

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

**ELED 258 Section DL 8
Children's Literature for Teaching in Diverse Settings**

3 credits, Spring 2023

Thursdays, 4:30-7:10 PM EST

Synchronous Online Class Sessions (Distance Education/Blackboard and Zoom)

Faculty

Name: Dr. Ann Harrington
Office Hours: Wednesdays 4-5 PM, and By Appointment
(All office hours are on Zoom)
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Recommended Prerequisites/Corequisites

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 (76% or more) using a synchronous 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 no later than by the first day of classes. The Zoom link for our class meetings is on our Blackboard site.

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:

- 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. To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- 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:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quicktime Player: www.apple.com/quicktime/download/
- Reliable laptop or computer with working camera
- Class attendance in a location with reliable Wi-Fi connections
- Ability to use Microsoft Word and PowerPoint proficiently
- Ability to use Zoom proficiently
- Ability to use Blackboard proficiently (if you are new to Blackboard, please consult <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/> in advance of the first day of class)

NOTE: Please contact Mason Information Technology Services (<https://its.gmu.edu/>) for technology support and questions.

Expectations

- Course Week: 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 once daily (M-F). In addition, students must log-in for all scheduled online synchronous meetings.
- 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 via Zoom. Students should email the instructor to schedule a one-on-one session, including suggested dates/times to meet.
- 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 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 do the following:

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.

Required Texts

- Schneider, J. J. (2016). *The inside, outside, and upside downs of children's literature*. Retrieved from http://scholarcommons.usf.edu/childrens_lit_textbook/
- 1 children's literature "chapter book" (I strongly encourage you to purchase your own copy of your book-club book!) and 8 pieces of children's literature (picture or chapter books) from 8 text genres (we will discuss this requirement in class) (NOTE: I will be sharing resources with you in class as to how to access children's literature).
- Additional required readings and viewings will be posted on Blackboard.

Recommended Texts

Miller, D. & Lesesne, T.S. (2022). *The joy of reading*. Portsmouth, NH: Heinemann.

Vardell, S.M. (2019). *Children's literature in action: A librarian's guide*. Santa Barbara: Libraries Unlimited.

Course Performance Evaluation

All assignments are to be completed and submitted via Blackboard by the date listed on the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Some work will also be shared in synchronous class sessions.

If you are absent from class, all work must be submitted no later than 24 hours in advance of the start of the next class session (see *Emergency Situations and Extenuating Circumstances* section of the syllabus for the only exception to this policy). Work received after this deadline will not receive credit. This policy is in place due to the cumulative nature of class content and the class schedule, and to support your success in and enjoyment of the course. To achieve all course objectives, it is essential to attend class regularly and participate actively; and complete and submit all assignments on time, thoroughly, and thoughtfully.

Assignments may only be submitted once. Requests to resubmit assignments will not be accepted, as much scaffolding and many opportunities to understand and ask questions about class assignments will be provided.

I do not accept requests to provide feedback on assignments in advance of their due date so as to ensure equitable opportunities for success to all students. However, I encourage you to ask me questions about your assignments at any time or meet with me to discuss your assignments. I am here to help!

Assignments and/or Examinations

If you are absent from all or part of a class session and assignments are due, all work from that class period/segment must be sent to me on Blackboard or via email no later than 24 hours in advance of the start of our next class session to receive credit. When you are ready to begin “making up” your missed work, always begin by watching the class recording (located in the Zoom section on Blackboard) of what you missed so that you understand what to do for the assignments you missed. This policy is in place because our class sessions are cumulative (that is, they build on one another), and to ensure your success and attainment of the course objectives.

Your grade for the course will be determined based on your performance on each of the following assignments (100 total possible points). As such, there are 100 points possible on Blackboard. Please note that we will be talking about all of these assignments in class and that I will be creating screencasts for the major course project (Goodreads WOW Books Project).

- ***Class Participation and Engagement (14 points):***

This assignment is completed during class time.

In addition to the course objectives, I have three, primary goals for you in this class. First, I want you to rekindle your love of reading in general and of reading children’s literature in particular, or to develop a love of reading/reading children’s literature if you do not yet have this love! Second, as we will discuss in class, I want you to develop as literacy leaders. You will learn ways to use children’s literature in your life and in your literacy leadership roles in a myriad of ways. Third, I want you to develop or enhance your understanding of the importance of reading diverse, contemporary, and quality children’s literature (and other books, too!) in thoughtful and critical ways. To reach these goals and all of your goals, the active participation and engagement of all class members are essential in each class session.

We are a professional community of learners. Your participation and engagement in our class sessions will promote and enhance your individual success and the success of all class members. Indeed, there is a correlation between your engagement and your achievement! Please monitor your participation in our class—it is my expectation that you will participate professionally, positively, and actively; but not dominate class discussions and activities (active listening is essential, too!). Participating fully and engaging positively in all aspects of our class session will enable you to learn optimally (and enjoy what you are learning!).

This class is based on constructivist and social constructivist principles of learning, meaning that you will be engaging with your colleagues during much of the class session, and that a significant portion of your learning occurs in collaborative work with your colleagues and me during class time. As such, a lot of what you miss if you are absent from class cannot be “made up!” If you do not enjoy learning actively and interacting with colleagues during class, you may want to consider signing up for an asynchronous section of this course to better meet your needs.

We will be creating community expectations for one another on our first day of class together that we will follow throughout the semester. In addition, I expect you to do the following:

- Engage actively, positively, and professionally in our learning community the entire class session. Please use the chat and participant features on Zoom respectfully to engage with your colleagues.
- Participate in our class Zoom from a location where you can focus and concentrate, and where you have working and stable Wi-Fi.
- Keep your camera on unless you have contacted me in advance of class with a valid reason you cannot do so (it is fine to turn off your camera for a few minutes as needed when you need to take a break, etc.). Students report (e.g., Rudolph, 2021) that keeping your camera on in online classes with your camera on increases your learning, engagement, and connection with your colleagues. Your colleagues also benefit from interacting with you (rather than your screen name or a photo of you). As such, you will not earn full credit for your engagement and participation unless your camera is on, or unless you have emailed me in advance of class to let me know that you cannot appear on camera. *If you do not have a working camera or do not like participating in classes with your camera on, you may want to consider an asynchronous section of this class that better meets your needs.* Our class sessions mimic attending face-face class sessions!
- Ensure that the name you wish to be called is visible on your Zoom display name.
- Complete thoughtfully the readings and all other assignments for the class session, and engage in and complete all in-class activities professionally,
- Arrive on time and attend the entire class session (unless an urgent situation prohibits you from doing so on rare occasions, in which case you will need to contact me in advance to let me know and make up all missed work according to the specifications detailed later in this syllabus).
- Communicate with professionalism, kindness, empathy, and respect.
- Accept responsibility for your own learning.

At the end of each class session, you will submit on Blackboard your self-assessment of your class participation and engagement (I will remind you to do so at the end of class). You will list the point value you feel you earned for the class session (1, ½, or 0) and a 1-3 sentence rationale for the points you earned (i.e, the extent to which you met our community expectations and the aforementioned expectations I set, and how you contributed to your own

learning and to the learning of your colleagues in our classroom community). I will take your self-assessment into account when assigning your grade.

You will earn 1 point per session (for our 13, fully synchronous class sessions) in which you demonstrate professional and active participation and engagement, and meet all community expectations fully for the *entire* class session (joining class on time and engaging in the entire class session), and submit your thoughtful self assessment. You will earn ½ point per session if you partially demonstrate professional and active participation and engagement, partially meet our community expectations, miss part of class, *or attend class but neglect to submit your thoughtful self-assessment*. If you miss a small segment of class and email me (no later than 24 hours in advance of the start of our next class session) that you watched the class recording of the portion of class that you missed (and submit all assignments you missed, of course), you can still earn full credit for the class session. You will earn 0 points for the session if you do not demonstrate professional and active participation and engagement, or do not meet our community expectations, for most or all of the class period.

For our one, partially synchronous class session (as listed in our Class Schedule), you will earn full credit for your participation and engagement by watching the class overview screencast and submitting your answers to the questions embedded in the screencast in your self-assessment.

Because you will not be able to engage with your colleagues and participate in class learning activities if you are absent, you will only be able to earn ½ credit per class session if you are not present for class. If you are absent from class and wish to earn partial credit (½ point) for this assignment, you need to do the following (i.e., failure to do so will result in your not earning any credit for the class session):

- Email me *in advance* of the missed class session to let me know you will be absent (I will be concerned about you if you do not do so, and I will email you if I do not hear from you). Failure to do so will result in your absence being considered “unexcused”).
- Submit on Blackboard (for the *class participation and engagement assignment of the class period you missed*) or email me after class a statement in which you state that you watched the class recording (available on our class Blackboard Zoom section 1-2 hours after the class session ends). Feel free to include any questions you may have for me connected to the class session recording. You will need to submit this assignment or email it to me no later than 24 hours in advance of the start of the next class session to receive credit.

- *Individual and Group Reading/Viewing Responses (10 points: .5 points for each individual response and .5 points for each group response for each of 10 class sessions designated on the class schedule):*

Your individual reading response will be completed before class time. Your group reading response will be completed during class time. To enhance your learning and contribute to the learning of other class members, you will be reading chapters, articles, and pieces of children’s literature/children’s books (see class schedule for details); and discussing this content with your colleagues in class. Please note that, for the children’s books you read, you will usually be listening to a read aloud rather than reading the books yourselves (this provision is in place so that you do not have to purchase multiple pieces of children’s literature).

Before each class session begins, you will submit your **individual reading response** on Blackboard connected to the *core* readings that are due that day (NOT your book-club readings). After you complete your assigned/core readings for the week, you will complete a graphic organizer for your individual reading response. On this graphic organizer, you will complete an “entry” for EACH of your readings for the class session (normally, you will be reading 1 chapter from our textbook or one article and 3 children’s books, resulting in 4 “readings” per session and 4 “entries” on the graphic organizer). Below please find an example of this graphic organizer. On Blackboard (in the Tools and Resources section) I have included a template for this graphic organizer and an example that I created.

3-2-1 ICQ Reading Response

| Entry Number and Title of Reading | Important or Interesting Points (3 bullet points per reading) | Connections or Craft (2 bullet points per reading) | Questions (1 per reading) |
|-----------------------------------|---|--|---------------------------|
| Entry #1: Title of reading | | | |
| Entry #2: Title of reading | | | |
| Entry #3: Title of reading | | | |
| Entry #4: Title of reading | | | |

The *important or interesting points* section on your graphic organizer should include 3 important or interesting “bullet points” from each of your readings. List points that are important to remember or understand from each reading, or points that you found interesting or thought-provoking.

In the *connections or craft* section on your graphic organizer, list 2 connections or craft examples from each reading. The *connections* should be a text-self (T-S) connection that details how what you read connected to your life experiences, a text-text (T-T) connection that details how what

you read connects to something you read previously, or a text-world (T-W) connection that details how what you read connects to current events or happenings in the larger community (i.e., outside your own life).. The *craft* examples should be examples of literary devices or other examples of writing craft that you noticed in the children's books you read that served to enhance the quality of the book.

In the *questions* section on your graphic organizer, you should list one authentic question you had from each reading that you would like to discuss with your colleagues (i.e., open-ended, authentic, complex, text-dependent, and "higher-order" questions connected to the text (see this link for [example question stems](#))). The questions should demonstrate to me that you have read the core texts thoughtfully, and have legitimate and thought-provoking questions connected to your reading. These questions should not just be "literal" questions that can be answered in a few words directly from the text! *You do not need to write down answers to the questions...you just have to write down the questions themselves.*

When reading children's literature, your *questions* should usually be connected to analysis, not the content of the piece of children's literature per se. Here are some example questions for children's books: Why is this book an award-winning piece of children's literature? To what extent is this book free from obvious bias? What is one example of how the author of this book used a literary device to enhance the writing of this book? Describe the "social, political, historical, and [or] cultural contexts" (*Mason Core Literature Requirement 4*) of this book. Would you consider this book to be a "quality" book? Why or why not? To whom would you recommend this text and why? What is the message or theme of this book, and why do you think so? What is the primary genre of this book? Why do you think that?

The purpose of the **group reading response** (that takes place during class time) is to give you the opportunity to discuss your readings and collaborate with your colleagues to deepen your understanding of each class topic and/or pieces of children's literature. *During class time*, you will work with a small group of your colleagues in a Zoom break-out room to share your individual questions and determine the *one* question you want to ask/share with another group of your colleagues from class. You do not need to write down an answer to this question, but you should discuss what an excellent answer could be! Then, you will receive a question from another group that your group will need to answer verbally (you do not need to record your answer). We will then share all groups' questions and answers (you will choose a spokesperson from your group to share) with the whole class. If your group finishes your discussion of your assigned question early, please discuss other points from your reading. We will model and discuss in more detail how to complete this assignment in class. I hope and think you will really enjoy these discussions, and that they will enhance your learning and understanding of the class topic and children's literature!

Your grade (1 point total for each designated class session) will be assigned based on the quality (using the aforementioned criteria) of your individual response that you submitted on Blackboard (before class) (.5 points) and the quality of your group's question and response (.5 points) completed during class time.

If you attend class but did not submit your individual response by the due date/time, you will earn ½ credit for this assignment (as you would not be able to benefit fully from the group discussion).

If you are absent from class, you will receive ½ credit for your individual response (you will not be able to earn credit for your group response, as you were not able to engage in the group discussion). As per class policy, you will need to submit your individual response on Blackboard or email it to me no later than 24 hours in advance of the start of the next class session.

- *Community expectations midterm reflection (1 point):*

This midterm reflection will be completed during class time.

In this reflection, you will detail how well you think we are meeting the community expectations that we set for one another on the first day of class, including what we are doing particularly well and areas we would like to improve. Please see the due date on the class schedule for this assignment. I will use this information to support and enhance your learning and the work of our class community for the second half of the semester.

- *Children's Literature Book Club (6 points: 1 point for each of 4 book-club sessions [initial planning session and three discussions] and 2 points for your booksnap and individual reflection)*

Your book-club reading and coding/response will be completed before class time. Your book-club discussions, booksnap planning, and booksnap presentation with a reflection will take place during class time. Your book club takes place during the first half of the semester.

The purpose of this assignment is to enable you to read and discuss with your colleagues a great piece of children's literature (written for students in upper elementary/early middle school), to experience participation in a children's literature book club, and to learn firsthand ways that you could implement a book club with children's literature in the future should you choose to do so!

Here are the assignment details:

- In class, I will do book chats on your [book-club choices](#)!
- You will choose ONE of these books and convince at least 2 other colleagues in our class to read this book with you. There must be a minimum of 3 people in each book club (but there is no maximum number of people who can sign up for each book). You will sign up for your book club (sign-up sheet on Blackboard). You will order, purchase, or check this book out from the library ASAP after you have completed these tasks. An e-text or a hard copy of your book is fine, but not an audio version of the book (you need to see the text).

- I will talk with you in class about the expectations I have for you in your book clubs. Then, you will work with your colleagues in your book club to create your book-club plan, including expectations and a reading schedule (and share this information with me on Blackboard) during class time on the designated day on the class schedule.
- Outside of class time, you will read the portion of the book you chose using the reading schedule your group establishes during your book-club planning session. Each week, you will “code” and respond to your text a minimum of three times to prepare for your discussion (document on Blackboard). *These codes should demonstrate your critical thinking and analysis of the book, and lead to rich discussions in your book club.* You will submit your reading codes/responses to me each week on Blackboard prior to the start of the class session. If you do not submit your reading codes/responses by the due date, you will only receive ½ credit for your book club grade for that class session.
- You will be given class time (~15 minutes) during three, designated class sessions to discuss ideas from your book with your book-club members using your reading codes/responses as guides. During your book club, all members will share their reading codes to guide the book-club discussion. I will be dropping in on your book-club discussions.
- At the end of each book club session, all book clubs will reconvene and one group member from each book club will share a point from your book, something interesting you all discussed, etc. with the whole class.
- During your final book-club meeting, you will plan your “booksnap” visual that you will share in class with all of your colleagues (~10 minute sharing) the next week (see <https://achievethecore.org/aligned/engaging-students-booksnap/>). The “booksnap” visual needs to include the title/author of the book, your group’s overall evaluation of the book, at least one quote from the book, at least one image connected to the book, and the theme or themes of the book (represented through images or words). I have an example on Blackboard of a booksnap I created (but you are encouraged to be much more creative!).
- On our book-club presentation day, each group will share your booksnap, and tell us about your book (brief overview/summary) and book-club experience! You will submit a self-evaluation of your book-club experiences and booksnap presentation during class time.

You should expect to earn full credit if you engage fully in all book-club planning sessions and meetings, complete and submit on Blackboard in advance of class your reading codes/responses that you will use to guide your book-club discussions (*remember that these codes should demonstrate your critical thinking and analysis of the book, and lead to rich discussions in your book club*) and participate actively in the booksnap planning and sharing sessions. *Please let me know if any issues or challenges arise in your book club so that I can help address them.* I will assign book-club grades based on my observation of your book-club work and engagement.

If you attend your book club but did not complete your codes/responses by the due date/time, you will only be able to receive ½ credit for this assignment (as you were not fully prepared for your book-club meeting).

If you must be absent from a book club, it is your responsibility to let your book-club colleagues know. If you are absent, you can earn ½ credit for the book-club discussion you miss if you submit your individual codes/responses to me (you will not be able to earn credit for your book-club discussion, as you were not able to engage in your book-club discussion!). As per class policy, you will need to submit this response on Blackboard or via an email to me no later than 24 hours in advance of the start of the next class session.

- *Kidlit Modules and Engagements (20 points, 2 points for each of 10 module engagements, as shared on the class sessions designated on the class schedule):*

These modules and engagements will be completed during class time (but CAN [optional!] be completed before class time if you should so choose).

Through this assignment, you will connect with the content I share with you about each of our class topics (see class schedule) through watching a *Kaltura video* module (on Blackboard) and reflecting on what you are learning through engagement questions and reflections. You will complete these video modules and engagements during the second hour of our class time (or, if you prefer, you have the OPTION to complete these modules and engagements these engagements prior to class time).

There will be four engagement questions embedded in the video. You will simply pause the video and write down your BRIEF (1-3 sentences) response to each question. These questions are designed to keep you engaged in the module video and to deepen your understanding of the content. You will submit your engagement responses (your answers to the questions) to me on Blackboard when you finish them (no later than by the end of class) on Blackboard. You will earn .5 points for each question you answer correctly, with a 2-point total score possible per module/video. *All answers to these questions connect to the content you learned in the module. You do not need to consult any outside sources to answer the module questions.*

The slides for these kid lit modules/videos are on Blackboard each week.

When you are completing these modules and engagements, I will remain on Zoom, so feel free to return to the Zoom link if you have questions or need to talk with me.

If you are absent, as per class policy, you will need to complete the module and submit your engagement question responses to me on Blackboard or via email to me no later than 24 hours in advance of the start of the next class session.

- *Kidlit Activities (14 points, 1 point for each of 14 sessions designated on the class schedule)*

These activities will be completed during class time.

For each of 14 class sessions listed on the class schedule, you will be completing children's literature-focused activities both individually and collaboratively with your colleagues related to class topics and, in most cases, related to the modules you completed. These activities will help you apply and expand what you are learning. You should expect to earn full credit for each of your kidlit activities if it was completed fully and accurately, submitted on time, and demonstrates your understanding of the topic.

You will submit your individual kidlit activity when you complete it during class, no later than by the end of the class session. In the class sessions in which you collaborate with colleagues in class to complete the kid lit activity, you can still submit your activity individually, or you can have one person in your group submit the group document if you *ensure that the person who submits the activity includes the first and last names of all class members in your group who worked on the activity on the document*. In other words, I must receive an activity either from you individually or from one of your group members *with your name listed verifying you worked on the activity collaboratively* to receive credit.

If you are absent, as per class policy, you will need to complete the module and submit your kidlit activity to me individually on Blackboard or via email no later than 24 hours in advance of the start of the next class session. You will likely need to watch the class recording in order to understand the activity.

I think you will enjoy and learn a lot from these activities!

- *Goodreads WOW Book Project (25 points: 2 points for each of 8 reviews [16 points total], 4 points for text selection, 1 point for check-in, 1 point for quality of writing, 1 point for final project submission document, and 2 points for book chat and peer feedback)*

This project will be completed outside of class time. Book chats and peer feedback will be completed during class time on the designated day on the class schedule. This project takes place predominantly during the second half of the semester. Be sure to check out all of the resources on Blackboard for this project.

Are you excited to learn about new children's literature; and to read and review wonderful, diverse, representative, contemporary children's literature that you will be able to use in your reading life and in your role as a literacy leader? Do you know the important role that you play in promoting children's love of reading and building a literate society? Do you enjoy reading wonderful and diverse pieces of children's literature thoughtfully and critically? I think/hope you will really enjoy this assignment!

Think of this project as a culmination of what you have learned in ELED 258--choosing quality, diverse, anti-bias children's books across genres; analyzing children's literature; using children's literature for a variety of purposes and in a variety of ways with both children and adults; and just enjoying and appreciating wonderful children's literature!

During class sessions and through multiple resources that I will share with you, I will introduce pieces of quality, complex, and diverse children’s literature across genres to you; and recommend some great books from each genre. You do not need to read the books I recommend, but you do need to ensure the books you choose are appropriate for your targeted grade- or age-level range, are diverse, *and are of high quality (which we are defining in this class as having won awards, being listed on “best books” lists, or been written by award-winning authors; AND being of high literary quality).*

You will be learning about high-quality books throughout our course. Generally speaking (and there are exceptions, such as the *Harry Potter* and *The Mysterious Benedict Society!*) “series” books are not high-quality books (but they may be books that children can, should, and want to read!). Authors such as Dr. Seuss, Bill Martin, P.D Eastman, Robert Munsch, Laura Numeroff, and H.A. Rey (just to name a few examples!) have written books that many children find engaging and that children should be encouraged to read (and that we should read to children, too)...but the books written by these authors are *not* considered to be of the highest literary quality (even though they may have won book awards and may be enjoyable to read!). You want to find books for this project that include rich and complex language; literary devices and other examples of excellent writing “craft;” and content and ideas to help readers learn, think, care, imagine, create, and connect.

Your books should be written by diverse authors and illustrators; include diverse characters, topics, perspectives, identities, abilities, and experiences; and be anti-bias books for children (see <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>).

For this assignment, you will read 8 pieces of children’s literature, one book from each of the common genres of children’s literature (listed later in this assignment description). *At least 6 of the books must be contemporary (published in the past 20 years) and NEW TO YOU (that is, you have not read them before).* You may use your book-club book for one of your reviews in this project if it is indeed a WOW book for you. You may also use one other book that we read for class (either our “book of the day” or a book you read for homework) for this project if it is a WOW book for you. All other books should be books that you read independently and outside of class this semester.

Many books fit within multiple genres; however, most books are *primarily* one genre. Each of these books needs to make you say “WOW” after you finish reading it. Why might you say, “Wow!” after reading a book? There are many reasons! Maybe you have never before read a book like that book? Maybe you learned a life lesson from reading that book? Maybe the illustrations in your book were incredible? Maybe the book surprised you in some way? Maybe you learned something new? Maybe the writing style of the author was amazing? You may need to read more than 8 pieces of children’s literature to find your 8 WOW books.

You are welcome to read books across grade and age levels (Grades PK-6), or stick to one grade or age level for all of your books. You can read all picture books, all chapter books, or a combination of picture and chapter books. However, ALL of your books must be children’s literature.

Please only read and review books that are still being published and are readily available (that is, they are still in print and easily accessible).

In a class screencast, I will show you how to set up your own *Goodreads* account (even if you have a personal account, you will now set one up with your Mason email *and use this account only for children's literature* for the duration of this class/semester). During this set-up time, you can create a pseudonym if you do not wish to use your real name. You will be sure your account settings are such that only your Goodreads "friends" (who could only be me if you want) can view your profile and send you messages, and that your email address is not visible to anyone. You also have the option of adding a challenge question for friend requests. *During this set-up and throughout the ELED 258 course, you should only be rating, reading, and reviewing children's literature (books written for children in Grades PK-6). You should NOT be rating, reading, or reviewing books that are not children's literature for ELED 258.*

The characters and content of the children's literature you select must be appropriate for children between the ages of ~4-12 in ~Grades PK-6. While views may vary on what books are "appropriate" for children in Grades PK-6, books written for teenagers and adults (i.e., young adult or YA books) are NOT books that you will use for this children's literature project. The characters in your books should be roughly the same age as students in Grades PK-6, and the content should be engaging and appropriate for students in this age range. These books are generally categorized as picture books or chapter books for young, middle-grades, or "tween" readers.

A helpful resource for you (that we will be using in class and that is on our Blackboard site) is my Children's Literature LiveBinder. The link to this LiveBinder is <https://www.livebinders.com/b/1800385> and the access code is *kidlit*. In this resource, you will find resources for accessing quality, diverse children's literature; book recommendations; book lists; and many other helpful tools.

You need to read one book from each of the following eight genres:

- (Contemporary) realistic fiction
- Biography or autobiography
- Fantasy or science fiction
- Historical fiction
- Poetry or novels in verse
- Informational (e.g., nonfiction excluding biographies and autobiographies)
- Mysteries or adventure
- Traditional literature (e.g., folklore)

Each of your reviews must be posted on Goodreads on your "shelf" and include:

- A thoughtful and thorough *synthesis* (not summary) of your book **written in your own words and using your own ideas** (with your reactions, opinions, thoughts, and commentary) that includes (a) a synopsis of the content and primary themes or messages of the book (b) the primary genre of the book, (c) 2-3 specific reflections on what you learned or what children could learn from this book (or ways you could use this book

instructionally with children or other adults), and (d) an explanation of why this book was a WOW book for you), thus incorporating *Mason Core Literature Requirement/Outcome 1: Read for comprehension, detail and nuance*, and

- A thoughtful and thorough *analysis* of your text that includes (a) an evaluation of the author's writing/literary craft (aligned with *Mason Core Literature Requirement/Outcome 3: Analyze the ways specific literary devices contribute to the meaning of texts*) and (b) an explanation of how this book is as free of bias as possible (e.g., <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>) (which incorporates *Mason Core Literature Requirement/Outcome 4: Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which literary text is produced*). **You do not need to list the Mason requirements/outcomes specifically in your reviews.**

Please see the *Mason Core Rubric for Evaluating Student Work in Literature Courses* (<https://masoncore.gmu.edu/wp-content/uploads/2021/09/Mason-Core-Rubric-for-Literature.pdf>) for more information on the reading, writing, and thinking that I expect to see in your reviews. Your review should be uniquely yours!

I have posted my own reviews on *Goodreads* for some of my WOW books (see the "Reviewed" shelf on my *Goodreads* page) if you would like to see a few examples. I would expect that each review would be ~2-3 paragraphs in length. Please note that I use *Goodreads* in a lot of different ways, so your *Goodreads* site will not look like mine.

During our last class session, you will do book chats with a group of your colleagues in our class on three of your favorite WOW books (in 15 minutes or less) and provide your peers with feedback on their book chats. Please note that these book chats are not presentations! All you have to do is screen share your *Goodreads* bookshelf with your colleagues and talk about three of your favorite books.

For the project check-in, you will submit the link to your WOW Books/*Goodreads* shelf (that includes your 2, reviewed books) on Blackboard (I will show you how to do so).

For your final project submission, you submit a final project submission form (a submission form template is on Blackboard). This final project submission includes the link to your WOW books/ELED 258 bookshelf, the title and genre of each piece of children's literature you read/reviewed, and your 8 reviews (copied and pasted from *Goodreads*).

To encourage you to read and write reviews throughout this semester, and to be sure that your reviews are on track, I will ask to see your reviews of 2 books before the final project is due. This "check in" will be worth 1 point.

At the end of the semester, I will evaluate this project using the following criteria:

- Reviews (syntheses and analyses) are written in your own words (written solely by you), thoughtful, include all aforementioned criteria, and are located on your Goodreads bookshelf (16 points--2 points for each review of the 8 books in your project)
- Children's literature books are collectively contemporary, new-to-you, and read outside of our class context (excluding 2 exceptions); of high quality (award-winning, anti-bias, and of high literary quality; WOW books to you; and representative of all 8 genres and diverse authors, illustrators, characters, topics, perspectives, identities, abilities, and experiences (4 points)-
- All reviews are well-written with few or no grammatical or typographical errors: all reviews were comprehensible to the reader and written professionally (1 point)
- Final project submission form is accurate, thorough, and includes all required information (a template for this form is on Blackboard) (1 point)
- Colleague feedback (and my observations) demonstrate your preparedness for and succinct sharing of each selected book (three books total) during your 15-minute or less book chats/sharing on the last day of class; and your submitted peer feedback sheet includes professional and helpful comments for your colleagues (2 points)

Due to the grade constraints I face at the end of the semester, late work will not be accepted for this project unless you are experiencing a verifiable, emergency situation and contact me in advance about this situation if it is possible to do so.

● **Show Me What You Know Final Exam (10 points)**

This exam will be completed outside of class time. This plan is due on Blackboard no later than by the end of the scheduled final exam period (as detailed on our class schedule). We are NOT meeting on Zoom for the final exam period. You can either complete this exam during the scheduled exam time or before the scheduled exam time.

To help you synthesize what you have learned in ELED 258, demonstrate your knowledge of course topics and the course objectives, and detail how you will use what you learned from this class in the future (as a reader and as a literacy leader), you will take a 15-question, short answer, final exam. 10 questions on the final exam are worth .5 points each, and 5 questions are worth 1 point each.

This exam is open notes/open text, but not "open colleagues" (in other words, you will attest that you completed this exam on your own with no outside help from anyone else, thus abiding by the academic integrity policy). If you have engaged thoughtfully and done well in our class throughout the semester, I have every expectation that you will do very well on this final exam.

Due to the grade constraints I face at the end of the semester, late work will not be accepted for the final exam unless you are experiencing a verifiable, emergency situation (and inform me in advance of this situation if it is possible to do so).

Other Requirements

Please see the “Class Participation and Engagement” assignment for expectations regarding class attendance and participation.

Grading

In this course, I use a single-point rubric (with “success criteria”) to determine your grade for each major assignment. Please see <https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/> for an explanation of single-point rubrics.

To learn optimally, assignments need to be completed on time, thoroughly, and thoughtfully.

It is your responsibility to monitor your grades on Blackboard throughout the semester.

Here is the grading scale used in this course:

| Grade | Grading Scale | Interpretation |
|--------------|----------------------|--|
| A+ | 97-100 | <i>Represents mastery of the subject through effort beyond basic requirements</i> |
| A | 93-96 | |
| A- | 90-92 | |
| B+ | 87-89 | <i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i> |
| B | 83-86 | |
| B- | 80-82 | |
| C+ | 77 – 79 | |
| C | 72 – 76 | |
| C- | 70-72 | <i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade</i> |

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| <i>D</i> | 60-69 | <i>does not meet the minimum requirement for licensure courses.</i> |
| <i>F</i> | <69 | |

Professional Dispositions

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

Class Schedule

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

This class schedule includes all assignment due dates. You can use this schedule to plan out the semester for this class.

| Class Session, Date, and Course Topic Notes and Reminders | Required Core Readings and Individual Reading/Viewing Responses (To Be Completed and Submitted On Blackboard No Later Than by the Start of the Class Session) | Other Assignments (Due On Blackboard No Later Than by the Start of the Class Session) | Assignments Completed During the Class Session (and Due On Blackboard No Later Than by the End of the Class Session As Applicable) |
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| Class 1, R, 1/26 Welcome, Introductions, and Course Overview | Please SKIM the course syllabus. Be sure you can access the class Blackboard site and can log in to our Zoom session. NO READINGS or READING RESPONSE due | | Kidlit activity 1: Student information sheet Participation and engagement self-evaluation 1 |
| Class 2, R, 2/2 Course Overview, Course Tools and Resources, Preview of Course Structures Book Club Overview and Sign Up ORDER YOUR BOOK FOR BOOK CLUB | Read the course syllabus carefully and thoughtfully! You will be asking and answering questions about the syllabus during class today. Watch the two screencasts on Blackboard for today's class session (Syllabus Overview and Blackboard Overview) | | Kidlit activity 2: Sign up for your book club! Participation and engagement self-evaluation 2 (Grade combined with kidlit activity for today) |

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| <p>AFTER CLASS TODAY ONCE YOU ARE SURE AT LEAST 2 OTHER PEOPLE ARE GOING TO BE READING YOUR CHOSEN BOOK! You will need your book in our next class session.</p> | <p>Read <i>The Wonder of Reading Children's Literature as an Adult</i> at https://bookriot.com/the-wonder-of-reading-childrens-literature-as-an-adult/.</p> <p>Read <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce https://www.youtube.com/watch?v=6YstKmP2RPA</p> <p>NO READING RESPONSE due!</p> | | |
| <p>Class 3, R, 2/9 Why Read Children's Literature? What is Children's Literature? How Do We Access Children's Literature?</p> <p>Book club planning session (bring your book to class)</p> | <ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapter 1 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● Schneider, J. J. (2016) Chapter 2 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● <i>Where Are You From?</i> by Yamile Saied Méndez https://www.youtube.com/watch?v=gqaIE1Skn6Y ● <i>Your Name Is A Song</i> by Jamilah Thompkins-Bigelow https://www.youtube.com/watch?v=7Q8V2exDnDg (BEGIN at 1:15 and end at 12:50) ● Response #1 <p>SUPPLEMENTAL READING (not required and does not need to be included in your response): Schneider, J. J. (2016) Chapter 3 http://scholarcommons.usf.edu/childrens_lit_textbook/</p> | | <p>Book club planning sheet due on Blackboard</p> <p>Kidlit module engagement 1</p> <p>Kidlit activity 3</p> <p>Participation and engagement self-evaluation 3</p> |

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| <p>Class 4, R, 2/16 How is Children's Literature Categorized and What Does It Include? What is Award-Winning Children's Literature?</p> <p>Book club 1 (bring your book to class)</p> | <ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapter 4 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● <i>Dreamers</i> by Yuyi Morales (2019 Pura Belpre Illustrator Award Winner) https://www.youtube.com/watch?v=DIIC93iIVHs ● <i>Crown: An Ode to the Fresh Cut</i> by Derrick Barnes https://www.youtube.com/watch?v=B1yCg2PdeEA&list=PLPphPHIzdSQQ7PSjPy614dttjdSqCW9qW&index=2&t=315s (Newbery Honor, Caldecott Honor, Coretta Scott King Award 2018) ● <i>Eyes That Kiss in the Corners</i> by Joanna Ho https://www.youtube.com/watch?v=VFz0wktGr2k (2021 Bank Street Best Children's Book of the Year, Nerdy Book Award Winner, Kirkus Children's Best Book) ● Response #2 | <p>Readings and codes/response due for Book Club 1 (see your group's planning sheet for schedule)</p> | <p>Kidlit module engagement 2</p> <p>Kidlit activity 4</p> <p>Participation and engagement self-evaluation 4</p> |
| <p>Class 5, R, 2/23</p> <p>Analyzing the Literary Quality of and Purposes For Children's Literature:Writer's Craft and Literary Analysis (Mason Core Literature</p> | <ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapter 5 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● Read pages 31-40 in Anderson, N.L. (2016). | <p>Readings and codes/response due for Book Club 2 (see your group's planning sheet for schedule)</p> | <p>Kidlit module engagement 3</p> <p>Kidlit activity 5</p> <p>Participation and engagement self-evaluation 5</p> |

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| <p>Requirements/ Outcomes 1 and 3)</p> <p>Book club 2 (bring your book to class)</p> <p>NOTES: For a review of literary elements (you are NOT required to read this information or include it in your reading response..it is just FYI), feel free to consult https://www.litcharts.com/literary-devices-and-terms, https://scribemedia.com/literary-devices/, and https://www.masterclasses.com/articles/22-essential-literary-devices#22-different-types-of-literary-devices-and-how-to-use-them)</p> | <p><i>Elementary Children’s Literature: Infancy Through Age 14 (4th ed.)</i>, New York: Pearson. https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/0132685833.pdf</p> <ul style="list-style-type: none"> ● <i>Last Stop on Market Street</i> by Matt de la Pena (2016 Newbery Award Winner) https://www.youtube.com/watch?v=tCKtEXpIKVI ● <i>Fry Bread</i> by Kevin Noble Maillard (2020 Robert. F. Silbert Award Winner) https://www.youtube.com/watch?v=ZGoPq2CeJdw ● Response #3 | | |
| <p>Class 6, R, 3/2</p> <p>The Importance of Diverse, Anti-Bias, Children’s Books (Mason Core Literature Requirement/ Outcome 4)</p> <p>Book club 3 (bring your book to class)</p> | <ul style="list-style-type: none"> ● Derman-Sparks, L. <i>Guide for selecting anti-bias children’s books</i> at https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/ ● <i>Why Diverse Books Matter: Windows and Mirrors</i> (Note: You are not required to watch the embedded videos in this article, but they are excellent!) https://www.colorincolorado.org/article/why-diverse-books-matter-mirrors-and-windows | <p>Readings and codes/response due for Book Club 3 (see your group’s planning sheet for schedule)</p> | <p>Kidlit module engagement 4</p> <p>Kidlit activity 6</p> <p>Participation and engagement self-evaluation 6</p> |

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| | <ul style="list-style-type: none"> ● <i>The Day You Begin</i> by multiple, award-winning author Jacqueline Woodson https://www.youtube.com/watch?v=KDs5d_qFbEs&list=PLPphPHIzdSQQ7PSjPy614dttjdSqCW9qW&index=11&t=9s ● <i>We 're All Wonders</i> by R.J. Palacio at https://www.youtube.com/watch?v=QhCoHZHnrE ● Response #4 | | |
| <p>Class 7, R, 3/9</p> <p>The Contemporary Realistic Fiction and Historical Fiction Genres in Children's Literature; The Poetry and Novels in Verse Genre in Children's Literature</p> <p>Book club booksnap planning session</p> <p>NOTE: R, 3/16 is Spring Break!</p> | <ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapter 10 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● <i>Where Three Oceans Meet</i> by Archana Sreenivasan https://www.youtube.com/watch?v=Rp6ymG2Wldk (Contemporary Realistic Fiction Genre) ● <i>Looking Like Me</i> by Walter Dean Myers https://vimeo.com/495770557 (Poetry/Novel In Verse Genre) ● <i>The Cats in Krasinski Square</i> by Karen Hesse https://www.youtube.com/watch?v=ApJjnTaMqOI (Historical Fiction Genre) ● Response #5 ● SUPPLEMENTAL READING (Not required and not included in | <p>Book club booksnap planning session (be prepared to contribute your ideas during class time—no assignment due on Blackboard)</p> | <p>Kidlit module engagement 5</p> <p>Kidlit activity 7</p> <p>Participation and engagement self-evaluation 7</p> |

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| | <p>reading response): <i>Realistic Fiction Books for Kids and Teens</i> https://bookriot.com/realistic-fiction-books/ and <i>50 Must Read Historical Fiction Books for Kids</i> https://bookriot.com/best-historical-fiction-books-for-kids/)</p> | | |
| <p>Class 8, R, 3/23</p> <p>Book club booksnap presentations</p> <p>Goodreads Project Discussion</p> <p>Community expectations midterm reflection</p> <p>NOTES: Begin your Goodreads project reading and reviews after our class session.</p> | <p>No reading response due! Please watch the Goodreads Project Screencast (link on Blackboard) in preparation for your kidlit activity for today and to help you understand this project.</p> | <p>Be sure your book club's booksnap visual is ready to share and that you have organized how book club members will present/share (nothing due on Blackboard)</p> | <p>Book club self-evaluation</p> <p>Kidlit activity 8 (Goodreads Project Summary Reflection)</p> <p>Participation and engagement self-evaluation 8</p> <p>Community expectations midterm reflection</p> |
| <p>Class 9, R, 3/30</p> <p>Mystery and Adventure Genres and The Traditional Literature Genre in Children's Literature</p> <p>Review of Community Expectations</p> <p>NOTES: Continue your Goodreads project reading and reviews.</p> | <ul style="list-style-type: none"> ● <i>50 Must Read Mystery Books for Kids</i> https://bookriot.com/must-read-mystery-books-for-kids/ ● Schneider, J. J. (2016) Chapter 9 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● <i>Martina the Beautiful Cockroach</i> by Carmen Agra Deedy https://vimeo.com/439041098 (Folklore genre) ● <i>I Want My Hat Back</i> by Jon Klassen | | <p>Kidlit module engagement 6</p> <p>Kidlit activity 9</p> <p>Participation and engagement self-evaluation 9</p> |

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| | <p>https://www.youtube.com/watch?v=88j5rucAiP4 (Adventure genre)</p> <ul style="list-style-type: none"> ● Response #6 | | |
| <p>Class 10, R, 4/6 The Biographies, Autobiographies, Memoirs, and Other Informational Texts Genres in Children’s Literature; Fantasy and Science Fiction Genres in Children’s Literature</p> <p>NOTES: Continue your Goodreads reading project and reviews.</p> | <ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapter 11 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● <i>Paper Son</i> by Julie Leung https://www.youtube.com/watch?v=sO6Lp8MZUcg (Biography genre) ● <i>Creature Features</i> by Steve Jenkins and Robin Page https://www.youtube.com/watch?v=mkYqfcRR2FA (Informational text genre) ● <i>Sulwe</i> by Lupita Nyong’o https://www.youtube.com/watch?v=vujbTOuzg2Q&list=PLPphPHIzdSQ07PSjPy614dttjdSqCW9qW&index=3&t=354s (Fantasy genre with elements of traditional literature!) ● Response #7 | <p>Goodreads check-in due (I recommend but don’t require that you have reviewed books in the genres I have already previewed, or from a book from our book clubs or class)</p> | <p>Kidlit module engagement 7</p> <p>Kidlit activity 10</p> <p>Participation and engagement self-evaluation 10</p> |
| <p>Class 11, R, 4/13 Beyond “Quality” Children’s Literature: Text Types Re-Visited and Reading To, With, and By Children</p> <p>NOTES: Continue your Goodreads project reading and reviews.</p> | <ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapter 6 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● Schneider, J. J. (2016) Chapter 7 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● <i>What Makes A Children’s Book Good?</i> By Adam Gidwitz https://www.newyorker.c | | <p>Kidlit module engagement 8</p> <p>Kidlit activity 11</p> <p>Participation and engagement self-evaluation 11</p> |

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| | <p>comment/the-goosebumps-conundrum-what-makes-a-childrens-book-good</p> <ul style="list-style-type: none"> • <i>The Book with No Pictures</i> by B. Novak https://www.youtube.com/watch?v=7DV6FouCG_o • Response #8 | | |
| <p>PARTIALLY SYNCHRONOUS CLASS SESSION! Class 12, R, 4/20 Children’s Literature Text Sets: Author Studies, Genre Studies, and Topic and Theme Studies–Reading Motivation, Content Learning, Identity Development, and So Much More!</p> <p>NOTE: Continue working on your Goodreads project reading and reviews.</p> | <ul style="list-style-type: none"> • <i>Text Set: Reading and Writing Different Books on One Topic</i> https://readingyear.blogspot.com/2021/05/text-set-reading-and-writing-different.html • FAMILY AND FRIENDS <i>Topic Study Mini-Text Set</i> <ul style="list-style-type: none"> ○ <i>A Hat For Mrs. Goldman: A Story About Knitting and Love</i> by Michelle Edwards https://www.youtube.com/watch?v=mZLSObIfqBE ○ <i>A Family is a Family is a Family</i> by Sara O’ Leary https://www.youtube.com/watch?v=WcvCUBK9s6U ○ <i>Stella Brings the Family</i> by Miriam Schiffer https://www.youtube.com/watch?v=ExsDkl-5_p0 • Response #9 (NOTE: Your individual response will be worth 1 point) | | <p>Class 12 Screencast (on Blackboard) (Watch the screencast first before completing any other assignments)</p> <p>Kidlit module engagement 9</p> <p>Kidlit activity 12 (Text Sets) and Kidlit activity 13 (Goodreads Next Steps) (You will complete these activities individually)</p> <p>Participation and engagement self-evaluation 12 (You will submit your answers to the 2 question in the CLASS 12 SCREENCAST for this assignment)</p> |

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| | today. There is no group response). | | |
| <p>Class 13, R, 4/27 Banned and Challenged Children's Literature</p> <p>NOTES: Finish your Goodreads project reading and reviews.</p> | <ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapter 12 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● <i>And Tango Makes Three</i> by Peter Parnell and Justin Richardson https://www.youtube.com/watch?v=4uOXUCiDE-s ● <i>Julian is a Mermaid</i> by Jessica Love at https://schoolsjsu.libguides.com/c.php?g=1099970&p=8021930 ● <i>The Proudest Blue: A Story of Hijab and Family</i> by Ibtihaj Muhammad with S.K. at Ali at at https://schoolsjsu.libguides.com/c.php?g=1099970&p=8021930 ● Response #10 | | <p>Kidlit module engagement 10</p> <p>Kidlit activity 14</p> <p>Participation and engagement self-evaluation 13</p> |
| <p>Class 14, R, 5/4 Last Day of Class, Course Reflections and Evaluations, Goodreads Projects and Book Chats</p> | <ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapter 8 http://scholarcommons.usf.edu/childrens_lit_textbook/ is OPTIONAL READING–No reading response due! (Please read this chapter if you are interested in writing or illustrating your own children's book in the future!) | <p>Goodreads/WOW Books Project Submission Form Due on Blackboard</p> <p>You should be prepared to share your book chats with a small group of colleagues.</p> | <p>Participation and engagement self-evaluation 14</p> <p>Book chat peer feedback form</p> |
| FINAL EXAM SESSION: Due no later than by | | | Final Exam Due |

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| <p>Thursday, 5/11, 7:15 PM</p> <p>We are not meeting on Zoom for the final exam period. Your final exam is due on Blackboard no later than by the end of our scheduled exam period: Thursday, May 11, 4:30-7:15 PM. I encourage you to submit your final exam earlier if you can do so. Otherwise, please plan to complete your final exam during the scheduled final exam period.</p> | | | |
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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 <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- 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>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Class Schedule: *Most* class sessions (the exceptions are the first two class sessions, our book-club presentation class session, our partially synchronous class session, and our last class session) will follow this schedule:

4:30-5:25 PM (55 minutes) Check in, read aloud, class business, class session preview, reading/viewing response discussions

5:25-6:25 PM (45 minutes + 15-minute break) Kidlit module, completion and submission of kidlit module engagements, BREAK

6:25-7:10 PM (45 minutes) Kidlit activity, book clubs (on designated class sessions), whole-group debriefing, submission of participation and engagement self-assessments, closure

Class Session Recordings: Class sessions will be recorded so that students who are absent from class (or portions of class) can view the class session. All recordings are on Blackboard in the “Class Zoom” section, and are usually available 1-2 hours after the class session ends.

Office Hours: I would love to meet with you to get to know you! Consider signing up for a time to talk with me during office hours. I am also happy to meet with you at any time during the semester to answer questions you have about assignments or the course, or if you would like me to share some children's book recommendations! Also, you can meet with me during the *kidlit module* portion of class (if you completed your work in advance or finished it early) or after our class session ends (just return to our class session Zoom link!). I have scheduled office hours on Wednesdays from 4-5 PM. You need to sign up in advance if you want to meet during the evening office hour time slots. If you cannot meet during any of those times, please email me so that we can find another time to meet. The Zoom link for office-hour meetings is on our Blackboard space.

Course Discussion Forum: As the saying goes, if you have a question about something, someone else probably has that same question! Please use the discussion forum on our Blackboard site to post questions about our course or assignments, share resources, etc. I will respond to all posts promptly.

Response Time: I respond to emails promptly (usually within a few hours). If I do not respond to your email within 24 hours, please email me again (as I likely did not receive your email). I evaluate and grade your work within one week of your submission. I will notify you if there is an emergency situation and I am not able to meet these expectations for response time. *I would appreciate a quick response time if I email you, too! Responding promptly and professionally to emails is a "life skill" that is required in most jobs and professions.*

Emergency Situations and Extenuating Circumstances: Life happens. We are human beings/people first and students/professors second. Should an emergency situation, hardship, or extenuating circumstance arise for you this semester (e.g., serious illness or accident, family crisis, financial challenges, etc.), *contact me proactively so that we can design a plan to support you in this course, potentially in conjunction with your advisor. The key is proactive communication!* If you do not think you will be able to complete ELED 258 successfully due to extenuating circumstances, please remember to contact your advisor and/or other student support resources on campus <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus> so that they can work with you to help you and develop a plan to determine next steps. I am also happy to connect you to these support services if you would like me to do so! Your health, safety, and well-being are what matter the most.

Work Submission and Late Work Policy: It is important to submit your work on time, correctly, and in the designated assignment space on Blackboard so that you can be fully prepared for each class session. *If you are present for class and have assignments due*, I will assign a grade of 0 to your assignment if an assignment is not received fully and correctly on Blackboard (i.e., correct assignment, assignment submitted in the correct assignment space on Blackboard, working and accurate link, document that can be opened, completed [not blank] document, etc.) by the due date/time. Your assignment must be submitted fully and correctly to receive credit. For the first three times you are missing an assignment, I will send you a message on Blackboard to inform you that your assignment was not submitted correctly or is missing. If

you submit this work (on Blackboard or emailed to me) no later than 24 hours in advance of the start of our next class period, I will accept a late or incorrect assignment submission *up to three times (i.e., for three assignments) during the semester with no grade penalty* (I will document these occurrences in the comments section on the *Quickly Attendance* tool on Blackboard). To ensure that you receive my messages on Blackboard in a timely manner, be sure your Blackboard settings are such that you receive feedback and messages immediately. It is your responsibility to check your Mason email and Blackboard feedback at least once daily (excluding weekends).

If I do not receive your on-time and accurate assignment submission more than three times this semester, I will not be able to accept your late or missing work except in the case of an extenuating situation or circumstance (as described above) because doing so would detract from your learning, preparation for, and work in this class.

It is important to be prepared for each class session so that your learning is optimal and so that you do not detract from the learning of your class colleagues. *Due to the grading constraints that I face at the end of the semester, I will not be able to accept late work for your Goodreads Project or final exam unless a verifiable emergency situation has occurred and you contact me proactively.*

Missing Work From Absences: If you are absent from all or part of a class session and assignments are due, all work from that class period/segment (including your verification to me that you have watched the class recording of what you missed) must be submitted to me on Blackboard or via email no later than 24 hours in advance of the start of our next class session to receive credit. When you are ready to start completing assignments from the class period you missed, always begin by watching the class recording (located on Blackboard) of what you missed so that you understand what to do for the assignments you missed. This policy is in place because our class sessions are cumulative (that is, they build on one another), and to ensure your success and attainment of the course objectives.

Academic Integrity In This Class: If you use someone else's words, ideas, or images in your work, you are always required to cite your source (i.e., provide a reference to and cite the original source or author). Unless it is a collaborative assignment, your work should be **UNIQUELY** yours and bear little to no resemblance to the work of any other student in our class or any other source. In other words, you are expected to complete your work independently (unless the assignment is a group assignment), not share your work with any other student, and provide the appropriate reference/credit/source for any work you may consult or utilize that is not your own. Please see the George Mason University Academic Integrity Policy at <https://oai.gmu.edu/mason-honor-code/> for more information and to understand the consequences of violating academic integrity. In brief, always cite your sources and complete individual assignments individually!

Writing Resources and Support: Please use APA format as applicable. The OWL at Purdue is a helpful resource when doing so: <http://owl.english.purdue.edu/owl/resource/560/01/>. Also, the GMU Writing Center is an excellent service, and offers online and timely support: <https://writingcenter.gmu.edu/>

Extra Credit: Because of the high amount of support and scaffolding that I provide you throughout the course, I do not offer any extra-credit opportunities.

Joy: I am so excited to teach this class and to have the opportunity to work with you! I sincerely hope you will find joy through reading and discussing children's literature in and beyond this class.