

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

**ELED 358 Section 001**  
**Children's Literature for Teaching in Diverse Settings**

3 credits, Spring 2020  
Tuesdays, 1:30-4:10  
Thompson Hall: L003 – Fairfax Campus

**Faculty**

Name: Lois Groth  
Office Hours: Monday, 1:15-2:15 or By Appointment  
Office Location: 1806 Thompson Hall  
Office Phone: 703-993-2139  
Email Address: [lgroth@gmu.edu](mailto:lgroth@gmu.edu) (weekday response within 36 hours)

**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) (**Mason Core Literature Outcomes 1 and 3**)
2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3)
3. Integrate children's literature across content areas (INTASC 1, 4, 5, 7)
4. Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5)
5. Identify genres in children's literature and collect, read, and categorize books based on these genres (INTASC 3, 4, 5, 7)

6. Engage in book discussion to deepen knowledge about and appreciation of children's literature in conjunction with language arts content standards and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8) (**Mason Core Literature Outcome 4**)
7. Plan for and use various instructional strategies including presentation, direct instruction, concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students. (INTASC 8)

**Professional Standards** Upon completion of this course, students will have met the following professional standards: **INTASC (The Interstate Teacher Assessment & Support Consortium):**

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**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*. Retrieved from [http://scholarcommons.usf.edu/childrens\\_lit\\_textbook/](http://scholarcommons.usf.edu/childrens_lit_textbook/)

Additional required readings will be posted on Blackboard.

**Recommended Texts**

Kiefer, B.Z., & Tyson, C.A. (2010). *Charlotte Huck's children's literature: A brief guide*. New York: McGraw-Hill.

## Course Performance Evaluation

**\*\*All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.**

### Assignment and/or Evaluations:

#### Literature Circle & Ongoing Participation (15 points)

- As part of this class, you will participate in a literature circle with a group of peers in class (February 25<sup>th</sup>).
- 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. You will reflect on your participation following each class session.

#### Self as Reader (10 points) – submitted via Blackboard

**DUE February 4<sup>th</sup>**

- 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 a 3-4 page essay describing the book. Begin your essay with 1-2 paragraph summary of the book, then develop 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. What motivated you to read the book? What did you find most engaging about the book? Your essay should be personal, insightful, and should 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.***

#### Midterm Exam

**DUE March 3<sup>rd</sup>**

In-class exam. More information will be provided in class.

#### Text Set and Read Aloud with Plan (24 points)—submitted via Blackboard DUE April 21<sup>st</sup>

##### PART ONE: GROUP

- Your group will assemble books from a variety of formats and genres to create a cohesive set of 8 texts that align with a social justice issue of your group's choice (Racism, Feminism, LGBTQIA, Specific Cultural Groups, Immigration, Poverty, Homelessness, Trauma. Other ideas are considered with approval).
- Your text set could 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 Text Set, including the following information:
  - An overview explaining how your selections support learning about the issue
  - APA format of each book (author, publication year, title, publisher)
  - Brief synopsis (one paragraph per text) and analysis of each text (two-three paragraphs per text)
    - Analysis should address literary elements employed in the texts as well as political, historical, and cultural influences.
- You will bring at least one of your books to discuss with your group on March 24<sup>th</sup>.
- Your group googledoc must be shared with me at [drloisgroth@gmail.com](mailto:drloisgroth@gmail.com) by March 31<sup>st</sup> at 11:59pm.

##### PART TWO: SOLO

- After creating the Text Set, you will write a Read-Aloud plan (explained in class) using one of the books.
- It will contain target vocabulary and questions to engage students and ensure comprehension, and feedback stems to provide specific, positive teacher response to student comments.
- Using your plan, you will read your book to classmates during class on April 14<sup>th</sup>. Using a digital device, you will record yourself.
- After viewing yourself, write a reflection on your read aloud including an analysis of your reading and questioning/feedback to students.
- Final assignment upload due by April 21<sup>st</sup> will include:
  - Your Read-Aloud plan
  - Your reflection

**Book Analysis File (BAF) (21 points) – submitted via Blackboard      Due dates listed below**

- You will create a bibliography of different genres of children’s literature.
- You will include 1 book per genre:
  - *Concept* **due February 18<sup>th</sup>**
  - *Traditional Literature: Fables/folklore* **due March 17<sup>th</sup>**
  - *Contemporary realistic fiction (chapter book)* **due March 24<sup>th</sup>**
  - *Historical fiction (chapter book)* **due April 7<sup>th</sup>**
  - *Biography/autobiography (chapter book)* **due April 14<sup>th</sup>**
  - *Nonfiction/informational* **due April 14<sup>th</sup>**
  - *Science fiction and fantasy (chapter book)* **due April 21<sup>st</sup>**
- You will have a total of 7 genres and 7 books.
- *Portions of this assignment will be submitted across the semester.*

Include the following information in your analysis for each book:

1. Author, publication year, title, publisher (APA format)
2. Format & length of book
3. Book summary and critical evaluation. Include information regarding the specific literary qualities employed in the book. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which the text is produced. This *must* be your own original work.
4. Book awards (if applicable)

**Author Study (20 points) – submitted via Blackboard      DUE April 28<sup>th</sup>**

- 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
- 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 (5-7 pages) describing findings, plus a bibliography of the books 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, and content.

**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 or computers in class** for purposes such as texting, social media, or phone calls.

You will complete an exit ticket at the end of each class where you self-evaluate your participation. This will include completion of the rubric and a narrative explanation and reflection on the class using the following prompts:

- 1) Something I did well this week was...
- 2) A goal for next week is...
- 3) A question I have is...

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
<b>Participation/ Attendance</b>	Absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 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](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 credit**. \*\*Assignments turned in late will only be accepted when arranged in advance. All assignments must be submitted by 11:59 pm on the due date stated within the syllabus (see below) and should be submitted in the format 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**

<i>Requirements &amp; Assignments</i>	<i>Points</i>	<i>Due Date</i>
Attendance/Participation/Literature Circles	14 points	Weekly
Self as Reader	10 points	February 4 <sup>th</sup>
Midterm exam	15 points	March 3 <sup>rd</sup>

Text Set and Read Aloud	20 points	Text Set: March 31 <sup>st</sup> Read Aloud: April 14 <sup>th</sup> Reflection: April 21 <sup>st</sup>
Book Analysis File	21 points	Feb 18, March 17, March 24, April 7, April 14, April 21
Final paper - Author Study	20 points	April 28 <sup>th</sup>

- **Grading**

A = 95-100	B+ = 88-89	C+ = 78-79	D = 60-69	F = 0-59
A- = 90-94	B = 83-87	C = 73-77		
	B- = 80-82	C- = 70-72		

*\*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
<b>Class 1</b> Tuesday, January 21	Introductions Establishing classroom community Syllabus & expectations Critical analysis	
<b>Class 2</b> Tuesday, January 28	Syllabus quiz Text formats: * Baby books * Picture books * Easy readers * Chapter books * Illustrated books (adolescents) * Graphic novels * Series/formula books * Grocery store books (pop culture) *	<b>READINGS:</b> Read syllabus <i>carefully</i> Schneider: Ch 1 & 2
<b>Class 3</b> Tuesday, February 4	Book Awards Literary Elements	<b>READINGS:</b> Schneider: Ch 4 2 Gender Articles: ERIC Digest & The Guardian <b>Self as Reader DUE</b>

<p><b>Class 4</b> Tuesday, February 11</p>	<p>Board Books Concept Books</p>	<p><b>READINGS:</b> Schneider: Ch 5 3 Social Justice Articles: Rudine Sims Bishop article Socialjusticebooks.com &amp; Middleweb.org</p>
<p><b>Class 5</b> Tuesday, February 18</p>	<p>Engaging Students in Literature DL-TA and DR-TA</p>	<p><b>READINGS:</b> Schneider: Ch 6 pp. 169-198 2 Cultural articles: Scisdata.com &amp; fromthemixedupfiles.com <b>Concept Book BBF DUE</b></p>
<p><b>Class 6</b> Tuesday, February 25</p>	<p><b>Book Club 1: Literature Circles</b> Traditional Literature Fables and Folklore</p>	<p><b>READINGS:</b> Schneider: Ch 9 <b>Literature Circle Reading DUE</b></p>
<p><b>Class 7</b> Tuesday, March 3</p>	<p>Midterm Exam Author study paper analysis</p>	<p><b>Author Study selection due</b> (Schneider Ch 7 may help)</p>
<p><b>Class 8</b> Tuesday, March 17</p>	<p>Contemporary Realistic Fiction Identifying &amp; evaluating social, political &amp; cultural contexts in which texts are produced</p>	<p><b>READINGS:</b> Kote K Children’s Literature Blog Pen and the Pad website <b>Traditional Literature BBF DUE</b></p>
<p><b>Class 9</b> Tuesday, March 24</p>	<p>Multicultural Books Social Justice Themes - <b>Idea Circles with Text Set books</b> <b>Planning Read Alouds</b> Critical Literacy Identifying &amp; evaluating social, political &amp; cultural contexts in which texts are produced</p>	<p><b>READINGS:</b> Political article: Cei.org blog Text set selections <b>Contemporary Realistic Fiction BBF DUE</b></p>

<p><b>Class 10</b> Tuesday, March 31</p>	<p>Historical Fiction Identifying &amp; evaluating social, political &amp; cultural contexts in which texts are produced</p>	<p><b>READINGS:</b> Kote K Children’s Literature Blog Historiamag.com; scholastic.com; uncoverthepast.org</p> <p><b>Social Justice Book Set Group Googledoc DUE</b></p> <p><b>Author Study thesis and outline due in class</b></p>
<p><b>Class 11</b> Tuesday, April 7</p>	<p>Informational Books Identifying nonfiction text elements Biography &amp; autobiography</p>	<p><b>READINGS:</b> Schneider: Ch 11 <b>Historical Fiction BBF DUE</b></p>
<p><b>Class 12</b> Tuesday, April 14</p>	<p>In-class, small group read alouds and discussion of Social Justice Texts Science Fiction and Fantasy</p>	<p><b>READINGS:</b> Kote K Children’s Literature Blog <b>Text Set Read Aloud Plan DUE in class</b></p> <p><b>Informational Text and Biography or Autobiography BBF DUE</b></p>
<p><b>Class 13</b> Tuesday, April 21</p>	<p>Banned and Challenged Books</p>	<p><b>READINGS</b> Schneider: Ch 12 <b>Book Set Read Aloud Submissions DUE</b></p> <p><b>Science Fiction/Fantasy BBF DUE</b></p>
<p><b>Class 14</b> Tuesday, April 28</p>	<p>Share author study in small groups Poetry Course review</p>	<p><b>READINGS:</b> Schneider: Ch 10 <b>Author Study DUE</b></p>

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](mailto: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>

## **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

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

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