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

ELED 358.001 – Children's Literature for Teaching in Diverse Settings
3 Credits, Spring 2019
Mondays /1:30-4:10 1020 Thompson Hall – Fairfax Campus

Faculty

Name: Dr. Allison Ward Parsons
Office Hours: By Appointment
Office Location: 1603 Thompson Hall, Fairfax Campus
Office Phone: 703-993-5257
Email Address: award12@gmu.edu

Prerequisites/Corequisites
ENGH 101 OR permission of instructor

University Catalog Course Description
Introduction to use of children's literature in early childhood and elementary settings with a focus on format, genre, curricular connections, and overall utility in broadly diverse classrooms.

Course Overview
This course broadly and deeply examines literature for children in preschool through Grade 6. Focus is on selecting and using appropriate books for the classroom in literature-based reading instruction and in content curricular instruction. In addition, students explore multiple instructional approaches and strategies for literature use in diverse classrooms, with an eye towards critical literacy.

Course Delivery Method
This course will be delivered using a lecture format.

Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, cooperative learning, and online interaction. Practical applications of literature are explored via group activities.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1. Understand the content of various kinds of children's books (INTASC 4, ACEI.1.0, ACEI 2.1, ACEI. 2.2)
2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3; ACEI 1.0, ACEI 3.2)
3. Integrate children's literature across content areas (INTASC 1, 4, 5, 7; ACEI 2.1, ACEI 2.2, ACEI 2.3, ACEI 2.4, ACEI 2.5, ACEI 3.2)

4. Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5; ACEI 3.4)
5. Identify genres in children's literature and collect, read, and categorize books based on these genres (INTASC 3, 4, 5, 7; ACEI 1.0, ACEI 2.1, ACEI 2.2)
6. Engage in book discussion to deepen knowledge about and appreciation of children's literature in conjunction with language arts content standards (INTASC 4, 5, 8; ACEI 1.0, ACEI 2.1, ACEI 2.2)
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; ACEI 3.3)

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.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 1.0: Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and

young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

- **Standard 2.1 Reading, Writing, and Oral Language—**Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

- **2.2 Science**—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

- **2.3 Mathematics—**Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

- **2.4 Social studies—**Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

- **Standard 3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

- **Standard 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1**: The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.

- **Standard 2**: The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.

- **Standard 3**: The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.

- **Standard 4**: A commitment to professional growth and development through reflection, collaboration, and continuous learning.

- **Standard 5**: The ability to use computer technology as a tool for teaching, learning, research, and communication.

Required Texts and Other Materials

Schneider, J. J. (2016). *The inside, outside, and upside downs of children's literature.*

Students will purchase a semester subscription to GoReact. Information will be provided in the first class meeting.

Optional Text

Kiefer, B.Z. & Tyson, C.A. (2010). *Charlotte Huck's Children's Literature: A Brief Guide.* New York: McGraw-Hill.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Literature Circle & Ongoing Participation (15 points)

As part of this class, you will participate in an ongoing literature circle with a group of peers in class. For approximately four weeks, we will begin our class meeting with 20 minutes of literature circle discussion time. You will select titles from historical fiction, contemporary realistic fiction, and modern fantasy genres. A list will be provided in class. You will work through the various roles and responsibilities typically enacted by upper elementary students. The object of this activity is to learn firsthand how literature can be shared among students in order to promote reading engagement and motivation, fluency, and comprehension with attention and discussion devoted to literary devices, aspects of author language use (writer's craft), and contextual elements needed for comprehension. In addition to in-class participation and discussion, you will keep a reflective journal describing your experience, much as students do when engaged in classroom literature circles.

Regular participation is expected throughout class.

Text Talk (10 points) –submitted via in-class presentation and hard copy

Students will create a text talk with realia/objects, short video, images, and other representations of key vocabulary and essential comprehension elements of a text they plan to use in their future/current classrooms. Students will share their selected Text Talk items with peers in class. Note that this assignment can be used as a starting or culminating activity for an interactive reading activity and is particularly well-suited for both young students and students learning English. Students will compose a one-page written handout justifying their choices to share with classmates and will engage classmates in brief discussion.

After presenting their Text Talk in class, students will compose a brief written reflection (~1-page) describing the experience and their classmates' comments to further their understanding of using specific items to support student understanding of literature.

Part 1: Text Set with Lesson Plans (40 points)—submitted via Blackboard/TK20. This is the PBA for ELED 358

You will assemble texts from a variety of formats and genres to create a cohesive text set that aligns with a curricular standard of your choice. Your text set will be used to help diverse learners understand a key curricular area through a specific collection of topic-related books. Each text selection will support instruction in your selected curricular area/topic of study for the grade level being taught. You will write a justification explaining your text set, including a brief synopsis and critical review of each text, literary qualities of language employed within each text, your curricular choices, and how your selections support student needs.

After creating the text set, you will write two, detailed, interactive reading plans using two separate texts from your set. The **first** plan must be an interactive read-aloud of fiction. The **second** plan must be an interactive read-aloud of nonfiction. Both will contain target vocabulary, questions to engage students and ensure comprehension, and feedback stems to provide specific, positive teacher response to student comments.

If you **are** completing a field placement this semester:

You will choose one of the plans to teach to your placement class. Plans and teaching of the plan are described below (Part 2). You will submit a written reflection on the implementation.

If you **are not** completing a field placement this semester:

You will choose one of the plans to teach to classmates during a class meeting of ELED 358. Plans and teaching of the lesson are described below (Part 2). You will submit a written reflection on the implementation.

Part 2: Implementing Lessons in Elementary Classrooms (10 points)

If you **are** completing a field placement this semester:

You will teach one of the interactive read-aloud plans for Part 1 in your field hours classroom. Using the GoReact video-coding tool, you will record and reflect on your teaching experience with the 'technical, practical, critical' framework. Your written reflection should also include an analysis of your language and questioning/feedback to students. In addition to reflecting on your own practice, you will also work in a collaborative peer group to reflect/respond via GoReact on group members' submissions.

If you **are not** completing a field placement this semester:

You will teach one of the interactive read-aloud plans you planned for Part 1 to peers in ELED 358. Using the GoReact video-coding tool, you will record and reflect on your teaching experience with the 'technical, practical, critical' framework. Your written reflection should also include an analysis of your language and questioning/feedback to students. In addition to reflecting on your own

practice, you will also work in a collaborative peer group to reflect/respond via GoReact on group members' submissions.

Choice Assignment: Bibliography OR Author Study (25 points)

You will consider your knowledge of children's literature and future goals to select one of these tasks:

1. Bibliography Book File

You will create a bibliography, which will be neatly organized (binder or electronic format). You will include a minimum of 5 books per genre– *concept, fables/folklore, science fiction and fantasy, contemporary realistic fiction, historical fiction, nonfiction/informational, biography/autobiography, social justice/ multicultural books to promote diversity*. You will have a total of 8 genres and at least 40 books.

Include the following information in your file for each book:

1. Genre

2. Format & length of book

3. Author, publication year, title, publisher (APA format- see sample)

4. Book summary and critique, including critical literacy nuances and details to help you match the book with future students. Include information regarding the specific literary qualities of language employed in the book. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which the text is produced.

5. Reading level (including age and/or grade) for which the book is appropriate

6. Book awards

2. Author Study

You will select and research a children's author of your choice. You will closely read the author's work and analyze it for themes, content, and connections to classroom use, comparing titles through a critical literacy lens in order to examine 1) how the author's craft has evolved over time, and 2) classroom connections and applications. 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.

You will submit a written paper describing findings, plus a bibliography of works read and included in the analysis. In the case of author-illustrators such as Jan Brett, you will analyze illustrations and text together to note recurring motifs and artistic style along with themes, content, and classroom connections.

- **Other Requirements**

Attendance and Participation Expectations

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

You are expected to contribute to both class and online discussions and activities as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource.
http://owl.english.purdue.edu/owl/resource/560/01/

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. I encourage you to take advantage of this service.
http://writingcenter.gmu.edu/?page_id=177

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format outlined below.

Note: Instructor reserves the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advance notice of any modifications.

Course Performance Evaluation Weighting: ELED 358

Requirements & Assignments	Points	Due Date
Attendance/Participation/Literature Circles	15 points	Weekly
Text Talk	10 points	Sign up in class
Text Set (Part 1)*	40 points	Outline due: March 4
Designing and Implementing Instruction (Text Set Part 2)	10 points	Draft due: April 8

		Final due: May 6 by midnight
Choice: Bibliography Book File OR Author Study	25 points	Due: April 22

There is the possibility to earn 100 points total.

*Designated performance-based assessment

- **Grading**

Grade	GRADING	Grade Points	Interpretation
A	95-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-94	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82		
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
D	60-69	1.00	
F*	<69	0.00	

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

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Class/Date	Topics	Assignments Due
Class 1 Jan 28	**Introduction** Course introduction- syllabus, expectations Intro to children's literature Elements of Quality Children's Literature	**READINGS:** Schneider: Ch 1 & 2
Class 2 Feb 4	Stages of Reading Development: Emergent and Beginning readers Concept books Picture books Literary devices for young readers: Rhyme & alliteration, onomatopoeia, refrain	**READINGS:** Schneider Ch 6
Class 3 Feb 11	Engaging Students in Literature Interactive reading techniques	**READINGS:** Schneider Ch 4

	Bookwalks Literature across the curriculum Book awards	**DUE:** Text Talk (Group 1)
Class 4 Feb 18	Stages of Reading Development: Transitional & Intermediate Readers Chapter books Series books	**READINGS:** Schneider Ch 5, 7 **DUE:** Text Talk (Group 2)
Class 5 Feb 25	Traditional Literature Literature circles- what are they and why are they useful? (Form groups in class & plan upcoming sessions)	**READINGS:** Schneider Ch 9 **DUE:** Text Talk (Group 3)
Class 6 Mar 4	Poetry & Verse Formats Literary devices Fluency	**READINGS:** Schneider Ch 10 **DUE:** Text Talk (Group 4) Text Set Outline
Mar 11	**Mason Spring Break**	**Just read!**
Class 7 Mar 18	Contemporary Realistic Fiction Identifying & evaluating social, political & cultural contexts in which texts are produced **Literature Circles 1**	**READINGS:** TBD
Class 8 Mar 25	Historical Fiction Identifying & evaluating social, political, historical, & cultural contexts in which texts are produced **Literature Circles 2**	**READINGS:** TBD
Class 9 Apr 1	Multicultural Concerns in Books Critical literacy Identifying & evaluating social, political & cultural contexts in which texts are produced	**READINGS:** Schneider: Ch 4 (review)
Class 10 Apr 8	Biography & autobiography **Literature Circles 3**	**READINGS:** TBD **DUE:** Text Set Draft
Class 11	Modern Fantasy	**READINGS**:

Apr 15	**Literature Circles 4**	
Class 12 Apr 22	Informational Books Identifying nonfiction text elements Reading for content and comprehension	**READINGS** Schneider: Ch 11 **DUE: Choice Assignment:** **Biblio File OR Author Study**
Class 13 Apr 29	**In-class peer teaching of Text Set lessons** Matching Books with Readers Leveling Organization/libraries	**READINGS** Schneider: Ch 12 & review Ch 5 **DUE: In-class peer teaching of Text Set lessons**
Class 14 May 6	Bibliotherapy Banned & Challenged books	**DUE: Text Set project (TK20)**

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see 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 Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Assessment Rubric for Text Set Project: ELED 358 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
Complete **Standard(s)** of the planned curriculum connection is/are included.	4.5-5 Exact wording from the relevant standards (e.g., VDOE, Head Start, NAEYC) are included and appropriately referenced.	4-4.4 Exact wording from the relevant standards (e.g., VDOE, Head Start, NAEYC) are included BUT not appropriately referenced.	3.5-3.9 Standards language is paraphrased.	0-3.4 Standards language is not included.	INTASC 7 ACEI 3.1
Justification of the standard(s) and curricular connection is included.	4.5-5 Clear connections between standards and targeted curricular connection in relation to children's learning needs are thoroughly explained and appropriately referenced.	4-4.4 Connections between standards and targeted curricular connection in relation to children's learning needs are explained and appropriately referenced.	3.5-3.9 Connections between standards and targeted curricular connection in relation to children's learning needs are somewhat explained but may not be appropriately referenced.	0-3.4 Lacks explanation of connection between standards and children's learning needs. References are incomplete or missing.	INTASC 7 ACEI 3.1
The **Text Set** is cohesive and includes appropriate and diverse texts to support identified student learning needs	4.5-5 Each text in the set is clearly connected to the curricular topic and meets children's instructional needs. There are at least 10 texts included.	4-4.4 Each text in the set is clearly connected to the curricular topic and meets children's instructional needs. There are at least 8 texts included.	3.5-3.9 Each text in the set is clearly connected to the curricular topic and meets children's instructional needs. There are at least 6 texts included.	0-3.4 Each text in the set is clearly connected to the curricular topic. There are fewer than 6 texts included OR texts do not match children's instructional needs.	INTASC 1, 2, 3, 4, 5, 7 ACEI 1.0, 2.1, 2.2, 3.2

Justifications for items included in the **Text Set** are complete.	9-10 Each text justification includes a 1) brief synopsis and critical review, 2) describes the literary qualities of the language employed within the text, 3) explains curricular connections and 4) supports children's instructional needs.	8-8.9 Each text justification includes at least three required elements. At least half of the justifications contain all four required elements.	7-7.9 Each text justification includes at least three required elements. Fewer than half of the justifications contain all four required elements.	0-6.9 Text justifications lack 2 or more elements	Mason CORE 1, 2, 3 INTASC 1, 2, 3
The **Fiction Interactive Read Aloud Plan** is comprehensive, strongly connected to the curriculum, and includes evidence of child needs and engagement techniques.	4.5-5 The Fiction interactive read aloud plan includes 2-4 target vocabulary words, 6-8 questions to engage students and ensure comprehension, and related feedback stems to provide specific, positive teacher response to student comments. There is sufficient detail to ensure that a peer could successfully implement your plan.	4-4.4 The Fiction interactive read aloud plan includes 1-2 target vocabulary words, 3-6 questions to engage students and ensure comprehension, and related feedback stems to provide specific, positive teacher response to student comments. There is sufficient detail to ensure that a peer could successfully implement your plan.	3.5-3.9 The Fiction interactive read aloud plan includes 1 target vocabulary words, 1-3 questions to engage students and ensure comprehension, and related feedback stems to provide specific, positive teacher response to student comments. There is sufficient detail to ensure that a peer could successfully implement your plan.	0-3.4 Plan lacks sufficient detail to ensure that a peer could successfully implement.	Mason CORE 1 INTASC 1, 2, 3, 7, 8 ACEI 1.0, 3.1, 3.2, 3.4, 3.5
The **Nonfiction Interactive Read Aloud Plan** is comprehensive, strongly connected to the curriculum, and includes evidence of child needs and engagement techniques	4.5-5 The Nonfiction interactive read aloud plan includes 2-4 target vocabulary words, 6-8 questions to engage students and ensure comprehension, and related feedback stems to provide specific, positive teacher response to student comments. There is sufficient detail to ensure that a peer could successfully implement your plan.	4-4.4 The Nonfiction interactive read aloud plan includes 1-2 target vocabulary words, 3-6 questions to engage students and ensure comprehension, and related feedback stems to provide specific, positive teacher response to student comments. There is sufficient detail to ensure that a peer could successfully implement your plan.	3.5-3.9 The Nonfiction interactive read aloud plan includes 1 target vocabulary words, 1-3 questions to engage students and ensure comprehension, and related feedback stems to provide specific, positive teacher response to student comments. There is sufficient detail to ensure that a peer could successfully implement your plan.	0-3.4 Plan lacks sufficient detail to ensure that a peer could successfully implement.	Mason CORE 1 INTASC 1, 2, 3, 7, 8 ACEI 1.0, 3.1, 3.2, 3.4, 3.5
Mechanics: The paper is coherent, proof read, well-organized, error free and adheres to APA format.	4.5-5 Paper is coherent, well-organized, error free and adheres to APA format.	4-4.4 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	3.5-3.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-3.4 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	ACEI 2.1)
Total Weighted Score					