

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education**

**ELED 258 Section DL4 – Children’s Literature for Teaching in Diverse Settings**

3 credits Spring 2022

Wednesdays 4:30-7:10 pm

Synchronous Online

January 26<sup>th</sup>, February 2<sup>nd</sup>, 9<sup>th</sup>, 16<sup>th</sup>, 23<sup>rd</sup>, March 2<sup>nd</sup>, 9<sup>th</sup>, 23<sup>rd</sup>, 30<sup>th</sup>, April 6<sup>th</sup>, 13<sup>th</sup>, 20<sup>th</sup>, 27<sup>th</sup>, May 4<sup>th</sup>

**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

**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/](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).

## Assignments:

### Attendance and Participation (30 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 and assignments** 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 (12 points)

As part of this class, you will participate in an ongoing literature circle with a group of peers in class. For approximately three weeks, we will include in our class meeting 20-30 minutes of literature circle discussion time. You will select titles to discuss with classmates. A list will be provided in class. 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 (10 points) – submitted via Blackboard – DUE February 9<sup>th</sup>

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) (24 points) – submitted via Blackboard – Due dates listed below**

- You will create a bibliography of different genres of children’s literature.
- You will choose 5 books, each from a different genre:
  - *Traditional Literature: Fables/folklore due March 9<sup>th</sup>*
  - *Contemporary realistic fiction due March 23<sup>rd</sup>*
  - *Fantasy/Science Fiction due March 30<sup>th</sup>*
  - *Mystery due April 6<sup>th</sup>*
  - *Historical fiction due April 13<sup>th</sup>*
  - *Biography/autobiography due April 20<sup>th</sup>*
  - *Nonfiction/informational due April 27<sup>th</sup>*
- You will have a total of 5 genres and 5 books. Please do not choose books read in class.
- 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 5 books you choose for your BAF, you will record book talks for **three** of them. *The recordings of your book talks will be due with the analysis for the corresponding book.*

**Text Set (10 points) – Group Google Doc DUE March 30<sup>th</sup>; Final Set in Blackboard April 13<sup>th</sup>; Class Share April 27<sup>th</sup>**

Your group will assemble books from a variety of formats and genres to create a cohesive set of 5 texts that align with a social justice issue of your group’s choice. Past topics have included: Racism, Feminism, LGBTQIA, Specific Cultural Groups, Immigration, Poverty, Homelessness, Trauma. Other ideas are considered with approval.

- Your text set could be used to help diverse learners learn more about a social justice issue through a specific collection of topic-related books.
- You will justify your Text Set, including the following information:
  - An overview explaining how your selections support learning about the issue
  - APA format of each book (author, publication year, title, publisher)
  - Brief synopsis (one paragraph per text) and analysis of each text (two-three paragraphs per text)

- Analysis should address literary elements employed in the texts as well as political, historical, and cultural influences.
- Your group Google Doc with at least one book per person must be shared with me at [jenorr@gmail.com](mailto:jenorr@gmail.com) by October 20<sup>th</sup> at 11:59 pm.
- The final Text Set with all 5 books will be uploaded to the Google Folder and to Blackboard Assignments by November 3<sup>rd</sup> by 11:59 pm and shared in class on November 17<sup>th</sup>. The final presentation of books will be done as a recorded podcast.

***Author Study (15 points) – submitted via Blackboard***

***DUE April 27<sup>th</sup>***

- You will select and research a diverse children’s author of picture books (who has written at least 5). **Submit your author choice to the professor by March 9<sup>th</sup>.**
- 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
  - 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.
- **Five points for this assignment will come from turning the draft in by April 6<sup>th</sup>.**
- 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](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**

<i>Requirements &amp; Assignments</i>	<i>Points</i>	<i>Due Date</i>
Classwork	30 points	Weekly
Literature Circles	12 points	Various Dates
Self as a Reader	10 points	February 9 <sup>th</sup>
Book Analysis File	24 points	Various Dates
Text Set	10 points	April 13 <sup>th</sup>
Author Study	15 points	April 27 <sup>th</sup>

**There is the possibility to earn 100 points total.**

**□ Grading**

<b>Grade</b>	<b>GRADING</b>	<b>Grade Points</b>	<b>Interpretation</b>
<b>A</b>	<b>93-100</b>	<b>4.00</b>	<b>Represents mastery of the subject through effort beyond basic requirements</b>
<b>A-</b>	<b>90-92</b>	<b>3.67</b>	
<b>B+</b>	<b>87-89</b>	<b>3.33</b>	<b>Reflects an understanding of and the ability to apply theories and principles at a basic level</b>
<b>B</b>	<b>83-86</b>	<b>3.00</b>	
<b>B-</b>	<b>80-82</b>	<b>2.67</b>	
<b>C+</b>	<b>77-79</b>	<b>2.33</b>	<b>Denotes an unacceptable level of understanding and application of the basic elements of the course</b>
<b>C</b>	<b>73-76</b>	<b>2.00</b>	
<b>C-*</b>	<b>70-72</b>	<b>1.67</b>	
<b>D*</b>	<b>60-69</b>	<b>1.00</b>	
<b>F*</b>	<b>&lt;69</b>	<b>0.00</b>	

*\*Remember: A course grade of “C” is not satisfactory for an initial licensure course.*

**Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

## Class Schedule

Date	Topics	Readings, Activities, & Assignments (Assignments due by start of class on Wednesday.)
<b>Class 1</b>  <b>Wednesday</b>  <b>January 26</b>	Introductions Establishing classroom community Syllabus & expectations Critical analysis	<b>READINGS:</b> Read syllabus <i>carefully</i>
<b>Class 2</b>  <b>Wednesday</b>  <b>February 2</b>	Explore Text Formats Banned and Challenged Books Literature Circles Intro	<b>READINGS:</b> Schneider: Ch 2, 12 <a href="#">Rudine Sims Bishop article</a>
<b>Class 3</b>  <b>Wednesday</b>  <b>February 9</b>	Book Awards Literary Elements	<b>READINGS:</b> Schneider: Ch 4  <b>Self as Reader DUE</b>
<b>Class 4</b>  <b>Wednesday</b>  <b>February 16</b>	Illustration Elements Board Books Concept Books Book Club 1 - Literature Circles	<b>READINGS:</b> Schneider: Ch 5  <b>Literature Circle Reading DUE</b>
<b>Class 5</b>  <b>Wednesday</b>  <b>February 23</b>	Poetry	<b>READINGS:</b> Schneider: Ch 10
<b>Class 6</b>  <b>Wednesday</b>  <b>March 2</b>	Traditional Literature Fables and Folklore Book Club 2 - Literature Circles	<b>READINGS:</b> Schneider: Ch 9  <b>Literature Circle Reading DUE</b>
<b>Class 7</b>  <b>Wednesday</b>  <b>March 9</b>	Contemporary Realistic Fiction	<b>READINGS:</b> Schneider: Ch 8  <b>Author Study Selection DUE</b> <b>BAF and Book Talk for Traditional Literature DUE</b>
<b>Class 8</b>  <b>Wednesday</b>  <b>March 23</b>	Fantasy Science Fiction	<b>READINGS:</b> Schneider: Ch 3  <b>BAF and Book Talk for Contemporary Realistic Fiction DUE</b>

<b>Class 9</b> <b>Wednesday</b> <b>March 30</b>	Mystery Historical Fiction	<b>READINGS:</b> Schneider: Ch 6  <b>BAF and Book Talk for Fantasy/Science Fiction DUE</b> <b>Text Set Google Doc Shared DUE</b>
<b>Class 10</b> <b>Wednesday</b> <b>April 6</b>	Biography & Autobiography	<b>READINGS:</b> Schneider: Ch 11  <b>Author Study Draft DUE</b> <b>BAF and Book Talk for Mystery DUE</b>
<b>Class 11</b> <b>Wednesday</b> <b>April 13</b>	Informational Books	<b>READINGS:</b> Schneider: Ch 7  <b>BAF and Book Talk for Historical Fiction DUE</b> <b>Final Text Set in Blackboard DUE</b>
<b>Class 12</b> <b>Wednesday</b> <b>April 20</b>	Chapter books Series books Book Club 3 - Literature Circles	<b>READINGS:</b>  <b>Literature Circle Reading DUE</b> <b>BAF and Book Talk for Biography/Autobiography DUE</b>
<b>Class 13</b> <b>Wednesday</b> <b>April 27</b>	Text Set Presentations	<b>READINGS:</b>  <b>Author Study DUE</b> <b>BAF and Book Talk for Informational Books DUE</b>
<b>Class 14</b> <b>Wednesday</b> <b>May 4</b>	Bibliotherapy Final Reflections	

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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **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 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.

**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.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
2. To get a list of supported operating systems on different devices see: [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)
3. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with the Blackboard Collaborate or other required web conferencing tool.
5. 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.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:



- 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: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- 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 insure accessibility must be registered with George Mason University Disability Services.

## 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)

**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.

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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