

George Mason University
College of Education and Human Development
Elementary Education

ELED 358 Section 009
Children's Literature for Teaching in Diverse Settings

3 credits, Spring 2020
Mondays, 4:30-7:10

Thompson Hall L013 – Fairfax Campus

Faculty

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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 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/

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

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:

Literature Circle, Idea 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.
- You will select titles from historical fiction, contemporary realistic fiction, graphic novels, nonfiction and/or 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 9th

- 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. 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.***

Text Talk and Read Aloud (10 points) –submitted via in-class presentation and Blackboard
DUE February 24th, March 2nd, 16th, 23rd, 30th, April 13th

- 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. Compose a one-page written handout justifying your choices to share with classmates. *Post to Blackboard the Sunday prior to your read aloud.*
- Students will read their chosen text aloud and share their selected Text Talk items with peers in class. Students will record their read alouds using a digital device.
- After presenting their Read Aloud/Text Talk in class and reviewing their video, students will engage in an online discussion describing their own experience and commenting on others' read alouds/Text Talks to further their understanding of read aloud and using specific items to support student understanding of literature.
- 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.
- *Four a day present in six classes. Those presenting on the same day will form an online discussion group.*

Book Set and Read Aloud with Plan (24 points)—submitted via Blackboard
DUE March 29th and April 26th

PART ONE: GROUP

- Your group will assemble books from a variety of formats and genres to create a cohesive set of 8 books 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 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:
 - An overview explaining how your selections support learning about the issue
 - 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
- You will bring at least one of your books to discuss with the rest of your group in the Idea Circle on March 29th
- You will create a Googledoc and share with me by Sunday April 5th at 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 assignment upload due by Sunday, April 26th will be:
 - Your Read Aloud plan
 - Your reflection

Bibliography Book File (21 points) – submitted via Blackboard DUE March 16th, April 13th, and April 27th

- 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*
Above DUE March 16th
 - *Fables/folklore*
Above DUE March 16th
 - *Contemporary realistic fiction*
Above DUE April 13th
 - *Historical fiction*
Above DUE April 13th
 - *Social justice/ multicultural books to promote diversity*
Above DUE April 13th
 - *Biography/autobiography*
Above DUE April 27th
 - *Science fiction and fantasy*
Above DUE April 27th
 - *Nonfiction/informational*
Above DUE April 27th
- You will have a total of 8 genres and at least 24 books.
- *Portions of this assignment will be submitted at three times across the semester.*

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)
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. This *must* be your own original work.
5. Reading level (including age and/or grade) for which the book is appropriate. Use Bookwizard to assign level
6. Book awards (if applicable)

Author Study (20 points) – submitted via Blackboard DUE May 4th

- 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 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.

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) I need clarification on...

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
Participation/ Attendance	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

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
Self as Reader	10 points	February 9 th
Text Talk Read Aloud	10 points	(Sign up in class) February 24 th , March 2 nd , 16 th , 23 rd , 30 th , April 13 th
Book Set and Read Aloud	24 points	March 29 th and April 26 th
Bibliography Book File	21 points	March 16 th , April 13 th , April 27 th
Author Study	20 points	May 4 th

- **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. 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 January 27 th	Introductions Syllabus & expectations History of children's literature Book awards Elements of Quality Children's Literature	READINGS: Schneider: Ch 1 & 2

Class 2 February 3rd	Stages of Reading Development: Emergent and Beginning readers Concept books Picture books Introduction to Text Talk	READINGS: Schneider: Ch 6
Class 3 February 10th	Engaging Students in Literature Interactive reading techniques Bookwalks Literature across the curriculum	READINGS: Schneider: Ch 4 Self as Reader DUE
Class 4 February 17th	Stages of Reading Development: Transitional & Intermediate Readers Chapter books Series books	READINGS: Schneider: Chs 5 & 7
Class 5 February 24th	Traditional Literature Fables and Folklore	READINGS: Schneider: Ch 9 Text Talk DUE
Class 6 March 2 nd	Poetry & Verse Formats Literary devices Fluency Literature circles- what are they and why are they useful? Book Club 1: Literature Circles	READINGS: Schneider: Ch 10 Literature Circle Reading DUE Text Talk DUE
Class 7 March 16 th	Contemporary Realistic Fiction Identifying & evaluating social, political & cultural contexts in which texts are produced	READINGS: TBD Text Talk DUE Bibliographical File DUE (concept & fable/folklore)
Class 8 March 23 rd	Historical Fiction Identifying & evaluating social, political & cultural contexts in which texts are produced	READINGS: TBD Text Talk DUE
Class 9 March 30 th	Multicultural Concerns in Books Critical literacy	READINGS: Schneider: Ch 4 (review)

	Identifying & evaluating social, political & cultural contexts in which texts are produced	Text Talk DUE Book Set Googledoc DUE by Sunday 3/29
Class 10 April 13th	Biography & autobiography Book Club 2: Idea Circles with Book Set texts	READINGS: TBD Literature Circle Reading DUE Bibliographical File DUE (contemporary, historical, social justice) Text Talk DUE
Class 11 April 20th	Informational Books Identifying nonfiction text elements Reading for content and comprehension	READINGS: TBD
Class 12 April 27th	Modern Fantasy In-class peer teaching of Book Set read alouds	READINGS: Schneider: Ch 11 Book Set Read Aloud Plan Draft
Class 13 May 4th	Banned and Challenged Books Bibliotherapy	READINGS Schneider: Ch 12 & review 5 Book Set Submissions DUE by Sunday 11/24th Bibliographical File DUE (bio/autobio, fantasy, info) Author Study DUE

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://coursesupport.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/> .

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.