



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

***Children's Literature for Teaching in Diverse Settings***  
**Summer 2024**

**ELED 258 Section C01**

**3 credits**

**Location: Distance Education/Canvas**

***Workweek:***

***1<sup>st</sup> Session of the week: Monday 12:00am - Thursday 11:59pm***

***2<sup>nd</sup> Session of the week: Friday 12:00am - Sunday 11:59pm***

<b>Instructor</b>	<b>Professor:</b> Dr. Mandy Bean <b>Office Hours:</b> By appointment via internet/phone <b>Office:</b> Thompson 1460 – Fairfax Campus <b>Office Phone:</b> Please email <b>Email:</b> <a href="mailto:abean5@gmu.edu">abean5@gmu.edu</a>
<b>Recommended Prerequisite:</b>	C or better in ENGH 101
<b>Course Description</b>	Introduces children's literature as a tool for working with children across a range of contexts, including early childhood and elementary classrooms. Explores multiple approaches and strategies for literature use in diverse settings with an eye towards format, genre, curricular connections, and overall utility. <i>This course fulfills the Mason Core Literature requirement.</i>
<b>Course Overview</b>	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.
<b>Course Methodology And Technical Requirements</b>	This course will be delivered online (100%) using an asynchronous format in CANVAS Learning Management System (LMS) housed in the MyMason portal. The course site will be available on June 21, 2024.  <b>Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.</b>  <i>Technical Requirements</i> 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 Canvas's supported browsers see: [https://help.Canvas.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.Canvas.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see: [https://help.Canvas.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.Canvas.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Canvas, 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*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, we will have set days of the week for each session. The first session of the week will start on **Mondays at 12:00 am and finish on Thursday at 11:59 pm EST**. The second session of the week will start on **Fridays at 12:00 am and finish on Sunday at 11:59 pm EST**. In other words, a new class will post on Mondays/Fridays at 12:00 am and assignments are due Thursdays/Sundays by 11:59 pm.
- Log-in Frequency: Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 5 times per week**.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions boards.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not self-paced**. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. Weekly course work is due during the week of the assigned lesson. It will not be accepted at the end of the semester. In addition, there are no extra-credit opportunities to make up for missed course work.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. You can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

	<ul style="list-style-type: none"> <li>• <b>Netiquette:</b> The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. <u>Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses.</u> <i>Be positive in your approach with others and diplomatic in selecting your words.</i> 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.</li> <li>• <b>Accommodations:</b> Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.</li> </ul>
<b>Artificial Intelligence</b>	<ul style="list-style-type: none"> <li>• <b>Artificial Intelligence:</b> Use of Generative-AI tools should be used following the fundamental principles of the Honor Code.</li> <li>• <b><u>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.</u></b></li> </ul>
<b>Learner Objectives</b>	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read and comprehend the content of various kinds of children’s books with attention to detail, nuance, and literary qualities and literary devices (INTASC 4) (<b>Mason Core Literature Outcomes 1 and 3</b>)</li> <li>2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3)</li> <li>3. Integrate children’s literature across content areas (INTASC 1, 4, 5, 7)</li> <li>4. Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5)</li> <li>5. Identify genres in children’s literature and collect, read, and categorize books based on these genres (INTASC 3, 4, 5, 7)</li> <li>6. Engage in book discussion to deepen knowledge about and appreciation of children’s literature in conjunction with language arts content standards and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8) (<b>Mason Core Literature Outcome 4</b>)</li> <li>7. Plan for and use various instructional strategies including presentation, direct instruction, concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students. (INTASC 8)</li> </ol> <p><b><i>This course fulfills the Mason Core Literature requirement and addresses the following learning outcomes:</i></b></p> <ul style="list-style-type: none"> <li>#1 Students will be able to read for comprehension, detail, and nuance.</li> <li>#3 Analyze the ways specific literary devices contribute to the meaning of a text.</li> <li>#4 Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced.</li> </ul>
<b>Required textbook(s) and/or materials</b>	<p>Schneider, J. J. (2016). <i>The inside, outside, and upside downs of children’s literature</i>. Retrieved from <a href="http://scholarcommons.usf.edu/childrens_lit_textbook/">http://scholarcommons.usf.edu/childrens_lit_textbook/</a></p> <p>Additional required readings will be posted on Canvas.</p>
<b>Course Website</b>	<p>Canvas will be used for this course. You can access the site at ELED 258, Section C01.</p> <p>NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection to complete the assignments in this course through</p>

	Canvas ( <a href="http://mymason.gmu.edu">http://mymason.gmu.edu</a> ). Note the technology requirements for School of Education is in your Canvas course menu—it contains details of minimum technology requirements.
<b>Participation</b>	<p><b>Learning can only happen when you are playing an active role.</b> It is important to place more emphasis on <i>developing your insights and skills</i>, rather than transmitting information.</p> <p><b>Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information.</b> An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.</p> <p>Although an active role can look different for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.</p>
<b>Rules and Expectations</b>	<p>In correspondence/communication students will be expected to:</p> <ol style="list-style-type: none"> <li>Be professional and respectful in correspondence; please always sign your emails with your full name, course you are in, and your G#; it is helpful for the professor.</li> <li>Make reasonable requests of the instructor. I will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Canvas) for answering your question before contacting me and remember, <i>“Poor planning on your part does not constitute an emergency on my part”</i>.</li> </ol> <p>In regard to honesty in work students will be expected to:</p> <ol style="list-style-type: none"> <li>Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have.</li> <li>Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a <b>zero</b> for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.</li> <li>Please see information on Artificial Intelligence above.</li> </ol>
<b>Individuals with Disabilities</b>	Students with documented disabilities should contact the <a href="#">Office of Disability Services</a> (703) 993-2474) to learn more about accommodations that may be available to them.
<b>Academic Integrity and Inclusivity</b>	This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <a href="http://oai.gmu.edu/">http://oai.gmu.edu/</a>
<b>Student Privacy Policy</b>	George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University’s student privacy policy: <a href="https://registrar.gmu.edu/students/privacy/">https://registrar.gmu.edu/students/privacy/</a>
<b>E-Mail Policy</b>	Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback.

	Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.																												
<b>Course Grading &amp; Evaluation</b>	<p>Students are expected to submit all assignments <b>on time</b> in the manner outlined by the instructor. Canvas will be used for uploading assignments. <b>Late assignments will automatically lose 1/2 point per day. This policy will be strictly followed, as this summer course moves very quickly.</b></p> <p>Please be aware of the due dates on Thursdays or Sundays by 11:59pm. This includes larger assignments*, weekly assignments, and the discussion board responses and replies (*unless specified in the syllabus).</p> <table border="1" data-bbox="370 533 1076 1192"> <thead> <tr> <th><i>Grade</i></th> <th><i>Grading</i></th> <th><i>Interpretation</i></th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>97-100</td> <td rowspan="3"><i>Represents mastery of the subject through effort beyond basic requirements</i></td> </tr> <tr> <td>A</td> <td>93-96</td> </tr> <tr> <td>A-</td> <td>90-92</td> </tr> <tr> <td>B+</td> <td>87-89</td> <td rowspan="5"><i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i></td> </tr> <tr> <td>B</td> <td>83-86</td> </tr> <tr> <td>B-</td> <td>80-82</td> </tr> <tr> <td>C+</td> <td>77 – 79</td> </tr> <tr> <td>C</td> <td>73 – 76</td> </tr> <tr> <td>C-</td> <td>70-72</td> <td rowspan="3"><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></td> </tr> <tr> <td>D</td> <td>60-69</td> </tr> <tr> <td>F</td> <td>&lt;59</td> </tr> </tbody> </table>	<i>Grade</i>	<i>Grading</i>	<i>Interpretation</i>	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	<59
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<b>Assignment Due Dates</b>	<p>Unless otherwise stated, all assignments are due by the end of the work week in which they are assigned. For the purposes of this course, a week is defined as <b>beginning at 12:00 am each Monday/Friday EST, and ending at 11:59 pm on the following Thursday/Sunday EST.</b></p> <p><b>Late assignments will automatically lose 1/2 point per day.</b></p>																												
<b>Discussion Board Portfolio: 25% of final grade</b>	<p>Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. <i>What did you agree/disagree with and why?</i></p> <p>Each week, there is a new discussion board topic. Please post an appropriate response to the prompts. This post should be 250-300 words in either written or video format. Please provide a response with a clear, well-formulated thesis; sentence structure, grammar, punctuation, and spelling count when in written form. Support ALL posts with ideas from readings and/or videos – a lack of these will be a deduction of points. Also please write or speak in a way that</p>																												

	<p>encourages others to respond to your post. <b>I encourage you to ask prompting questions to motivate peers to respond to your post.</b></p> <p>Responses to <i>at least</i> three classmates' postings should be approximately 50-200 words and should be thoughtful, substantial, polite, and more extensive than a simple "well done" phrase or "I agree." Refer to the <b>Discussion Board ideas: Effectively responding to a Peer's Post</b> document located on Canvas. Consider points of agreement, disagreement, assumptions, and value judgments. You may respond directly to the leaders' prompt or to another responders' post.</p> <p><b>Grading:</b> Your discussion board participation will be graded using a Discussion Portfolio. This means you will put together a Discussion Portfolio in which you highlight your best contributions as well reflect on your own participation and on the forum community. There is a rubric at the end of the syllabus.</p> <p>Your Discussion Portfolio, contained in ONE WORD DOCUMENT, will include the following:</p> <ul style="list-style-type: none"> <li>• The full text (copy or screenshots) of your 2 personal best discussion board posts and 2 best responses to peers, labeled with the 1) Session number, 2) Discussion Post Title, and 3) Date of your post. <b>Do not revise your post for inclusion in the portfolio!</b></li> <li>• A one-page, double spaced explanation of WHY you chose these posts/responses as the best representatives of your contribution to the discussions.</li> <li>• The full text (copy or screenshot) of the single overall best discussion post <b>by a student other than you</b>, labeled with the 1) Session number, 2) Discussion Post Title, and 3) Date of their post.</li> <li>• A 1-paragraph explanation, double spaced, of WHY you thought it was the best initial POST (do not use a response).</li> </ul> <p><i>The objectives for this assignment are:</i></p> <ul style="list-style-type: none"> <li>• Engage deeper with the topics covered in class and make connections.</li> <li>• Identify the characteristics of high-quality discussion participation.</li> <li>• Evaluate the strengths and weaknesses of your own discussion contributions.</li> <li>• Reflect on your participation in the classroom community.</li> </ul> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li>• <i>You are always welcome to respond with a video – it makes the discussion board quite interactive and more of a community when we are talking back and forth! Ultimately, threads should have lots of posts with lots of ideas, thoughts and opinions! I will chime in occasionally – but this is YOUR class – and your TIME to engage! ☺ Call out classmates if you want someone's opinion or ask probing questions!</i></li> <li>• <b>Once a new discussion board is provided every Monday at 12:00am: you can no longer earn points on the previous week's discussion board.</b> Ergo, it is <b>your responsibility</b> to respond to posts during the active week. Missed discussion boards cannot be made up. <b>Once they are over, you can longer earn points.</b></li> </ul>
<p><b>Content-based Assignment (5 pts each for 11 sessions):</b></p>	<p>Content-based assignments are required to be uploaded to Canvas. Eleven sessions present a new assignment. Refer to the course schedule and lessons for details. You must reference course and lecture materials in your assignments.</p>

<p>55% of final grade</p>	<p><b>IMPORTANT NOTE: Content Assignments cannot be turned in more than one week past the due date. For example, if it is due on Sunday June 30<sup>th</sup>, the assignment will not be accepted after July 7<sup>th</sup>.</b></p> <p><b>DUE: Assignments are due by Thursdays/Sundays, 11:59 PM, EST</b></p>														
<p>Assignment: <i>Author Study Essay</i> 20% of final grade</p> <p>Due Sunday August 4<sup>th</sup></p>	<p>You will select a children’s book author from a list provided. The sign-up for author selection will be due <b>by July 7<sup>th</sup></b>. You will post the name of your chosen author as a new post on the Discussion Board. Please check to be sure the author hasn’t already been chosen by more than one other person. <i>Only two people may choose the same author.</i></p> <ul style="list-style-type: none"> <li>You will research your selected children’s book author (who has written at least 5 books).</li> <li>You will closely read the author’s works (at least 3 texts) and analyze them for themes, content, and literary elements, comparing titles through a critical literacy lens in order to examine: <ul style="list-style-type: none"> <li>Variations of themes/content and literary elements in books (use the chart of literary elements as you analyze each of the books you read)</li> <li>How the author’s craft has evolved over time</li> <li>The author’s unique contribution to children’s literature</li> </ul> </li> <li>Include: a discussion of the contribution of the author’s use of specific literary devices to contribute to the text’s meaning and a discussion of the social, political, historical, and cultural contexts in which the author’s work is produced. Use the Anti-Bias Checklist in your analysis of the author’s books.</li> <li>You will write a 3 to-4-page essay describing your findings.</li> <li>Your paper should include a strong thesis and summary statement, biographical background information on the author, an analysis of the works you read (minimum 3 texts must be read and analyzed), and a discussion of the author’s contributions to children’s literature. Include a reference list of the books included and sources cited in the analysis. PLEASE NOTE: You <b>MUST</b> include at least three references of course materials.</li> </ul> <p><b>DUE: Sunday, Aug 4<sup>th</sup> by 11:59pm</b></p> <p>Rubric:</p> <table border="1" data-bbox="367 1310 1318 1843"> <thead> <tr> <th>Element</th> <th>Points Allotted</th> </tr> </thead> <tbody> <tr> <td><b>Biographical Information and Contributions to Children’s Literature:</b> Relevant and interesting information about the author’s life and background and how it impacted writing/illustrating. Unique contributions to the field of children’s literature and any awards are explained.</td> <td>___/4</td> </tr> <tr> <td><b>Literary and/or Illustrative Elements:</b> Demonstrates an in-depth analysis of the literary elements and or illustrative elements (media, design, style) in the author’s books, using book vocabulary</td> <td>___/4</td> </tr> <tr> <td><b>Analysis of Author’s Work:</b> Influence of social, political, historical, and/or cultural contexts is comprehensively discussed. Anti-Bias checklist is applied and analyzed.</td> <td>___/4</td> </tr> <tr> <td><b>References Course Materials</b> At least three references of course materials are used.</td> <td>___/4</td> </tr> <tr> <td><b>Mechanics:</b> Original and engaging thesis is included; summary is provided, and grammar is correct (i.e., capitalization, punctuation, spelling and APA references). Meets minimum page requirement.</td> <td>___/4</td> </tr> <tr> <td><b>Total</b></td> <td>___/20</td> </tr> </tbody> </table>	Element	Points Allotted	<b>Biographical Information and Contributions to Children’s Literature:</b> Relevant and interesting information about the author’s life and background and how it impacted writing/illustrating. Unique contributions to the field of children’s literature and any awards are explained.	___/4	<b>Literary and/or Illustrative Elements:</b> Demonstrates an in-depth analysis of the literary elements and or illustrative elements (media, design, style) in the author’s books, using book vocabulary	___/4	<b>Analysis of Author’s Work:</b> Influence of social, political, historical, and/or cultural contexts is comprehensively discussed. Anti-Bias checklist is applied and analyzed.	___/4	<b>References Course Materials</b> At least three references of course materials are used.	___/4	<b>Mechanics:</b> Original and engaging thesis is included; summary is provided, and grammar is correct (i.e., capitalization, punctuation, spelling and APA references). Meets minimum page requirement.	___/4	<b>Total</b>	___/20
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<b>Core Values Commitment</b>	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: <a href="http://cehd.gmu.edu/values/">http://cehd.gmu.edu/values/</a> .
<b>GMU Policies and Resources for Students</b>	<p><i>Policies</i></p> <ul style="list-style-type: none"> <li>• Students must adhere to the guidelines of the Mason Honor Code (see <a href="https://catalog.gmu.edu/policies/honor-code-system/">https://catalog.gmu.edu/policies/honor-code-system/</a> ).</li> <li>• Students must follow the university policy for Responsible Use of Computing (see <a href="http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/">http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/</a>).</li> <li>• 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 <b>solely</b> through their Mason email account.</li> <li>• 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 <a href="https://ds.gmu.edu/">https://ds.gmu.edu/</a>).</li> <li>• Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.</li> </ul> <p><i>Campus Resources</i></p> <ul style="list-style-type: none"> <li>• Support for submission of assignments to Tk20 should be directed to <a href="mailto:tk20help@gmu.edu">tk20help@gmu.edu</a> or <a href="https://cehd.gmu.edu/aero/tk20">https://cehd.gmu.edu/aero/tk20</a>. Questions or concerns regarding use of Canvas should be directed to <a href="http://coursesupport.gmu.edu/">http://coursesupport.gmu.edu/</a>.</li> <li>• For information on student support resources on campus, see <a href="https://ctfe.gmu.edu/teaching/student-support-resources-on-campus">https://ctfe.gmu.edu/teaching/student-support-resources-on-campus</a></li> </ul> <p><b>Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:</b> As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing <a href="mailto:titleix@gmu.edu">titleix@gmu.edu</a>.</p> <p><b>For additional information on the College of Education and Human Development, please visit our website <a href="https://cehd.gmu.edu/students/">https://cehd.gmu.edu/students/</a> .</b></p>
<b>Professional Dispositions</b>	Students are expected to exhibit professional behaviors and dispositions at all times. See <a href="https://cehd.gmu.edu/students/policies-procedures/">https://cehd.gmu.edu/students/policies-procedures/</a>
<b>Mason Honor Code</b>	<p><b>The complete Honor Code is as follows:</b> <i>To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: <b>Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.</b> (catalog.gmu.edu)</i></p>
<b>Cheating Policy</b>	Any form of cheating on an activity, post, or project will result in zero points earned. “Cheating” includes, but is not limited to, the following: reviewing others’ papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment, presenting information about texts that comes directly from another source that is not



	<p>referenced.</p> <p>If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.</p>
<b>Plagiarism and the Internet</b>	<p>Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources.</p> <p>This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not.</p> <p>Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. <a href="#">Review the Honor Code here.</a></p>

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:00 am each Monday/Friday EST, and ending at 11:59 pm on the following Thursday/Sunday EST.**

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

Sessions	Lessons	Readings	Assignments/Tasks	Discussion Board
<b>Session 1</b>  <i>Monday-Thursday</i>  <b>June 24- June 27</b>	<b>Lesson 1: Course Overview</b>  <b>And</b>  <b>Anatomy of a Picture Book</b>	<ul style="list-style-type: none"> <li>• Watch VIDEO: Introduction to the text.</li> <li>• Read TEXT: <ul style="list-style-type: none"> <li>○ Schneider Chapter 1</li> <li>○ Schneider Chapter 2, pp. 9-22</li> <li>○ Schneider Chapter 3, pp. 28-31 and 44-53</li> </ul> </li> <li>• Watch VIDEO: <i>Last Stop on Market Street</i> read aloud: <a href="https://youtu.be/QoPS0Ok5Yil">https://youtu.be/QoPS0Ok5Yil</a></li> </ul>	<ul style="list-style-type: none"> <li>• Go to the library and find a favorite picture book</li> <li>• Content Assignment: Picture Book Scavenger Hunt due June 27<sup>th</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <i>Last stop on Market Street</i></li> <li>• Everyone posts June 27<sup>th</sup> by 11:59pm</li> <li>• Video: Introduction and response to <i>Last stop on Market Street</i></li> </ul>
<b>Session 2</b>  <i>Friday-Sunday</i>  <b>June 28- June 30</b>	<b>Lesson 2: Visual Purpose in Picture Books</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider Chapter 5 pp. 98-125</li> <li>• Read ARTICLE: Giorgis (2011)</li> <li>• Watch VIDEO: Crown – <i>An Ode to the Freshest Cut</i> Read Aloud: <a href="https://youtu.be/zDoz8FpYhMU">https://youtu.be/zDoz8FpYhMU</a></li> <li>• Watch VIDEO: <i>Princess Furball</i> Read Aloud: <a href="https://youtu.be/n4wk8rkJtJc">https://youtu.be/n4wk8rkJtJc</a></li> <li>• Listen to AUDIOFILE: Analysis of <i>Princess Furball</i> illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Content Assignment: Picture Book Illustration Analysis video of <i>An Ode to the Freshest Cut</i> due June 30<sup>th</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <i>Last stop on Market Street</i></li> <li>• Everyone responds to at least three classmates by June 30<sup>th</sup> by 11:59pm</li> </ul>
<b>Session 3</b>  <i>Monday-Thursday</i>	<b>Lesson 3: Literary Elements</b>	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider Chapter 5, pp. 126-129</li> <li>• Read TEXT: Horning Chapter 7</li> <li>• Read ARTICLE: Sims Bishop (2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Go to the library and find a contemporary</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <b>Windows, Mirrors, &amp; Sliding Doors</b></li> </ul>

<p><b>July 1- July 4</b></p>	<p><b>and Critical Literacy</b></p>	<ul style="list-style-type: none"> <li>• Watch VIDEO: <i>The Cart That Carried Martin</i> Read Aloud: <a href="https://youtu.be/K5s37_eQesI">https://youtu.be/K5s37_eQesI</a></li> </ul>	<p>picture book (written since 2013)</p> <ul style="list-style-type: none"> <li>• Content Assignment: Literary and Visual Elements in a Picture Book activity due July 4<sup>th</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone posts July 4<sup>th</sup> by 11:59pm</li> </ul>
<p><b>Session 4</b></p> <p><i>Friday-Sunday</i> <b>July 5- July 7</b></p>	<p><b>Lesson 4: Challenged and Banned Books</b></p>	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider Chapter 12</li> <li>• Read ARTICLE, Scheib (2017): <a href="https://cei.org/blog/the-politics-of-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>• Watch 2 VIDEOS of your choice: Banned/Challenged books</li> </ul>	<ul style="list-style-type: none"> <li>• Select your author for Author Study Essay</li> <li>• Content Assignment: 2 Challenged Books Analysis Chart due July 7<sup>th</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <b>Windows, Mirrors, &amp; Sliding Doors</b></li> <li>• Everyone responds to at least three classmates by July 7<sup>th</sup> by 11:59pm</li> <li>• <i>Note: You MUST choose 3 different people from Last Stop on Market Street (week 1)</i></li> </ul>
<p><b>Session 5</b></p> <p><i>Monday-Thursday</i> <b>July 8- July 11</b></p>	<p><b>Lesson 5: Critical Literacy and Anti- Bias Books</b></p>	<ul style="list-style-type: none"> <li>• Read ARTICLE: Derman-Sparks (2016) <a href="https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/">https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/</a></li> <li>• Read ARTICLE: ERIC Digest Gender (Singh, 1998): <a href="https://www.ericdigests.org/1999-3/gender.htm">https://www.ericdigests.org/1999-3/gender.htm</a></li> <li>• Watch Critical Literacy VIDEO: <a href="https://wiobyne.com/critical-literacy/">https://wiobyne.com/critical-literacy/</a></li> <li>• Review WEBSITE: <a href="https://socialjusticebooks.org/booklists/">https://socialjusticebooks.org/booklists/</a></li> <li>• Review WEBSITE: <a href="https://www.ala.org/advocacy/bbooks">https://www.ala.org/advocacy/bbooks</a></li> </ul>	<ul style="list-style-type: none"> <li>• Content Assignment: Anti-Bias Checklist and a Picture Book due July 11<sup>th</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <b>Critical Literacy</b></li> <li>• Everyone posts July 11<sup>th</sup> by 11:59pm</li> </ul>

<p><b>Session 6</b></p> <p><i>Friday-Sunday</i> <b>July 12- July 14</b></p>	<p><b>Lesson 6: Multicultural al Texts</b></p>	<ul style="list-style-type: none"> <li>• Read ARTICLE: CLA Position Paper <a href="https://www.childrensliteratureassembly.org/uploads/1/1/8/6/118631535/inclusiondiversityandequitypolicystatement.pdf">https://www.childrensliteratureassembly.org/uploads/1/1/8/6/118631535/inclusiondiversityandequitypolicystatement.pdf</a></li> <li>• Read ARTICLE: Lu (2020) <a href="https://www.leeandlow.com/educators/race/multicultural-children-s-literature-in-the-elementary-classroom">https://www.leeandlow.com/educators/race/multicultural-children-s-literature-in-the-elementary-classroom</a></li> <li>• Read ARTICLE: Hill (2011) <a href="https://socialjusticebooks.org/wp-content/uploads/2017/04/The_Color_of_Authenticity.pdf">https://socialjusticebooks.org/wp-content/uploads/2017/04/The_Color_of_Authenticity.pdf</a></li> <li>• Explore WEBSITE: Center for The Study of Multicultural Children’s Literature <a href="https://www.csmcl.org/">https://www.csmcl.org/</a></li> <li>• Watch VIDEO: <i>Fry Bread</i> Read Aloud</li> <li>• Watch multicultural text video</li> </ul>	<ul style="list-style-type: none"> <li>• Content Assignment: Multicultural text analysis due July 14<sup>th</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <b>Critical Literacy</b></li> <li>• Everyone responds to at least three classmates by July 14<sup>th</sup> by 11:59pm</li> <li>• <i>If possible, choose someone you’ve never interacted with</i></li> </ul>
<p><b>Session 7</b></p> <p><i>Monday-Thursday</i> <b>July 15- July 18</b></p>	<p><b>Lesson 7: Nonfiction: Informational Text and Biography</b></p>	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider Chapter 11</li> <li>• Read WEBSITE: Kotek, N. <a href="https://kotekchildrensliterature.blogspot.com/p/biography.html">https://kotekchildrensliterature.blogspot.com/p/biography.html</a></li> <li>• Read WEBSITE: Nonfiction Award-Winning Books <a href="https://nerdybookclub.wordpress.com/2019/12/27/the-2019-nerdies-nonfiction-picture-books-announced-by-lynsey-burkins/">https://nerdybookclub.wordpress.com/2019/12/27/the-2019-nerdies-nonfiction-picture-books-announced-by-lynsey-burkins/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Go to the library and find a diverse nonfiction text</li> <li>• Content Assignment: Biography OR Informational Text Analysis due July 18<sup>th</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <b>Diverse Non-fiction texts</b></li> <li>• Everyone posts July 18<sup>th</sup> by 11:59pm</li> </ul>
<p><b>Session 8</b></p> <p><i>Friday-Sunday</i> <b>July 19- July 21</b></p>	<p><b>Lesson 8: Traditional Literature</b></p>	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider Chapter 9, pp. 252-266</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> <li>• Watch VIDEO: Multicultural Cinderella Story Read Alouds – Select 1</li> </ul>	<ul style="list-style-type: none"> <li>• Content Assignment: Traditional Tales analysis due July 21<sup>st</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <b>Diverse Non-fiction texts</b></li> <li>• Everyone responds to at least three classmates by July 21<sup>st</sup> by 11:59pm</li> </ul>

<p><b>Session 9</b></p> <p><i>Monday-Thursday</i> <b>July 22- July 25</b></p>	<p><b>Lesson 9: Contemporary Realistic Fiction</b></p>	<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> <li>• Watch VIDEO: <i>Shortcut</i> Read Aloud <a href="https://youtu.be/lQjVDgtgEkw">https://youtu.be/lQjVDgtgEkw</a></li> </ul>	<ul style="list-style-type: none"> <li>• Content Assignment: Contemporary Realistic Fiction Analysis due July 25<sup>th</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <b>Contemporary Realistic Fiction</b></li> <li>• Everyone posts July 25<sup>th</sup> by 11:59pm</li> </ul>
<p><b>Session 10</b></p> <p><i>Friday-Sunday</i> <b>July 26- July 28</b></p>	<p><b>Lesson 10: Historical Fiction</b></p>	<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> </ul>	<ul style="list-style-type: none"> <li>• Content Assignment: Historical Fiction Analysis Activity due July 28<sup>th</sup> by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Title: <b>Contemporary Realistic Fiction</b></li> <li>• Everyone responds to at least three classmates by July 28<sup>th</sup> by 11:59pm</li> </ul>
<p><b>Session 11</b></p> <p><i>Monday-Thursday</i> <b>July 29- August 1</b></p>	<p><b>Lesson 11: Fantasy and Science Fiction</b></p> <p><b>Course Reflection and Feedback</b></p>	<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/initialive_06.03.08_u#top">https://teachers.yale.edu/curriculum/viewer/initialive_06.03.08_u#top</a></li> <li>• Read WEBSITE: <a href="https://bookriot.com/best-fantasy-books-for-kids/">https://bookriot.com/best-fantasy-books-for-kids/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Content Assignment: Fantasy and Science Fiction Activity due August 1<sup>st</sup> by 11:59pm</li> </ul>	<p><b>***Assignment***</b></p> <p><b>Author's Study Essay</b></p> <p><b>DUE SUNDAY AUGUST 4<sup>TH</sup></b></p> <p><b>BY 11:59PM</b></p>

## Discussion Board Portfolio Evaluation Criteria

Put all elements into [ONE WORD DOCUMENT](#) to upload to Canvas.

Criteria	Elements needed for portfolio	Completely fulfills requirements	Partially fulfills requirements	Does not fulfill requirements
<b>Timeliness and quantity of all posts</b>	Nothing needed: Dr. Bean will keep track	<ul style="list-style-type: none"> <li>All five discussion board initial posts are up by the respective due date for that topic.</li> <li>Used readings and videos to support posts from course materials.</li> </ul> <p>5 points</p>	1-4 points depending on the number of missing requirements	0 points for not participating or posting after the due dates
<b>Quality of two initial posts</b>	<p>The full text (copy or screenshots) of your 2 personal best discussion board posts, labeled with:</p> <ol style="list-style-type: none"> <li>1) Session number</li> <li>2) Discussion Post Title</li> <li>3) Date of your post.</li> </ol> <p><b>Do not revise your post for inclusion in the portfolio.</b></p>	<ul style="list-style-type: none"> <li>The post is on topic for that week and stimulates discussion.</li> <li>Length of post is 250-300 words long.</li> <li>Used a descriptive and creative title to entice others to respond.</li> <li>Used correct spelling, mechanics, and grammar.</li> <li>Supported posts with readings and videos from course materials.</li> <li>Posted a question at the end as a hook to continue the conversation.</li> <li>Responded back to at least two classmates from initial post.</li> </ul> <p>5 points</p>	1-4 points depending on the number of missing requirements	Didn't submit/didn't follow instructions.
<b>Quality of two responses</b>	<p>The full text (copy or screenshots) of your 2 best responses to peers, labeled with:</p> <ol style="list-style-type: none"> <li>1) Session number</li> <li>2) Discussion Post Title</li> <li>3) Date of your post.</li> </ol> <p><b>Do not revise your post for inclusion in the portfolio.</b></p>	<ul style="list-style-type: none"> <li>Took an active part in ongoing conversations by responding to prompts.</li> <li>Wrote thoughtful, insightful comments that went deeper than just agreement with the initial post.</li> </ul> <p>5 points</p>	1-4 points depending on the number of missing requirements	Didn't submit/didn't follow instructions.

<b>Reflection of your post</b>	<p>One page, double-spaced, explanation of WHY you chose these posts/responses as the best representatives of your contribution to the discussions</p>	<ul style="list-style-type: none"> <li>• Demonstrates evidence that you thought deeply about the issues, used course materials in your opinion, shared additional resources and/or personal experiences, asked thoughtful and specific questions about the week's topics, and actively contributed to creating a community in our class.</li> </ul> <p>5 points</p>	<p>1-4 points depending on the number of missing requirements</p>	<p>Didn't submit/didn't follow instructions.</p>
<b>Reflection of your classmate's post</b>	<p>The full text of the single overall best discussion post during that evaluation period <b><u>by a student other than you</u></b>, labeled with:</p> <p>1) Session number 2) Discussion Post Title 3) Date of your post.</p> <p>A 1-paragraph explanation of WHY you thought it was the best POST.</p> <p>Do not use a response. It must be an initial post.</p>	<ul style="list-style-type: none"> <li>• Demonstrates evidence that you recognized other's contributions to the class and considered other's experiences with the texts, noticing who actively contributed to creating a community in our class.</li> </ul> <p>5 points</p>	<p>1-4 points depending on the number of missing requirements</p>	<p>Didn't submit/didn't follow instructions.</p>