

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education Program (ELED)**

ELED 358.007 – Children’s Literature for Teaching in Diverse Settings  
3 Credits, Spring 2020  
Mondays 10:30-1:10, Peterson Hall – Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

ENGH 101 OR permission of instructor

**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. 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*.

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

### **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).

### **Attendance & Ongoing Participation (10 points)**

Regular attendance and active participation are expected throughout the semester. Come prepared for each class meeting with completed reading guides, comments, and questions to demonstrate your understanding and developing awareness of children's literature.

### **Reading Guides and Weekly Book Selections (15 points)**

Each assigned reading is accompanied by a reading guide. This serves both as an anticipation guide and a notes organizer for format, genre, and other class content. These guides will be available via Blackboard in each weekly class module. Complete the reading guide BEFORE class begins each week. Note that weekly book selections are to be recorded on the reading guide AND the books are brought to class to share with peers.

### **Midterm Examination (25 points) March 16**

This will be a closed-book written exam. More details will be provided in class.

### **Literature Circle (5 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 Blackboard journal describing your experience, much as students do when engaged in classroom literature circles. The journal will remain private between you and the instructor.

### **Idea Circle (5 points)**

Similar to literature circles, you will participate in an ongoing idea circle with a group of peers in class. For approximately four weeks, we will begin our class meeting with 20 minutes of idea circle discussion time. You will select titles that deepen your awareness of a social justice topic. 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 a text set can be shared among students in order to promote topic development and understanding. In addition to in-class participation and discussion, you will keep a reflective journal describing your experience and learning, much as students do when engaged in classroom literature circles. As noted on the class schedule, you will participate in a "Grand Conversation" to share key themes, learning, and texts included within your Idea Circle with the class.

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

You will choose and analyze four children's chapter books that align with specific genres discussed in class. For each book you will include (written in your own words) a book summary and critique, including critical literacy nuances and details support your assertions. 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. Note interim and final due dates on class schedule.

Additional assignment information and a template will be provided via Blackboard.

### **Author Study (20 points) Due Apr 13**

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 7th 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 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**

<b><i>Requirements &amp; Assignments</i></b>	<b><i>Points</i></b>	<b><i>Due Date</i></b>
Attendance/Participation	10 points	Weekly
Reading Guides (homework)	15 points	As indicated on syllabus

Midterm Examination	25 points	March 16
Literature Circles	5 points	As indicated on syllabus
Idea Circle	5 points	As indicated on syllabus
Bibliography Analysis File	20 points	As indicated on syllabus
Author Study	20 points	April 13

There is the possibility to earn 100 points total.

### 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+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-	70-72	1.67	
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	Due IN class	HOMEWORK (will share next class)
<b>Class 1</b> Jan 27	Course introduction- syllabus, expectations  Elements of Quality Children's Literature		<b>Syllabus Quiz (Bb)</b>  <b>READINGS:</b> Schneider: Ch 1-3 (skim)
<b>Class 2</b> Feb 3	Book Formats Book awards Illustration elements Text elements	<b>READINGS:</b> Schneider Chs 4 & 5  <b>DUE:</b> Chs 4 & 5 Reading Guide (Bb)	<b>READ AND BRING TO CLASS 3:</b> 1 Caldecott winning picture book  1 award-winning book of choice (identify award)
<b>Class 3</b> Feb 10	Stages of Reading Development: Emergent and Beginning readers	<b>READINGS:</b> Schneider Ch 6	<b>READ AND BRING TO CLASS 4:</b> 1 (high

	<p>Formats: Wordless books, Picture books</p> <p>Literary devices for young readers: Rhyme &amp; alliteration, onomatopoeia, refrain</p>	<p><b>DUE:</b> Ch 6 Reading Guide (Bb)</p>	<p>quality) early childhood picture book. Be prepared to identify and discuss evidence of literary device within your selection.</p>
<p><b>Class 4</b> Feb 17</p>	<p>Stages of Reading Development: Transitional &amp; Intermediate Readers</p> <p>Formats: Chapter books, Series books, Graphic Novels</p> <p>Literature circles- what are they and why are they useful? (Form groups in class &amp; plan upcoming sessions)</p>	<p><b>READINGS:</b> Schneider Chs 5, 7</p> <p><b>DUE:</b> Chs 5 &amp; 7 Reading Guide (Bb)</p>	<p><b>READ AND BRING TO CLASS 5:</b> 3 transitional series books (e.g., <i>Henry &amp; Mudge</i>, <i>Amelia Bedelia</i>, <i>Fancy Nancy</i>) <b>OR</b> 2 intermediate series chapter books (e.g., <i>Cam Jansen</i>, <i>Wayside School</i>, <i>Polk St. School</i>, <i>Magic Treehouse</i>)</p>
<p><b>Class 5</b> Feb 24</p>	<p>Genre: Traditional Literature</p> <p><b>Literature Circles 1</b></p>	<p><b>READINGS:</b> Schneider Ch 9</p> <p><b>DUE:</b> Ch 9 Reading Guide (Bb)</p> <p><b>DUE:</b> Author Study choice</p>	<p><b>READ AND BRING TO CLASS 6:</b> 2 different versions of the same traditional literature tale</p>
<p><b>Class 6</b> Mar 2</p>	<p>Genre: Poetry &amp; Verse</p> <p>Formats</p> <p>Literary devices</p> <p>Fluency</p> <p><b>Midterm Review</b></p>	<p><b>READINGS:</b> Schneider Ch 10</p> <p><b>DUE:</b> Reading guide for Ch 10 (Bb)</p>	
<p><b>March 9</b></p>	<p><b>MASON SPRING BREAK</b></p>		
<p><b>Class 7</b> Mar 16</p>	<p>MIDTERM EXAM</p>		
<p><b>Class 8</b> Mar 23</p>	<p>Genre: Historical Fiction</p> <p>Identifying &amp; evaluating social, political, historical, &amp; cultural contexts in which texts are produced</p> <p><b>Literature Circles 2</b></p>	<p><b>READINGS:</b> TBD</p>	<p><b>READ AND BRING TO CLASS 9:</b> 1 historical fiction picture book for lower elem</p> <p>1 historical fiction picture book for upper elementary</p>
<p><b>Class 9</b> Mar 30</p>	<p>Critical literacy</p> <p>Multicultural Concerns in Books</p>	<p><b>READINGS:</b> Rudine Sims Bishop article (available on Bb)</p>	<p><b>READ AND BRING TO CLASS 9:</b> 1 banned or challenged book</p>

	Identifying & evaluating social, political & cultural contexts in which texts are produced Banned & Challenged books <b>Literature Circles 3</b>	<b>DUE:</b> Reading guide for Sims Bishop article (Bb)	Brainstorm topics for Idea Circles and locate matching books. Bring choices to Class 11.
<b>Class 10</b> Apr 6	Genre: Contemporary Realistic Fiction  Identifying & evaluating social, political & cultural contexts in which texts are produced <b>Literature Circles 4</b>	<b>READINGS:</b> Schneider: Ch 4 (review)  <b>DUE:</b> Author Study paper	<b>READ AND BRING TO CLASS 11:</b> 1 realistic fiction picture book.
<b>Class 11</b> Apr 13	Genre: Modern Fantasy  <b>Idea Circles 1</b>	<b>READINGS:</b> TBD  <b>DUE:</b> Bibliography Analysis file entry: historical fiction chapter book	<b>READ AND BRING TO CLASS 12:</b> 1 fantasy picture book
<b>Class 12</b> Apr 20	Genre: Nonfiction: Information Text, biography, autobiography  <b>Idea Circles 2</b>	<b>READINGS</b> Schneider: Ch 11  <b>DUE:</b> Reading guide for Ch 11 (Bb)	<b>READ AND BRING TO CLASS 13:</b> 1 science information picture book 1 social studies information book
<b>Class 13</b> Apr 27	<b>Idea Circles 3</b>  Bibliotherapy & Banned books	<b>READINGS</b> Schneider: Ch 12  <b>DUE:</b> Reading guide for Ch 12 (Bb)	
<b>Class 14</b> May 4	<b>Idea Circles 4- Grand Conversations Bibliography Sharing</b>	<b>DUE:</b> Complete Bibliography Analysis File	

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, 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/>**