

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

**ELED 258 Section 001**  
**Children's Literature for Teaching in Diverse Settings**  
3 credits, Fall 2021  
Tuesdays, 1:30- 4:10 pm  
Thompson Hall L019- 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 face-to-face course will be delivered using multiple instructional strategies and formats as well resources in our course Blackboard Learning site. Individual session formats may include lecture, small group/large group discussion and reflection, interactive workshop approaches, student-led presentations, and cooperative learning. Practical applications of literature are explored via group activities and discussion board forums in Blackboard.

You will log in to the Blackboard (Bb) course site using your Mason email username and email password. The course site will be available on August 17, 2021. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

**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/](http://scholarcommons.usf.edu/childrens_lit_textbook/)

The following children's books will be used for a novel study and literature discussion.

Alexander, K. (2014). *The Crossover*. New York, NY: Houghton Mifflin Harcourt Publishing Co.

Bell, C. (2014). *El Deafo*. New York, NY: Amulet Books.

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 28 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 Aug. 31st**

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 Sept. 14<sup>th</sup>**

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 Reflections (10 points)**

**Oct. 5<sup>th</sup>, Oct 19<sup>th</sup>**

- As part of this class, you will participate in several literature circles with a group of peers in class (Intro May 26<sup>th</sup>, planning 5/28<sup>th</sup>) during the semester and writer reflections about the experience. Think of this as a book club meeting with friends!
- You will select a novel and work with a small group to conduct at least two literature circle discussions. Your group will set the reading schedule, norms for the group, and compose prompts to facilitate discussion.
- 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.

- Throughout this course, you will curate a bibliography of different genres and formats of children’s literature, critically selecting the titles based on information and resources presented in class and during class discussions that might be used with elementary students.
- You will select 3 picture books from this list to look at closely and write a critical analysis of the text and illustrations. You will use the information learned about the criteria/elements for multicultural picture books and for each genre. Genres and due dates:
  - *Concept books (Sept. 21<sup>st</sup>)*
  - *Biography/autobiography and Nonfiction (Sept. 28<sup>th</sup>)*
  - *Traditional Literature: Fables/folklore (Oct. 5<sup>th</sup>)*
  - *Contemporary Realistic Fiction (Oct. 19<sup>th</sup>)*
  - *Historical fiction (Nov. 9<sup>th</sup>)*
  - *Fantasy/Science Fiction/Post Modern Fantasy (Nov. 23<sup>rd</sup>)*

Include the following information in your analysis for each book:

1. Author and Illustrator information, publication year, title, publisher (APA format)
2. Author and/or illustrator background experiences that may have contributed to the book.
3. Format & length of book
4. Book awards (if applicable)
5. Book summary (1-2 paragraphs)
6. Critical analysis/evaluation. Include information regarding the specific literary qualities employed in the book. Use criteria specific to the genre. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which the text is produced as well as author/illustrator information and/or experiences that adds to this context.
7. Provide analysis of the illustrations using the vocabulary of picture books and how they partner with the text to convey meaning.
8. This *must* be your own original work.

**Author Study (15 points) Author Selection DUE Sept. 19<sup>th</sup>; Presentation-Blackboard DUE Oct. 26<sup>th</sup> ; Share Nov. 2<sup>nd</sup>**

Your group of 1-3 members will select and research a children’s author of books (who has written at least 5 books).

- You will select and 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 10-15 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 also complete a group contributions reflection (Group PIE Survey) as part of this assignment.

**Text Set (15 points) Group Google Doc DUE Oct. 19<sup>th</sup>; Final Set-Blackboard Nov. 9<sup>th</sup>; Share Nov. 23<sup>rd</sup> or 30<sup>th</sup>**

Your group will assemble books from a variety of formats and genres to create a cohesive set of at least 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, and Disabilities. 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 and illustrative 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](mailto:ctobrien7@gmail.com) by Oct. 19<sup>th</sup>, 11:59 pm.
- The final Text Set with at least 5 books or 1 per person, will be uploaded to the Google Folder and to Blackboard Assignments by Nov. 9<sup>th</sup>, 11:59 pm and shared in class as a group presentation on Nov. 23<sup>rd</sup> or Nov. 30<sup>th</sup>.
- You will also complete a group contributions reflection (Group PIE Survey) as part of this assignment.

### ***Final Exam (10 points)***

***DUE Dec. 14<sup>th</sup>***

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 classes as outlined within the syllabus and arrive on time. 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 or arriving late for any of these reasons, please make arrangements with instructor at least 48 hours in advance.

**You are expected to contribute to in person 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, completing all assigned readings and tasks for that class.

**Your participation** includes completion of all application activities. These activities may include class discussion, written reflections, Discussion Board (Blackboard) responses, posting short videos (may be 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). If you do not have a 7<sup>th</sup> Edition APA manual, the Purdue OWL website 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](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 &amp; Assignments</i>	<i>Points</i>	<i>Due Date</i> (by 11:59 pm)
1-7	Participation	28	Ongoing
1,3,4,5,6,7	Self as Reader	10	Sept. 14 <sup>th</sup>
1-7	Literature Circle Participation and Reflection	10	Oct. 5 <sup>th</sup> , Oct. 19 <sup>th</sup>
1,2,3,5,6,7	Picture Book Analysis Files (BAF)	12	Various due dates
1,2,3,5,6,7	Author Study, Group Reflection	15	Sept. 19 <sup>th</sup> - Select Author Oct. 26 <sup>th</sup> -Post presentation and handout on Blackboard Nov. 2 <sup>nd</sup> - Share
1-7	Text Set, Group Reflection	15	Oct. 19 <sup>th</sup> -Google doc Nov. 9 <sup>th</sup> -Final Set-BB, Nov. 23 <sup>rd</sup> or 30 <sup>th</sup> Share
1-7	Final Exam	10	Dec. 14 <sup>th</sup>

**The Grading for this course is as follows:**

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	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	

\*Note: A course grade of "C-" is not satisfactory for an initial licensure course.

**Professional Dispositions:** Students are expected to always exhibit professional behaviors and dispositions. See <https://cehd.gmu.edu/students/policies-procedures/>

**Class Schedule: August 24- Dec. 14, 2021**

<b>Class/Date</b> Tuesdays 1:30- 4:10 pm	<b>Topics</b>	<b>Readings and Assignments.</b> Additional readings may be assigned (Due no later than 11:59 pm <b>prior to class</b> ) <b>Activities:</b> See Class Session guides/notes
<b>Class 1</b> Aug. 24	Introductions History of Children's Literature	<b>Read:</b> Syllabus Schneider, Ch. 1-3

<b>Class/Date</b> Tuesdays 1:30- 4:10 pm	<b>Topics</b>	<b>Readings and Assignments.</b> Additional readings may be assigned (Due no later than 11:59 pm <b>prior to class</b> ) <b>Activities:</b> See Class Session guides/notes
	Text Formats Anatomy of Picture Books, part 1  Critical Inquiry: Identifying and evaluating social, political, historical, & cultural contexts in picture books  Self as Reader Intro	Giorgis, C. (2011). Speaking from the Art, Ch.4, <i>A Master Class in Children's Literature</i>  <b>View:</b> Class Blackboard Site <b>Activity:</b> <i>Getting to Know You</i> - Flipgrid- <b>We will work on this in class.</b> Obtain a public library card- bring three sources for books you intend to use for books to share with classmates
<b>Class 2</b>  <b>Aug. 31</b>	Challenged and Banned Books  Intro to Literary Elements  Anatomy of Picture Books, part 2	<b>Read:</b> <ul style="list-style-type: none"> <li>• Schneider, Ch. 12</li> <li>• Guiding questions-ALA Banned/challenged books website</li> <li>• Literary elements handout</li> </ul> <b>Activity:</b> <i>Self as Reader draft</i>
<b>Class 3</b>  <b>Sept. 7</b>	Multicultural Texts  Picture Book Analysis File (BAF) Intro	<b>Read: See Class Guide for full list of readings.</b> <ul style="list-style-type: none"> <li>• Sims Bishop, R. (2015) <i>Mirrors, windows, and sliding glass doors</i>. (From the original article, 1990). Reading is Fundamental.</li> <li>• Lu, M-Y. Multicultural children's literature in elementary classrooms. Lee and Low Books. Retrieved March 1, 2020, from <a href="https://www.leeandlow.com/educators/race/multicultural-children-s-literature-in-the-elementary-classroom">https://www.leeandlow.com/educators/race/multicultural-children-s-literature-in-the-elementary-classroom</a></li> <li>• Derman-Sparks, L. (2016). <i>Guide for Anti-bias Selection of Children's Books</i>. Social justice. books- A Teaching for change project. Teaching For Change. Retrieved March 1, 2020, from <a href="https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/">https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/</a></li> </ul> <b>View:</b> Self as Reader assignment <b>Activity:</b> <b>After class-</b> Discussion Board response to Int. Read Aloud
<b>Class 4</b>  <b>Sept. 14</b>	Concept and Non-Fiction Books (Informational and Biography)  Book Awards  Author Study Intro	<b>Read:</b> <ul style="list-style-type: none"> <li>• Schneider, Ch.11</li> <li>• " Kotek, N. Non-Fiction Fiction <a href="#">Blog post</a></li> <li>• " <a href="#">Nerdy Book Club: Top 10 Non-Fiction Books, 2019</a> <a href="https://nerdybookclub.wordpress.com/2019/12/27/the-2019-nerdies-nonfiction-picture-books-announced-by-lynsey-burkins/">https://nerdybookclub.wordpress.com/2019/12/27/the-2019-nerdies-nonfiction-picture-books-announced-by-lynsey-burkins/</a></li> <li>• <a href="https://www.readingrockets.org/article/quick-guide-selecting-great-informational-books-young-children">https://www.readingrockets.org/article/quick-guide-selecting-great-informational-books-young-children</a></li> </ul> <b>DUE:</b> <ul style="list-style-type: none"> <li>• <b>Self as Reader essay</b></li> <li>• Select Author by Sept 19<sup>th</sup></li> </ul>
<b>Class 5</b>  <b>Sept. 21</b>	Traditional Literature	<b>Read:</b> <ul style="list-style-type: none"> <li>• Schneider, Ch. 4, 9</li> <li>• Criteria Rubric- Traditional Literature</li> </ul>

<b>Class/Date</b> Tuesdays 1:30- 4:10 pm	<b>Topics</b>	<b>Readings and Assignments.</b> Additional readings may be assigned (Due no later than 11:59 pm <b>prior to class</b> ) <b>Activities:</b> See Class Session guides/notes
	Literature Circle Discussions Intro Select novels	<ul style="list-style-type: none"> <li>• Character archetypes handout</li> </ul> <b>View:</b> <ul style="list-style-type: none"> <li>• Listen to Dr. L. Smolkin analyze <i>Princess Furball</i> (Huck, C. &amp; Loebel, A., 1989)</li> </ul> <b>Activities:</b> Complete the activity-Character Archetypes <b>DUE: Concept Book BAF</b>
<b>Class 6</b>  <b>Sept. 28</b>	Contemporary Realistic Fiction  Social Justice Text Sets Intro	<b>Read:</b> <ul style="list-style-type: none"> <li>• Lit elements handout</li> <li>• Fiction- Horning, Ch.7</li> <li>• Guide for analyzing Contemporary Realistic Fiction</li> <li>• Social Justice Text Set assignment</li> </ul> <b>View:</b> Question Answer Relationships ppt <b>Activity:</b> Discussion board- Develop prompts for lit discussion <b>DUE: Biography/NF BAF</b>
<b>Class 7</b>  <b>Oct. 5</b>	Literature Circle Discussions	<b>Read:</b> <i>El Deafo</i> (Bell, 2014) or <i>Crossover</i> (Alexander, 2014) <b>Activity:</b> prepare for literature circles <b>DUE: Traditional Lit BAF</b> <ul style="list-style-type: none"> <li>• After class- Lit Circle Reflection</li> </ul>
<b>Class 8</b>  <b>Oct. 19</b>	Literature Circle Discussions  Review Picture Book Analysis File	<b>Read:</b> <i>El Deafo</i> (Bell, 2014) or <i>Crossover</i> (Alexander, 2014) <b>Activity:</b> prepare for literature circles <b>DUE:</b> <ul style="list-style-type: none"> <li>• <b>Lit Circle Reflection after class</b></li> <li>• <b>Social Justice Text Set Groups/Google Folder</b></li> </ul>
<b>Class 9</b>  <b>Oct. 26</b>	Historical Fiction	<b>Read:</b> <ul style="list-style-type: none"> <li>• Class Guide- Start here!</li> <li>• Criteria for Historical Fiction handout</li> <li>• " <i>Understanding and Evaluation Historical Fiction for Children</i>. Please read <b>all blog posts/articles</b> (see Article Index for titles). The entries are fairly short, and provide a current perspective, a book list, and commentary for using historical fiction in the classroom. Start <a href="https://www.uncoverthepast.org/2020/01/childrens-historical-fiction-historical.html">here</a> with the Introductory Essay: <a href="https://www.uncoverthepast.org/2020/01/childrens-historical-fiction-historical.html">https://www.uncoverthepast.org/2020/01/childrens-historical-fiction-historical.html</a></li> <li>• Redinger, R. (2016-present). <i>Uncover the Past: Learning History Through Children's Literature</i>.</li> </ul> <b>View:</b> <ul style="list-style-type: none"> <li>• Historical Fiction ppt</li> <li>• <i>A Sweet Smell of Roses</i> (Johnson, A. and Velasquez, E. (2005).</li> </ul> <b>Activity:</b> Listen to <i>A Sweet Smell of Roses</i> . Using criteria from presentation/readings, evaluate it as a historical fiction text. <b>Post to Discussion Board.</b> <b>DUE: Author Study Presentation- Blackboard</b>



Class/Date Tuesdays 1:30- 4:10 pm	Topics	Readings and Assignments. Additional readings may be assigned (Due no later than 11:59 pm <b>prior to class</b> ) <b>Activities:</b> See Class Session guides/notes
Class 10  Nov. 2	Author Study Presentations	<b>Read: TBD</b>  <b>View:</b> Author Study PPT
Class 11  Nov. 9	Fantasy and Science Fiction	<b>Read:</b> <ul style="list-style-type: none"> <li>• Kotek, N. <i>Modern Fantasy</i>. Children’s Literature. Retrieved 4/1/20 from <a href="https://kotekchildrensliterature.blogspot.com/p/modern-fantasy.html">https://kotekchildrensliterature.blogspot.com/p/modern-fantasy.html</a></li> <li>• Miller, J. <i>Discovering Your Brand of Fantasy</i>. YASLA The Hub. 4/3/13. Retrieved 9/1/20 from <a href="http://www.yalsa.ala.org/thehub/2013/04/03/discovering-your-brand-of-fantasy/">http://www.yalsa.ala.org/thehub/2013/04/03/discovering-your-brand-of-fantasy/</a>.</li> <li>• Criteria for fantasy and science fiction handout</li> </ul> <b>View:</b> Fantasy & Science Fiction ppt  <b>Activity:</b> Discussion Board: Post ideas about similarities/differences between Traditional Literature and Fantasy as genres. <b>DUE:</b> <ul style="list-style-type: none"> <li>• Historical Fiction BAF</li> <li>• Social Justice Text Set in Blackboard</li> </ul>
Class 12  Nov. 16	Poetry	<b>Read:</b> <ul style="list-style-type: none"> <li>• Schneider: Ch 10,</li> <li>• NCTE Teaching Children’s Lit: Critical Inquiry to Foster Equity</li> </ul> <b>View:</b> Poetry PPT <b>Activity:</b> Poetry recording, responses, reflection <b>DUE:</b>
Class 13  Nov. 23	Social Justice Text Set Share	<b>Read:</b> <b>Activity:</b> <b>View:</b> <b>DUE:</b> <ul style="list-style-type: none"> <li>• Fantasy/Sci Fi BAF</li> <li>• Social Justice Text Set &amp; Reflection</li> </ul>
Class 14  Nov. 30	Social Justice Text Set Share	<b>Read:</b> <b>Activity:</b> <b>View:</b> <b>DUE:</b> Social Justice Text Set & Reflection
Dec. 14 1:30- 3:30 pm	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*

- Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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](mailto: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)**