

George Mason University
College of Education and Human Development
Elementary Education

ELED 258 Section
Children's Literature for Teaching in Diverse Settings
3 credits, Spring 2021
Thursdays 10:30-1:10

Faculty

Name: Stacy M. Tyler, PhD
Office Hours: Wednesdays 8:30- 10:30 am EST (virtual) or by appointment
Office Location: Stuttgart, Germany.
Office Phone: 571-348-3368
Email Address: styler4@gmu.edu

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 25, 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.

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 about four 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. The instructor is not able to come to Mason campus but can meet with the students 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.

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

****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.**

Assignment and/or Evaluations:

Attendance and Participation (20 points) DUE #1 (Weeks 1-3) Feb 12; #2 (Weeks 4-6) March; #3 (Weeks 7-9) March 26; #4 (Weeks 10-12) April 16; and #5 (Weeks 13-14) April 30

This course is based on your active participation, exploration, and interaction with peers. Completion of all assignments and readings is essential for meaningful participation. You will complete a self-reflection five times during the semester where you self-evaluate your participation. This will include completion of a rubric and a short narrative explanation as a reflection on your attendance and participation in both synchronous and asynchronous classes using the following:

- 1) Something I did well during the three weeks is...
- 2) A goal for the next three weeks is...
- 3) A question or comment I have ...

	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.

You will submit the Self-Reflections at the end of weeks 3, 6, 9 12 and 14 in the Self-Reflection and Participation Journal in Blackboard. See additional information under *Other Requirements* in Syllabus.

Self as Reader (10 points)

DUE February 11

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.
- Write a 3-4 page essay which is personal and insightful.
- Select **one option below** to complete the assignment:

Option 1- Create a timeline graphic* to illustrate your history of reading. Use the following guiding questions to help complete your essay: 1) What reading experiences/books from the timeline were most influential in your life? 2) How were you encouraged and/or discouraged to develop as a reader? 3) What does the timeline reveal about your reading identity? 4) How might a review of your timeline impact future reading behaviors?
*Be sure to include the timeline as part of your essay submission.

Option 2- Reread a book that you first read as a child or young adolescent. Use the following directions guiding questions to help complete your essay: 1) Provide a 1-2 paragraph summary of the book, 2) Compare and contrast reading this book as a child or young adolescent with your experience reading this book as an adult. 3) Share what motivated you to revisit the book for this assignment? 4) What did you find most engaging about the book as a young reader and now as an adult?

Literature Circle (10 points)

Begins February 25

- As part of this class, you will participate in a literature circle with a group of peers during class over several weeks.
- You will select titles from historical fiction, contemporary realistic fiction, and modern fantasy genres. 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 reading engagement and motivation, fluency, and comprehension. Attention to 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 are outcomes of effective literature circles and book clubs.

Midterm Exam (10 points)

DUE March 11

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

Text Set (10 points) Group Google Doc DUE April 8; Final Set and Class Share April 22

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.
- To justify your Text Set, include 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.
- Please bring at least one of your books to discuss with your group on March 11
- Share group's Google Doc with at least one book per person styler4@gmu.edu by April 8 at 11:59 pm.
- The final Text Set with all 8 books will be uploaded to the Google Folder and to Blackboard Assignments by April 22 no later than 11:59 pm and shared in class on April 22.

Book Analysis File (BAF) and Book Talks (20) points) –

DUE March 11/ April 15

- You will create a bibliography of different genres of children's literature.
- Select 5 of the 7 genres listed. You will include 1 book for each of the 5 genres you select.
 - *Concept*
 - *Traditional Literature: Fables/folklore*
 - *Historical fiction (chapter book)*
 - *Biography/autobiography and Nonfiction/informational*
 - *Poetry*
 - *Fantasy/Science Fiction/Post Modern Fantasy*
 - *Contemporary realistic fiction (chapter book)*

You will select 2 of your books to share with classmates in a Book Talk.

Include the following information in your analysis for each book (about 1 page per book):

1. Author and Illustrator information, publication year, title, publisher (APA format)
2. Share photo of the book cover or an illustration if applicable.
3. Format & length of book, and list of awards (i.e. Caldecott, Newberry).
4. 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.

Author Study (20 points)

Author Selection and outline/thesis DUE: March 25; Paper DUE April 29

- Select and research a children's author of picture books (must have published at least 5).
- Closely read three of 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
 - 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.
- Write a paper (3-5 pages) to share your insights. Include a bibliography of the books read for your Author Study. In the case of author-illustrators such as Jan Brett, be sure to include an analysis of the illustrations and text together. You may wish to discuss recurring motifs and artistic styles along with themes, and content in the books.
- You will share your author study in a brief presentation during class.

Final Exam (10 points)

DUE May 6

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.

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.

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	20	Ongoing
1,3,4,5,6,7	Self as Reader	10	Feb 11
1-7	Literature Circle	10	Begins Feb 25
1-7	Midterm exam	10	March 11
1-7	Text Set and Reflection	10	April 8 (Google doc) April 22 (Final Set & Share)
1,2,3,5,6,7	Book Analysis File (BAF) and Book Talks	15	March 11 partial -2/3 books due April 15- all 5 due
1,2,3,5,6,7	Author Study	15	March 25 (author selection due) Final paper- April 28
1-7	Final Exam	10	May 6

• **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/policies-procedures/>

Class Schedule

Class/Date	Topics & Discussion Forums	Readings and Assignments
Class 1 January 28 1:30-4:10 Synchronous	Introductions Building classroom community History of Children’s Literature Text Formats Critical Literary Analysis	Read Syllabus View Class Blackboard Site Activity <i>Getting to Know You</i> - Flipgrid https://flipgrid.com/tyler8308
Class 2 February 4 1:30- 4:10 Synchronous	Building classroom community Anatomy of Picture Books Analyzing Illustrations for meaning Concept Books	Schneider (text): Ch 1-3 Giorgis, C. (2011). Speaking from the Art, Ch. 4
Class 3 February 11 Asynchronous	Analyzing Picture Books Critical Inquiry: Identifying and evaluating social, political, historical, & cultural contexts in picture books Book Talks and Introductions	Schneider: Ch 4-5 Picture Book Analysis View Analyzing Picture Books PPT DUE Self as Reader ; Week 1-3 Participation Reflection
Class 4 February 18 Synchronous	Critical Inquiry: Read Aloud Traditional Literature Book Talks	Schneider: Ch 9 Gender Article: Singh, ERIC Digest Gender Roles Article: Mermelstein
Class 5 February 25 Synchronous	Literature Circles Intro Historical Fiction <i>Guest Speaker – Lori G</i>	Ch. Lit-Nick Kotek blog Uncoverthepast.org View Historical Fiction PPT
Class 6 March 4 Asynchronous	Literature Circles Non-fiction/Informational Biographies Identifying nonfiction text elements	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: Week 4-6 Participation Reflection
Class 7 March 11 Asynchronous	Multicultural Texts Critical Inquiry to Foster Equity Text Set Introduction	Bishop, R.S. Mirrors, Windows, & Sliding Glass Doors Harris, V. (2007, November). In Praise of a Scholarly Force: Rudine Sims Bishop. <i>Language Arts</i> , 85(2), 153-158 Parsons, A. Interactive Reading is a SNAP Critical Lit: https://wiobyne.com/critical-literacy/ Activity: Bring 1 Text Set selection to share with gp DUE: Partial BAF & Midterm Exam
Class 8 Thursday March 18 Synchronous	Contemporary Realistic Fiction Identifying & evaluating social, political & cultural contexts in which texts are produced	Horning, Ch.7 Fiction Ch. Lit-Nick Kotek blog Pen and the Pad website NCTE Teaching Children’s Lit: Critical Inquiry to Foster Equity View: Multicultural PPT Activity: Lit Circle Discussion

Class/Date	Topics & Discussion Forums	Readings and Assignments
Class 9 Thursday March 25 Asynchronous	Poetry Banned and Challenged Books Post Discussion responses	Schneider: Ch 10, 12 View: Poetry PPT Banned and Challenged books PPT DUE: Author Study selection Week 7-9 Participation Reflection
Class 10 Thursday April 1 Synchronous	Fantasy/ Science Fiction	Selected chapters TBD View: Fantasy/Sci Fi PPT Activity: Continue work on Text Set
Class 11 Thursday April 8 Synchronous	Author Study	Schneider: Ch. 8 View: Author Study PPT DUE: Text Set on Google Doc
Class 12 Thursday April 15 Asynchronous	Critical Inquiry to Foster Equity Using our Text Set	NCTE Teaching Children's Lit: Critical Inquiry to Foster Equity Activity: Book Talks DUE: Remaining BAF & Week 10-12 Participation Reflection
Class 13 Thursday April 22 Synchronous	Text Set Share Book Awards	Schneider: Ch 4, 6 (pp 169-198) DUE: Text Set and Share
Class 14 Thursday April 29 Synchronous	Share Author Study in small groups	View: Author Study Presentations DUE: Author Study Week 13-14 Participation Reflection
Thursday May	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://coursesupport.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.

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)

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