VIDEO post - everyone post their own thread by Sunday 1/30/22; each person responds either (by video or written words) to 2 people by 11:59 pm on Wednesday 2/2/22</li> <li>• Content Assignment: Get to Know video</li> <li>• Response to at least 2 people's videos</li> </ul> |
| <b>Week 2</b><br><i>Feb 3 - 9</i>    | <b>Lesson 2: Anatomy of a Picture Book</b>       | <ul style="list-style-type: none"> <li>• Read TEXT: Schneider chapter 2, pp. 9-22 and chapter 3, pp. 28-31 and 44-53</li> <li>• Watch VIDEO: <i>Last Stop On Market Street</i> read aloud: <a href="https://youtu.be/QoPS0Ok5Yil">https://youtu.be/QoPS0Ok5Yil</a></li> <li>• Go to the library and find a favorite picture book</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion Board WRITTEN post following your assigned role (Leader or Responder)</li> <li>• Content Assignment: Picture Book Scavenger Hunt</li> </ul>  |
| <b>Week 3</b><br><i>Feb 10 -16</i>   | <b>Lesson 3: Visual Purpose in Picture Books</b> | <ul style="list-style-type: none"> <li>• Read TEXT: Schneider chapter 5 pp. 98-125</li> <li>• Read ARTICLE: Giorgis (2011)</li> <li>• Watch VIDEO: Crown – <i>An Ode to the Freshest Cut</i> Read Aloud: <a href="https://youtu.be/zDoz8FpYhMU">https://youtu.be/zDoz8FpYhMU</a></li> <li>• Watch VIDEO: <i>Princess Furball</i> Read Aloud: <a href="https://youtu.be/n4wk8rkJtJc">https://youtu.be/n4wk8rkJtJc</a></li> <li>• Listen to AUDIOFILE: Analysis of <i>Princess Furball</i> illustrations</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion Board WRITTEN post following your assigned role (Leader or Responder)</li> <li>• Content Assignment: Picture Book Illustration Analysis video</li> </ul>   |

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| <p><b>Week 4</b><br/><i>Feb 17 - 23</i></p>          | <p><b>Lesson 4:<br/>Literary<br/>Elements and<br/>Critical Literacy</b></p> | <ul style="list-style-type: none"> <li>• Read TEXT: Schneider chapter 5, pp. 126-129</li> <li>• Read TEXT: Horning chapter 7</li> <li>• Read ARTICLE: Sims Bishop (2015)</li> <li>• Watch VIDEO: <i>The Cart That Carried Martin</i><br/>Read Aloud: <a href="https://youtu.be/K5s37_eQesl">https://youtu.be/K5s37_eQesl</a></li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion Board WRITTEN post following your assigned role (Leader or Responder)</li> <li>• Content Assignment: Literary and Visual Elements in a Picture Book activity</li> </ul>  |
| <p><b>Week 5</b><br/><i>Feb 24 –<br/>March 2</i></p> | <p><b>Lesson 5:<br/>Challenged and<br/>Banned Books</b></p>                 | <ul style="list-style-type: none"> <li>• Read TEXT: Schneider chapter 12</li> <li>• Read ARTICLE, Scheib (2017): <a href="https://cei.org/blog/the-politics-of">https://cei.org/blog/the-politics-of</a> childrens-literature/</li> <li>• Read ARTICLE, Ferguson (2018): <a href="https://www.theguardian.com/books/2018/jan/21/childrens-books-sexism-monster-in-your-kids-book-is-male">https://www.theguardian.com/books/2018/jan/21/childrens-books-sexism-monster-in-your-kids-book-is-male</a></li> <li>• Explore WEBSITE: <a href="https://www.ala.org/advocacy/bbooks">https://www.ala.org/advocacy/bbooks</a></li> <li>• Watch 3 VIDEOS of your choice: Banned/Challenged books</li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion Board WRITTEN post following your assigned role (Leader or Responder)</li> <li>• Content Assignment: 3 Challenged Books Analysis Chart</li> <li>• **Select your author for Author Study Essay due May 11<sup>th</sup></li> </ul> |
| <p><b>Week 6</b><br/><i>March 3 - 9</i></p>          | <p><b>Lesson 6:<br/>Critical Literacy<br/>and Anti-Bias<br/>Books</b></p>   | <ul style="list-style-type: none"> <li>• Read ARTICLE: Derman-Sparks (2016) <a href="https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/">https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/</a></li> <li>• Read ARTICLE: ERIC Digest Gender (Singh, 1998): <a href="https://www.ericdigests.org/1999-3/gender.htm">https://www.ericdigests.org/1999-3/gender.htm</a></li> <li>• Watch Critical Literacy VIDEO: <a href="https://wiobyne.com/critical-literacy/">https://wiobyne.com/critical-literacy/</a></li> <li>• Review WEBSITE: <a href="https://socialjusticebooks.org/booklists/">https://socialjusticebooks.org/booklists/</a></li> <li>• Review WEBSITE: <a href="https://www.ala.org/advocacy/bbooks">https://www.ala.org/advocacy/bbooks</a></li> </ul>                          | <ul style="list-style-type: none"> <li>• Discussion Board WRITTEN post following your assigned role (Leader or Responder)</li> <li>• Content Assignment: Anti-Bias Checklist and a Picture Book</li> </ul>   |
| <p><b>Week 7</b><br/><i>March 10 -<br/>23</i></p>    | <p><b>Lesson 7:<br/>Multicultural<br/>Texts</b></p>                         | <ul style="list-style-type: none"> <li>• Read ARTICLE: CLA Position Paper <a href="https://www.childrensliteratureassembly.org/uploads/1/1/8/6/118631535/inclusiondiversityandequitypolicystatement.pdf">https://www.childrensliteratureassembly.org/uploads/1/1/8/6/118631535/inclusiondiversityandequitypolicystatement.pdf</a></li> <li>• Read ARTICLE: Lu (2020) <a href="https://www.leeandlow.com/educators/race/multicultural-children-s-literature-in-the-elementary-classroom">https://www.leeandlow.com/educators/race/multicultural-children-s-literature-in-the-elementary-classroom</a></li> <li>• Read ARTICLE: Hill (2011) <a href="https://socialjusticebooks.org/wp-content/uploads/2017/04/The_Color_of_Authenticity.pdf">https://socialjusticebooks.org/wp-content/uploads/2017/04/The_Color_of_Authenticity.pdf</a></li> </ul> | <ul style="list-style-type: none"> <li>• Discussion Board WRITTEN post following your assigned role (Leader or Responder)</li> <li>• Content Assignment: Multicultural text analysis of <i>Proudest Blue</i></li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>Explore WEBSITE: Center for The Study of Multicultural Children’s Literature<br/><a href="https://www.csmcl.org/">https://www.csmcl.org/</a></li> <li>Watch VIDEO: <i>Fry Bread</i> Read Aloud</li> </ul>  |  |
| <b>Week 8</b><br><i>March 24 - 30</i>      | <b>Lesson 8: Nonfiction – Informational Text and Biography</b> | <ul style="list-style-type: none"> <li>Read TEXT: Schneider Chapter 11</li> <li>Read WEBSITE: Kotek, N.<br/><a href="https://kotekchildrensliterature.blogspot.com/p/biography.html">https://kotekchildrensliterature.blogspot.com/p/biography.html</a></li> <li>Read WEBSITE: Nonfiction Award-Winning Books<br/><a href="https://nerdybookclub.wordpress.com/2019/12/27/the-2019-nerdies-nonfiction-picture-books-announced-by-lynsey-burkins/">https://nerdybookclub.wordpress.com/2019/12/27/the-2019-nerdies-nonfiction-picture-books-announced-by-lynsey-burkins/</a></li> </ul>  | <ul style="list-style-type: none"> <li>Discussion Board VIDEO post following your assigned role (Leader or Responder)</li> <li>Content Assignment: Biography OR Informational Text Analysis</li> </ul>         |
| <b>Week 9</b><br><i>March 31 – April 6</i> | <b>Lesson 9: Traditional Literature</b>                        | <ul style="list-style-type: none"> <li>Read TEXT: Schneider chapter 9, pp. 252-266</li> <li>Read WEBSITE: Kotek, N.<br/><a href="https://kotekchildrensliterature.blogspot.com/p/traditional-literature.html">https://kotekchildrensliterature.blogspot.com/p/traditional-literature.html</a></li> <li>Watch VIDEO: Multicultural Cinderella Story Read Alouds – Select 1</li> </ul>  | <ul style="list-style-type: none"> <li>Discussion Board WRITTEN post following your assigned role (Leader or Responder)</li> <li>Content Assignment: <i>Just a Minute</i> analysis</li> </ul>                  |
| <b>Week 10</b><br><i>April 7 - 13</i>      | <b>Lesson 10: Contemporary Realistic Fiction</b>               | <ul style="list-style-type: none"> <li>Read ARTICLE: Andrews (2017)<br/><a href="https://penandthepad.com/characteristics-genre-realistic-fiction-10068941.html">https://penandthepad.com/characteristics-genre-realistic-fiction-10068941.html</a></li> <li>Read WEBSITE: Kotek, N.<br/><a href="https://kotekchildrensliterature.blogspot.com/p/contemporary-realistic-fiction.html">https://kotekchildrensliterature.blogspot.com/p/contemporary-realistic-fiction.html</a></li> <li>Watch VIDEO: Fiction Book Genres – What is Realistic Fiction:<br/><a href="https://youtu.be/8_W_YjAQUV0">https://youtu.be/8_W_YjAQUV0</a></li> <li>Watch VIDEO: <i>Shortcut</i> Read Aloud<br/><a href="https://youtu.be/lQjVDgtgEkw">https://youtu.be/lQjVDgtgEkw</a></li> </ul> | <ul style="list-style-type: none"> <li>Discussion Board VIDEO post following your assigned role (Leader or Responder)</li> <li>Content Assignment: Contemporary Realistic Fiction Analysis Activity</li> </ul> |
| <b>Week 11</b><br><i>April 14-20</i>       | <b>Lesson 11: Historical Fiction</b>                           | <ul style="list-style-type: none"> <li>Read WEBSITE: Kotek, N.<br/><a href="https://kotekchildrensliterature.blogspot.com/p/historical-fiction.html">https://kotekchildrensliterature.blogspot.com/p/historical-fiction.html</a></li> <li>Read WEBSITE: Uncover the Past<br/><a href="https://www.uncoverthepast.org/2020/01/evaluating-childrens-historical-fiction.html">https://www.uncoverthepast.org/2020/01/evaluating-childrens-historical-fiction.html</a></li> <li>Read ARTICLE: Klages, E.<br/><a href="https://www.readbrightly.com/importance-of-kids-historical-fiction/">https://www.readbrightly.com/importance-of-kids-historical-fiction/</a></li> </ul>   | <ul style="list-style-type: none"> <li>Discussion Board WRITTEN post following your assigned role (Leader or Responder)</li> <li>Content Assignment: Historical Fiction Analysis Activity</li> </ul>           |

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|   |  | <ul style="list-style-type: none"> <li>• Watch VIDEO: <i>Faithful Elephants</i> Read Aloud <a href="https://www.youtube.com/watch?v=rtV13vURe1l">https://www.youtube.com/watch?v=rtV13vURe1l</a></li> </ul>   |   |
| <b>Week 12</b><br><i>April 21-27</i>      | <b>Lesson 12:</b><br><b>Fantasy and Science Fiction</b>    | <ul style="list-style-type: none"> <li>• Read WEBSITE: Kotek, N. <a href="https://kotekchildrensliterature.blogspot.com/p/modern-fantasy.html">https://kotekchildrensliterature.blogspot.com/p/modern-fantasy.html</a></li> <li>• Read ARTICLE: McGowen, K. <a href="https://teachers.yale.edu/curriculum/viewer/initiative_06.03.08_u#top">https://teachers.yale.edu/curriculum/viewer/initiative_06.03.08_u#top</a></li> <li>• Read WEBSITE: <a href="https://bookriot.com/best-fantasy-books-for-kids/">https://bookriot.com/best-fantasy-books-for-kids/</a></li> </ul> | <ul style="list-style-type: none"> <li>• Discussion Board VIDEO post - everyone post their own thread by Sunday 4/24/22; each person responds either (by video or written words) to 3 people by 11:59 pm on Wednesday 4/27/22</li> <li>• Assignment: Picture Book Analysis Essay DUE</li> </ul> |
| <b>Week 13</b><br><i>April 28 – May 4</i> | <b>Lesson 13:</b><br><b>Poetry</b>                         | <ul style="list-style-type: none"> <li>• Read TEXT: Schneider chapter 10</li> <li>• Read ARTICLE: Vardell (2017)</li> <li>• Read ARTICLE: <a href="https://inkingsandinklings.wordpress.com/2011/11/19/the-30-poems-you-should-know/">https://inkingsandinklings.wordpress.com/2011/11/19/the-30-poems-you-should-know/</a></li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion Board WRITTEN post following your assigned role (Leader or Responder)</li> <li>• Content Assignment: Lyrical Picture Book Analysis activity</li> </ul>  |
| <b>Week 14</b><br><i>May 5 – 11</i>       | <b>Lesson 14:</b><br><b>Course Reflection and Feedback</b> | <ul style="list-style-type: none"> <li>• Read ARTICLE: Crippen, M. (2012) <a href="https://www.luther.edu/oneota-reading-journal/archive/2012/the-value-of-childrens-literature/#:~:text=Children's%20literature%20is%20important%20because,and%20development%20of%20the%20student's">https://www.luther.edu/oneota-reading-journal/archive/2012/the-value-of-childrens-literature/#:~:text=Children's%20literature%20is%20important%20because,and%20development%20of%20the%20student's</a></li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion Board WRITTEN post</li> <li>• Assignment: Author's Study Essay DUE</li> </ul>   |