

George Mason University
College of Education and Human Development
Elementary Education

ELED 258 Section DL1
Children's Literature for Teaching in Diverse Settings

3 credits, Fall 2020 (January 25- May 10)

Monday, 10:30 am- 1:10 pm

Synchronous Online: (Jan. 25, Feb. 1, Feb. 8, Feb. 15, Mar. 1, Mar. 8, Mar. 22, Mar. 29, Apr. 12, Apr.19, Apr. 26)

Asynchronous Online: (Feb. 22, Mar. 15, Apr. 5)

Faculty: Charlene O'Brien

Virtual Office Hours: By Appointment

Office Location: Thompson Hall 1800B

Office Phone: 703-999-5714

Email Address: cobrien@gmu.edu (weekday response within 24 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 will be delivered online (76% or more) using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 18, 2021. This course will also use a combination of Zoom, Blackboard Collaborate and Google Slides for synchronous online course delivery. Synchronous class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

Some/All of our synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard; or other secure site and will only be accessible to students taking this course during this semester.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
2. To get a list of supported operating systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with the Blackboard Collaborate or other required web conferencing tool.
5. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

1. **Course Week:** Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
2. **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials up to five times/week. In addition, students must log-in for all scheduled online synchronous meetings.
3. **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
7. **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. While we are unable to come to the Mason campus at this time, students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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.

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

**All assignments are to be completed and submitted via Blackboard 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. Some work will also be shared in synchronous class sessions.

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as Charlene or Ms. O'Brien in email and verbally.

Assignments and/or Evaluations:

Attendance and Participation (30 points)

This course is based on your active participation, exploration, and interaction with peers. Completion of all activities, assignments, and readings is essential for meaningful participation. See additional information in assignments and under *Other Requirements* in Syllabus.

Introduction video

DUE February 1st

Welcome to Children's Literature! Please create a short video introduction in our class Flipgrid site and share a few things about yourself so we might get to know you a little better. Be sure to also view your classmate's introductions.

Self as Reader (10 points)

DUE February 7th

Our reading identity is formed over time as we choose and experience books to read. Selections may be based on our interests, preferences, academics, and biases. What we read shapes our thinking, perceptions, beliefs, and responses. Books fill our needs, teach us, and impact who we become.

- This assignment is designed to help us consider the powerful role literature can play in shaping young readers' identities by focusing on the young person we are most familiar with: ourselves.
- What book or books did you read as a child or young adolescent that helped you love reading? What made the book/s such a positive experience? Was there a particular character you identified with, a character you loved to hate, a book you didn't want to stop reading?
- Select **ONE of the following activities** from your reading life and write an essay:
 - Create a timeline of your history of reading- What reading experiences have been most influential in your life? How were you encouraged and discouraged to become a reader? What does the timeline reveal about your reading identity? What did you learn about yourself by creating your timeline?
 - Reread a book that you first read as a child or young adolescent. 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?
- Write a 3-4 page essay describing your timeline experiences or 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.***

Literature Circles and Book Talks (10 points)

Starts February 1st

- As part of this class, you will participate in several literature circles with a group of peers in class (starts February 1st) throughout the semester.
- You will select titles from historical fiction, informational, contemporary realistic fiction, and modern fantasy texts. You will compose book talks to suggest titles to your group. A suggested list may be provided in class.
- The object of this activity is to learn firsthand how literature can be shared among students in order to promote community, reading engagement and motivation, fluency, and comprehension with attention and discussion devoted to literary devices, aspects of author language use (writer's craft), contextual elements needed for comprehension, as well as explore the social, political, historical, and cultural contexts within the text.

Book Analysis File (BAF) and Book Talks (16 points) –

DUE dates listed below

- You will construct a bibliography of different genres of children's literature, critically selecting the titles based on information and resources presented in class and during class discussions.
- You will include at least 1 book per genre below and use this list to look closely and write a critical analysis of four texts/genres during the semester. Due dates are specific to genre.
 - *Concept*

- *Traditional Literature: Fables/folklore due Feb. 28th*
- *Historical fiction due Mar. 7th*
- *Biography/autobiography and Nonfiction/informational due Mar. 14th*
- *Contemporary realistic fiction (chapter book) due Mar. 28th*
- *Fantasy/Science Fiction/Post Modern Fantasy due April 4th*
- *Poetry due Apr. 4th*
- You will share some of these texts with classmates using Book Talks.

Include the following information in your analysis for each book:

1. Author and Illustrator information, 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. Critique using criteria specific to the genre. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which the text is produced and any author/illustrator information that adds to this context. This *must* be your own original work.
4. Book awards (if applicable)

Text Set (10 points) Group Google Doc DUE March 28th; Final Set in Blackboard April 11th; Class Share April 12th

Your group will assemble books from a variety of formats and genres to create a cohesive set of 5 texts that align with a social justice issue of your group's choice. Past topics have included: 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.
- Your group Google Doc with at least one book per person must be shared with me at ctobrien7@gmail.com by March 28th at 11:59 pm.
- The final Text Set with all 5 books will be uploaded to the Google Folder and to Blackboard Assignments by April 11th by 11:59 pm and shared in class on April 12th.

Author Study (15 points) Author Selection DUE March 8th; Presentation DUE Apr. 18th; Share: Apr. 26th

- Your group will select and research a children's author of books (who has written at least 5).
- You will closely read the author's works and analyze them 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
 - The author's unique contribution to children's literature
 - 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 and 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.
- Your group will create a visually appealing presentation (about 15 min. long) describing findings, a biographical sketch, a brief read aloud of a favorite passage that exemplifies the author's craft, plus a bibliography of the books included in the analysis. In the case of author-illustrators such as Mo Willems, you will analyze how illustrations and text work together to convey meaning, (noting artistic style, craft, techniques.)
- You will share your author study during class.

Final Exam (9 points)

DUE May 3rd

Online exam. Open notes. More information will be provided in class.

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 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 with instructor at least 48 hours in advance. In addition, **you are expected to be on time to synchronous class meetings**, unless 48 hour advance notice has been provided to the instructor.

You are expected to contribute to synchronous and asynchronous 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.

Your participation includes completion of all synchronous and asynchronous application activities. These activities may include class discussion, written reflections, Discussion Board (Blackboard) responses, posting short videos (Introductions, book talks, book reviews) as well as group work and research with classmates outside class time.

Work Timeliness Expectations

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. 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 indicated by the instructor in class.

APA Format

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. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

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

Course Performance Evaluation Weighting: ELED 258

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
1-7	Participation	30	Ongoing
1,3,4,5,6,7	Self as Reader	10	Feb. 7 th
1-7	Literature Circles & Book Talks	10	Starts Feb. 1 st
1,2,3,5,6,7	Book Analysis Files (BAF) and Book Talks (4 genres/texts)	16	Various dates- see assignment
1-7	Text Set and Reflection	10	Mar. 28 th (Google doc)

			Apr. 11 th (Final Set-BB, Google Doc) Apr. 12 th (Share)
1,2,3,5,6,7	Author Study	15	Mar. 8 th (Select author) April 19 th (Presentation) April 26 th (Class Share)
1-7	Final Exam	9	May 3 rd

- **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 Monday 10:30-1:10	Topics and Discussion Forum	Readings and Assignments. Additional readings may be assigned (due no later than Sunday 11:59 pm prior to class) Activities: See Class Session guides/notes
Class 1 January 25 Synchronous	Introductions Building classroom community History of Children's Literature Text Formats Critical Literary Analysis	Read: Syllabus Schneider, Ch. 1-3 View: Class Blackboard Site Activity: <i>Getting to Know You</i> - Flipgrid DUE:
Class 2 February 1 Synchronous	Anatomy of Picture Books Analyzing Illustrations for meaning Literature Circles Concept Books	Read: Schneider, Ch. 5, 8 Giorgis, C. (2011). <i>Speaking from the Art</i> , Ch. 4 Activity: <i>Getting to Know You</i> - Flipgrid DUE:
Class 3 February 8 Synchronous	Multicultural Texts Banned Books Critical Inquiry: Identifying and evaluating social, political, historical, & cultural contexts in picture books	Read: Bishop, R.S. <i>Mirrors, Windows, & Sliding Glass Doors</i> Harris, V. (2007, November). In <i>Praise of a Scholarly Force: Rudine Sims Bishop</i> . <i>Language Arts</i> , 85(2), 153-158 Parsons, A. <i>Interactive Reading is a SNAP</i> Critical Lit: https://wiobyne.com/critical-literacy/ Schneider: Ch. 12 View: Banned and Challenged books PPT DUE 2/7: Self as Reader
Class 4 February 15 Synchronous	Traditional Literature Book Awards Author Study Intro	Read: Schneider: Ch. 4, 9 Gender Article: Singh, ERIC Digest Gender Roles Article: Mermelstein
Class 5 February 22 Asynchronous	Historical Fiction	READ: Ch. Lit-Nick Kotek blog Uncoverthepast.org Activities/Due Dates: See Class Session Guide View: Historical Fiction Presentation

Class/Date Monday 10:30-1:10	Topics and Discussion Forum	Readings and Assignments. Additional readings may be assigned (due no later than Sunday 11:59 pm prior to class) Activities: See Class Session guides/notes
Class 6 March 1 Synchronous	Book Talks Literature Circles Non-fiction/Informational Biographies Social Justice Text Set Intro	Read: Schneider: Ch 11 View: Non-Fiction/Informational Texts PPT Zinn Education Project site (https://www.zinnedproject.org/) Activity: Lit Circle Discussion Forum Research topic area for Text Set DUE 2/28: Traditional Literature BAF
Class 7 March 8 Synchronous	Text Set Introduction Contemporary Realistic Fiction Author Study Selection	Read: Horning, Ch.7 Fiction Ch. Lit-Nick Kotek blog Pen and the Pad website NCTE Teaching Children’s Lit: Critical Inquiry to Foster Equity DUE 3/7: Historical Fiction BAF
Class 8 March 15 Asynchronous	Fantasy/ Science Fiction	Read: View: Fantasy/Sci-Fi PPT Activity: Lit Circle Discussion DUE 3/14: Informational/Biography BAF
Class 9 March 22 Synchronous	Poetry Social Justice Text Set selections	Read: Schneider: Ch 10, NCTE Teaching Children’s Lit: Critical Inquiry to Foster Equity View: Poetry PPT Activity: Poetry recording, responses, reflection DUE 3/21: Cont. RF BAF
Class 10 March 29 Synchronous	Author Study Literature Circle	Read: Schneider, Ch. 7-8 View: Author Study PPT DUE 3/28: Fantasy/Sci-Fi BAF SJ text set Google Doc
Class 11 April 5 Asynchronous	Right Book Right Readers	Read: Schneider: Ch. 6, Activity: Work Session- Author Study DUE 4/4: Poetry BAF
Class 12 April 12 Synchronous	Text Set Share	Read: Activity: Picture Book Exploration & Reflection View: DUE 4/11: Social Justice Text Set & Reflection
Class 13 April 19 Synchronous	Literature Circles	Read: DUE 4/18: Author Study and Group Reflection
Class 14 April 26 Synchronous	Author Study Presentations	Read: View: Author Study Presentations DUE 4/25: Lit Circle Response
Monday May 3 Online	Final Exam	

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

Core Values Commitment

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

<http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>)
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on GMU 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.

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

Please read COVID Syllabus Addendum in Blackboard (Syllabus tab)