

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

**ELED 258 Section DL6  
Children's Literature for Teaching in Diverse Settings  
3 credits, Spring 2024  
Online, Asynchronous  
January 16, 2024 – May 8, 2024**

**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. This course fulfills the Mason Core Literature requirement.

**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 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. The course site will be available on January 16, 2024. 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.**

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/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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: [Add or delete options, as desire.]  
Adobe Acrobat Reader: <https://get.adobe.com/reader/>  
Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>  
Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### Expectations

1. Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
2. 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 about four times/week.
3. 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.
4. 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.
5. 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.
6. 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.
7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. You can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. 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.
9. Accommodations: Online learners who require effective accommodations to ensure 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)

***This course fulfills the Mason Core Literature requirement and addresses the following learning outcomes:***

1. Students will be able to read for comprehension, detail, and nuance.
3. Analyze the ways specific literary devices contribute to the meaning of a text.
4. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced.

\*\*Elementary Education Standards are not applicable.

### **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/)

Additional required readings will be posted on Blackboard or are listed on the Schedule.

### **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. Late assignments will automatically lose 1 point per day late beyond due date listed on syllabus. Course week runs Monday 8 am through Sunday 11:59 pm EST, thus assignments are due by 11:59 pm EST. Discussions have different due date expectations- see Blackboard for full explanation.

### **Assignments and/or Evaluations:**

**Discussion Board Posts and Participation (20 points) 5 times/4 pts each (Wks 2, 5, 8, 10 & 13)**

There will be 5 student groups: Group A, Group B, Group C, Group D and Group E. You will be placed in a group the **second** week of class.

Within each group, you will take turns as LEADERS and RESPONDERS. It is vital for the community that each person adheres to the schedule. This allows for *productive* conversation to occur on the discussion board. Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions but justify them with facts and proper sources. What did you agree/disagree with and why?

***As leader, you will have an original post (video or written words) and respond to at least THREE classmates on those weeks (you may respond by video or written words).***

*Full directions for Discussion Board posts will be available on Blackboard.*

**Self as Reader (10 points)**

**DUE by Feb 4 11:59 pm EST**

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.
- Write a 3-4 page essay which is personal and insightful.
- Select **one option below** to complete the assignment:

**Option 1-** Create a timeline graphic\* to illustrate your history of reading. Use the following guiding questions to help complete your essay: 1) What reading experiences/books from the timeline were most influential in your life? 2) How were you encouraged and/or discouraged to develop as a reader? 3) What does the timeline reveal about your reading identity? 4) How might a review of your timeline impact future reading behaviors?

*\*Be sure to include the timeline as part of your essay submission.*

**Option 2-** Reread a book that you first read as a child or young adolescent. Use the following directions guiding questions to help complete your essay: 1) Provide a 1-2 paragraph summary of the book, 2) Compare and contrast reading this book as a child or young adolescent with your experience reading this book as an adult. 3) Share what motivated you to revisit the book for this assignment? 4) What did you find most engaging about the book as a young reader and now as an adult?

**Midterm Exam (15 points)**

**Must be completed by Sunday Mar 3@ 11:59 pm EST**

Online exam. Open notes. More information will be provided on Blackboard.

**Book Analysis File (BAF) (20 points)**

**DUE by April 7 @11:59 pm EST**

- You will create a bibliography of different genres of children's literature.
- Select 5 of the 7 genres listed. You will include 1 book for each of the 5 genres you select.
  - *Concept*
  - *Traditional Literature: Fables/folklore*
  - *Historical fiction (chapter book)*
  - *Biography/autobiography and Nonfiction/informational*
  - *Poetry*
  - *Fantasy/Science Fiction/Post Modern Fantasy*
  - *Contemporary realistic fiction (chapter book)*

Include the following information in your analysis for each book (about 1 page per book):

1. Author and Illustrator information, publication year, title, publisher (APA format)
2. Share photo of the book cover or an illustration if applicable.
3. Format & length of book, and list of awards (i.e. Caldecott, Newberry).
4. 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 and any author/illustrator information that adds to this context. The summary and critical evaluation *must* be your own original work.

**Author Study (20 points)**

**Author Selection and thesis DUE by Sunday Mar 3; Paper DUE by April 21**

- Select and research a children's author of picture books from list provided by instructor (must have published at least 5).

- Closely read 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
- Write a paper (3-5 pages) to share your insights. Include a bibliography of the books read for your Author Study. In the case of author-illustrators such as Jan Brett, be sure to include an analysis of the illustrations and text together. You may wish to discuss recurring motifs and artistic styles along with themes, and 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.

***Final Exam (15 points)***

**Thursday, May 2 , 10:30-1:15 EST online**

Online exam. Open notes. More information will be provided on Blackboard.

**Other Requirements:**

***Attendance and Participation Expectations***

You are expected to contribute to asynchronous online discussions listed on the syllabus and schedule. In addition, you are expected to complete readings and activities for each week.

***Work Timeliness Expectations***

All assignments are to be completed by the date listed in the syllabus. Written work submitted after the due date will lose 1 point per day unless prior arrangements have been made with the instructor. All assignments must be submitted by 11:59 pm on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

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 7<sup>th</sup> 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. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

**AI Policy**

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools. <https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/>

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

**Course Performance Evaluation Weighting: ELED 258**

<b><i>Course Outcomes</i></b>	<b><i>Requirements &amp; Assignments</i></b>	<b><i>Points</i></b>	<b><i>Due Date</i></b>
1-7	Discussion Boards	20	5 times per semester- see schedule for dates
1,3,4,5,6,7	Self as Reader	10	Due by Sunday, FEB 4

			@ 11:59 pm EST
1-7	Midterm exam	15	Must be completed by Sunday MAR 3 @ 11:59 pm EST
1,2,3,5,6,7	Book Analysis File (BAF)	20	Due by Sunday APR 7 @ 11:59 pm EST
1,2,3,5,6,7	Author Study	20	Author Selection due by Sunday MAR 3 @ 11:59 pm EST (5 pts) Author Study Final Paper due by APR 21 @ 11:59 pm EST (15pts)
1-7	Final Exam	15	THURSDAY, MAY 2

### Grading

Grade	Grading	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	73 – 76	
C-	70-72	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
D	60-69	
F	<60	

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

### Class Schedule

Class/Date	Topics & Discussion Forums	Readings and Assignments
Week 1 JAN 16	Building classroom community History of Children's Literature Text Formats	<ul style="list-style-type: none"> <li>Schneider (text) Ch 1</li> <li>Syllabus</li> <li><b>View</b> Class Blackboard Site</li> </ul>

Class/Date	Topics & Discussion Forums	Readings and Assignments
	Critical Literary Analysis	<ul style="list-style-type: none"> <li>FIND a favorite picture book (library or digital site)</li> </ul>
Week 2 JAN 22	Anatomy of Picture Books Analyzing Illustrations for meaning Concept Books	<ul style="list-style-type: none"> <li>Schneider (text): Ch 2-3</li> <li>Watch VIDEO: <i>Last Stop On Market Street</i> read aloud: <a href="https://youtu.be/QoPS0Ok5YiI">https://youtu.be/QoPS0Ok5YiI</a></li> <li>Discussion Board #1</li> </ul>
Week 3 JAN 29	Analyzing Picture Books Book Talks and Introductions	<ul style="list-style-type: none"> <li>Schneider: Ch 4-5</li> <li>Read ARTICLE: Giorgis (2011)</li> <li>Watch VIDEO: Crown – <i>An Ode to the Freshest Cut</i> Read Aloud: <a href="https://youtu.be/zDoz8FpYhMU">https://youtu.be/zDoz8FpYhMU</a></li> <li>Watch VIDEO: <i>Princess Furball</i> Read Aloud: <a href="https://youtu.be/n4wk8rkJtJc">https://youtu.be/n4wk8rkJtJc</a></li> <li><b>DUE</b> Self as Reader <i>by Feb 4 11:59 pm EST</i></li> </ul>
Week 4 FEB 5	Critical Inquiry: Read Aloud Traditional Literature Book Talks	<ul style="list-style-type: none"> <li>Schneider: Ch 9</li> <li>Gender Roles Article: Mermelstein</li> <li>Read WEBSITE: Kotek, N. <a href="https://kotekchildrensliterature.blogspot.com/p/traditional-literature.html">https://kotekchildrensliterature.blogspot.com/p/traditional-literature.html</a></li> </ul>
Week 5 FEB 12	Historical Fiction	<ul style="list-style-type: none"> <li>Read WEBSITE: Kotek, N. <a href="https://kotekchildrensliterature.blogspot.com/p/historical-fiction.html">https://kotekchildrensliterature.blogspot.com/p/historical-fiction.html</a></li> <li>Read WEBSITE: Uncover the Past <a href="https://www.uncoverthepast.org/2020/01/evaluating-childrens-historical-fiction.html">https://www.uncoverthepast.org/2020/01/evaluating-childrens-historical-fiction.html</a></li> <li>Read ARTICLE: Klages, E. <a href="https://www.readbrightly.com/importance-of-kids-historical-fiction/">https://www.readbrightly.com/importance-of-kids-historical-fiction/</a></li> <li>Watch VIDEO: <i>Faithful Elephants</i> Read Aloud <a href="https://www.youtube.com/watch?v=rtV13vUReII">https://www.youtube.com/watch?v=rtV13vUReII</a></li> <li>Discussion Board #2</li> </ul>
Week 6 FEB 20	Non-fiction/Informational Biographies Identifying nonfiction text elements	<ul style="list-style-type: none"> <li>Schneider: Ch 11</li> <li>Zinn Education Project site (<a href="https://www.zinnedproject.org/">https://www.zinnedproject.org/</a>)</li> </ul>
Week 7 FEB 26	Multicultural Texts	<ul style="list-style-type: none"> <li><b>DUE:</b> Midterm Exam due by Sunday Mar 3@ 11:59 pm EST</li> <li><b>DUE:</b> <u>Author Study Selection</u> due by Sunday Mar 3@ 11:59 pm EST</li> </ul>
<b>MARCH 4-8</b>	<b>NO CLASS</b>	<b>SPRING RECESS</b>
Week 8 MAR 11	Contemporary Realistic Fiction Identifying & evaluating social, political & cultural contexts in which texts are produced	<ul style="list-style-type: none"> <li>Read ARTICLE: Andrews (2017) <a href="https://penandthepad.com/characteristics-genre-realistic-fiction-10068941.html">https://penandthepad.com/characteristics-genre-realistic-fiction-10068941.html</a></li> <li>Read WEBSITE: Kotek, N. <a href="https://kotekchildrensliterature.blogspot.com/p/contemporary-realistic-fiction.html">https://kotekchildrensliterature.blogspot.com/p/contemporary-realistic-fiction.html</a></li> <li>Watch VIDEO: Fiction Book Genres – What is Realistic Fiction: <a href="https://youtu.be/8_W_YjAQUV0">https://youtu.be/8_W_YjAQUV0</a></li> </ul>



Class/Date	Topics & Discussion Forums	Readings and Assignments
		<ul style="list-style-type: none"> <li>• Watch VIDEO: <i>Shortcut</i> Read Aloud <a href="https://youtu.be/IQjVDgtgEkw">https://youtu.be/IQjVDgtgEkw</a></li> <li>• Discussion #3</li> </ul>
Week 9 MAR 18	Poetry	<ul style="list-style-type: none"> <li>• Schneider: Ch 10</li> </ul>
Week 10 MAR 25	Fantasy/ Science Fiction	<ul style="list-style-type: none"> <li>• Read WEBSITE: Kotek, N. <a href="https://kotekchildrensliterature.blogspot.com/p/modern-fantasy.html">https://kotekchildrensliterature.blogspot.com/p/modern-fantasy.html</a></li> <li>• Read ARTICLE: McGowen, K. <a href="https://teachers.yale.edu/curriculum/viewer/initiative_06.03.08_u#top">https://teachers.yale.edu/curriculum/viewer/initiative_06.03.08_u#top</a></li> <li>• Read WEBSITE: <a href="https://bookriot.com/best-fantasy-books-for-kids/">https://bookriot.com/best-fantasy-books-for-kids/</a></li> <li>• Discussion #4</li> </ul>
Week 11 APR 1	Author Study	<ul style="list-style-type: none"> <li>• Schneider: Ch. 8</li> <li>• <b>DUE:</b> Book Analysis File Due by Sunday April 7 @ 11:59 pm EST</li> </ul>
Week 12 APR 8	Critical Inquiry to Foster Equity	<ul style="list-style-type: none"> <li>• Read ARTICLE: Derman-Sparks (2016) <a href="https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/">https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/</a></li> <li>• Read ARTICLE: ERIC Digest Gender (Singh, 1998): <a href="https://www.ericdigests.org/1999-3/gender.htm">https://www.ericdigests.org/1999-3/gender.htm</a></li> <li>• Watch Critical Literacy VIDEO: <a href="https://wiobyrne.com/critical-literacy/">https://wiobyrne.com/critical-literacy/</a></li> <li>• Review WEBSITE: <a href="https://socialjusticebooks.org/booklists/">https://socialjusticebooks.org/booklists/</a></li> <li>• Review WEBSITE: <a href="https://www.ala.org/advocacy/bbooks">https://www.ala.org/advocacy/bbooks</a></li> </ul>
Week 13 APR 15	Book Awards Share Author Study in Discussion groups	<ul style="list-style-type: none"> <li>• Schneider: Ch 4, 6 (pp 169-198)</li> <li>• Read ARTICLE: Crippen, M. (2012)</li> <li>• Discussion #5</li> <li>• <b>DUE:</b> Author Study by Apr 21 @ 11:59 pm EST</li> </ul>
Week 14 APR 22	Banned and Challenged Books	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider chapter 12</li> <li>• Read ARTICLE, Scheib (2017): <a href="https://cei.org/blog/the-politics-of-childrens-literature/">https://cei.org/blog/the-politics-of-childrens-literature/</a></li> <li>• Read ARTICLE, Ferguson (2018): <a href="https://www.theguardian.com/books/2018/jan/21/childrens-books-sexism-monster-in-your-kids-book-is-male">https://www.theguardian.com/books/2018/jan/21/childrens-books-sexism-monster-in-your-kids-book-is-male</a></li> <li>• Explore WEBSITE: <a href="https://www.ala.org/advocacy/bbooks">https://www.ala.org/advocacy/bbooks</a></li> <li>•</li> </ul>
Week 15 MAY 1-8 (EXAMS)	Final Exam	<ul style="list-style-type: none"> <li>• <b>THURSDAY, MAY 2</b></li> <li>• <b>10:30-1:15 EST online</b></li> </ul>



## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles:

<http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>)
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *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>

**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](mailto:titleix@gmu.edu).

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

## Emergency Preparedness

Emergency Preparedness In the event of an emergency on campus, you may receive instructions from Mason Alert, university officials, or University Police on how to respond to the situation. It is your responsibility to know your closest evacuation route and shelter area. If calling for emergency help, know your building name and room number. This course meets online but I encourage you to be aware of your building name and room number for courses that do meet on campus.

Additionally, all members of the Mason community should register one or more cell phone numbers or smart phones to receive emergency notifications from Mason Alert. All student and employee email addresses are automatically enrolled

in Mason Alert. To access your account, visit [alert.gmu.edu](http://alert.gmu.edu). Emergency: 911 University Police: (703) 993-2810  
Environmental Health and Safety Office: (703) 993-8448  
Please visit <https://ready.gmu.edu/> for more information and Emergency Preparedness resources.