

George Mason University
College of Education and Human Development
Elementary Education

ELED 358 Section 1
Children's Literature for Teaching in Diverse Settings
3 credits, Fall 2019

Tuesdays 10:30am - 1:10pm
Thompson Hall: L013 – Fairfax Campus

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Recommended Prerequisite:

C or better in ENGH 101

University Catalog Course Description

Introduces children's literature as a tool for working with children across a range of contexts, including early childhood and elementary classrooms. Explores multiple approaches and strategies for literature use in diverse settings with an eye towards format, genre, curricular connections, and overall utility.

Course Overview

This course broadly and deeply examines literature for children in preschool through Grade 6. The focus is on selecting and using appropriate books for children in a variety of diverse contexts including literature-based reading and content area instruction. In addition, students explore multiple instructional approaches and strategies for literature use in diverse settings.

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

- 1) Read for comprehension, detail and nuance
- 3) Analyze the ways specific literary devices contribute to the meaning of texts
- 4) Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which literary text is produced

Course Delivery Method

This course is delivered using multiple instructional strategies and formats including face-to-face, synchronous online meetings, and asynchronous online meetings. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of literature are explored via group activities.

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, ACEI.1.0, ACEI 2.1, ACEI. 2.2) **(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; 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 and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8; ACEI 1.0, ACEI 2.1, ACEI 2.2) (**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; 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

Schneider, J. J. (2016). *The inside, outside, and upside downs of children’s literature*. Retrieved from http://scholarcommons.usf.edu/childrens_lit_textbook/

Additional required readings will be posted on Blackboard

Recommended 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).

Assignment and/or Evaluations:

1. Literature Circle, Idea Circle & Ongoing Participation:

- As part of this class, you will participate in a Literature Circle and an Idea Circle with a group of peers in class.
- 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.
- Regular participation is expected throughout class.

2. Shelf Discovery Essay:

- What books did you read as a child or young adolescent that helped you love reading? Was there a particular character you identified with? Or perhaps a character you loved to hate and you didn't want to stop reading?
- This assignment is designed to help us consider the role literature can play in shaping young readers' identities by focusing on the young person we are most familiar with: ourselves.
- Reread a book that you first read as a child or young adolescent.
- Write an 3-4 page essay describing the book. Begin your essay with 1-2 paragraph summary of the book, then develop a your essay juxtaposing your identity and experience reading this book as a child or young adolescent with your identity and experience reading this book as an adult. Your essay should be personal, insightful, and you are welcome to use elements of humor or work to build a strong emotional response in your reader. ***This assignment is intended to be a personal and reflective piece rather than an academic or scholarly essay.***

3. Text Talk—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.

4. GROUP/SOLO PROJECT: Book Set with Read-Aloud Plan: This is the PBA for ELED 358.

- PART ONE GROUP:
- Your group will assemble books from a variety of formats and genres to create a cohesive set of 12 books that align with a social justice issue of your group's choice (racism, feminism, LGBTQIA, specific cultural groups, immigration, poverty, homelessness, etc.).
- Your book set will be used to help diverse learners learn more about a social justice issue through a specific collection of topic-related books.
- You will justify your Book Set, including the following information:
 - APA format of each book (author, publication year, title, publisher)
 - Brief synopsis and critical review of each text (one paragraph per text)
 - Literary qualities of language employed in the texts
 - How your selections support learning about the issue
 - You will upload Part One to Bb by October 20th 11:59pm.
- PART TWO SOLO:
- After creating the Book Set, you will write a Read-Aloud plan (explained in class) using one of the books.
- It will contain target vocabulary, questions to engage students and ensure comprehension, and feedback stems to provide specific, positive teacher response to student comments.

- You will teach your book to classmates during a class meeting of ELED 358. Using a digital device, you will record yourself.
- After viewing yourself, write a reflection on your teaching experience including an analysis of your language and questioning/feedback to students.
- Final upload ON DEC 6th for this assignment will be:
 - Part One from above
 - Your Read Aloud plan
 - Your reflection

5. Bibliography Book File

- You will create a bibliography, which will be neatly organized (binder or electronic format).
- You will include a minimum of 3 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 24 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

6. Author Study

- You will select and research a children's author of picture books (at least 5).
- 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:
 - How the author's craft has evolved over time
 - Variations of themes/content in the books
 - 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 (5-6 pages) describing findings, plus a bibliography 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 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: 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 have a 2 point deduction per day. 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
1. Attendance/Participation/Literature & Idea Circles	15 points	Weekly
2. Shelf Discovery Essay	10 points	Sunday Sept 8 th
3. Text Talk	10 points	Varies: Sign up in class - reflection due to Bb the Sunday after you present
4. Book Set with Read Aloud Plan*	35 points	<i>Book Set:</i> Sunday Oct 20 th FINAL UPLOAD BY Friday Dec 6 th
5. Bibliography Book File	15 points	Sunday Nov 24 th
6. Author Study	15 points	Sunday Dec 8 th
	100 points	

All assignments due by 11:59 pm to Blackboard by the above due date

*Designated Performance-Based Assessment (PBA)

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	2.67	
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	
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**Remember: A course grade of "C" is not satisfactory for an initial licensure course.*

Professional Dispositions

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

[Additional course or program specific language may be added.]

Class Schedule

DATE	TOPIC	ASSIGNMENT DUE
1 Aug 27 In person	Course introduction: Syllabus, expectations Intro to children's literature Elements of Quality Children's Literature Choose date for Text Talk	READINGS: Schneider: Ch 1 & 2
2 Sept 3 Synchronous Online	Stages of Reading Development: Emergent and Beginning readers Concept books Picture books Literary devices for young readers: Rhyme & alliteration, onomatopoeia, refrain Literature circles- what are they and why are they useful? (Form groups in class & plan upcoming sessions)	READINGS: Schneider Ch 6 DUE: Shelf Discovery Essay On Sunday Sept 8 th
3 Sept 10 In person	Engaging Students in Literature Interactive reading techniques Bookwalks Literature across the curriculum Book awards Literature Circles 1	READINGS: Schneider Ch 4 DUE: Text Talk in class (Group 1)
4 Sept 17 In person	Stages of Reading Development: Transitional & Intermediate Readers Chapter books Series books Literature Circles 2	READINGS: Schneider Ch 5, 7 DUE: Text Talk in class(Group 2)
5 Cambridge Sept 24/Oct 1 Asynchronous Online	Traditional Literature	READINGS: Schneider Ch 9

6 Oct 8 In person	Poetry & Verse Formats Literary devices Fluency Contemporary Realistic Fiction Identifying & evaluating social, political & cultural contexts in which texts are produced	READINGS: Schneider Ch 10 TBD DUE: -Text Talk in class (Group 3) -Sunday Oct 20 th : Text Set is due
7 Oct 22 In person	Historical Fiction Identifying & evaluating social, political, historical, & cultural contexts in which texts are produced	READINGS: TBD DUE: Text Talk in class (Group 4)
8 Oct 29 Synchronous Online	Multicultural Concerns in Books Critical literacy Identifying & evaluating social, political & cultural contexts in which texts are produced	READINGS: TBD
9 Nov 5 In person	Modern Fantasy Idea Circles 3	READINGS: TBD
10 Nov 12 Synchronous Online	Biography & Autobiography Informational Books Identifying nonfiction text elements Reading for content and comprehension	READINGS Schneider: Ch 11
11 Nov 19 In person	Matching Books with Readers Leveling Organization/libraries	READINGS Schneider: Ch 12 DUE: -Book Set: Read-Aloud in class -Bibliography Book File due Sunday Nov 24 th
12 Dec 3 In person	Bibliotherapy Banned & Challenged books Idea Circles 4	READINGS TBD DUE: -FINAL Book Set project is Due Dec 6 th (TK20/PBA)

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://courseessupport.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 Book Set Assignment: 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 Rationale for the planned curriculum connection is/are included.	4.5-5 Exact wording from the relevant standards (e.g., VDOE) are included and appropriately referenced.	4-4.4 Exact wording from the relevant standards (e.g., VDOE) 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 rationale 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 12 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 10 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 8 texts included.	0-3.4 Each text in the set is clearly connected to the curricular topic. There are fewer than 8 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 Interactive Read Aloud Plan is comprehensive, strongly connected to the curriculum, and includes evidence of child needs and engagement techniques.	4.5-5 The 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 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 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					