

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

**ELED 258 Section DL 9
Children's Literature for Teaching in Diverse Settings**

3 credits, Fall 2022

Mondays, 4:30-7:10 PM EST

Synchronous Online Class Sessions (Distance Education/Blackboard and Zoom)

Faculty

Name: Dr. Ann Harrington
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Recommended Prerequisites/Corequisites

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 a synchronous format 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 no later than by the first day of classes. The Zoom link for our class meetings will be posted on our Blackboard site.

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:

- 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

To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - o Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - o Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - o Apple Quicktime Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 at least once daily (M-F). In addition, students must log-in for all scheduled online synchronous meetings.
- 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.
- 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.
- 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.
- 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.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues via Zoom. Students should email the instructor to schedule a one-on-one session, including suggested dates/times to meet.
- 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 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.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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

- Schneider, J. J. (2016). *The inside, outside, and upside downs of children's literature*. Retrieved from http://scholarcommons.usf.edu/childrens_lit_textbook/
- 1 children's literature "chapter book" (I strongly encourage you to purchase your own copy of your book-club book!) and 8 pieces of children's literature (picture or chapter books) from 8 text genres (we will discuss this requirement in class) (NOTE: I will be sharing resources with you in class as to how to access children's literature).
- Additional required readings and viewings will be posted on Blackboard.

Recommended Texts

Miller, D. & Lesesne, T.S. (2022). *The joy of reading*. Portsmouth, NH: Heinemann.

Course Performance Evaluation

All assignments are to be completed and submitted via Blackboard by the date listed on 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.

If you are absent from class, all work must be submitted before the start of the next class session you attend unless prior arrangements have been made, or an emergency situation has arisen. Work received after this deadline will not receive credit. This policy is in place due to the cumulative nature of class content and the class schedule, and to support your success in and enjoyment of the course.

Assignments may only be submitted once. Requests to resubmit assignments will not be accepted, as much scaffolding and many opportunities to understand and ask questions about class assignments will be provided.

I do not accept requests to provide feedback on assignments in advance of their due date so as to ensure equitable opportunities for success to all students. However, I encourage you to ask me questions about your assignments at any time! I am here to help!

Assignments and/or Examinations

Your grade for the course will be determined based on your performance on each of the following assignments (100 total possible points). Please note that we will be talking about all of these assignments in class and that I will be creating screencasts for the major course projects (Goodreads WOW Books Project and Children's Literature Action Plan) to help you understand them further:

- *Class Participation and Engagement (14 points):*

This assignment is completed during class time.

In addition to the course objectives, I have three, primary goals for you in this class. First, I want to help you rekindle your love of reading children's literature, or to develop a love of reading children's literature if you don't yet have this love! Second, as we will discuss in class, I want you to develop as literacy leaders. You will learn ways to use children's literature in your literacy leadership roles in a myriad of ways. Third, I want you to develop or enhance your understanding of the importance of reading diverse, contemporary, and quality children's literature in thoughtful and critical ways. To reach these goals and all of your goals, the active participation and engagement of all class members are essential in each class session.

We are a professional community of learners. Your participation and engagement in our class sessions will promote and enhance your individual success and the success of all class members. Please monitor your participation in our class—it is my expectation that you will participate professionally, positively, and actively; but not dominate class discussions and activities (active listening is essential, too!). Participating fully and engaging positively in all aspects of our class session will enable you to learn optimally (and enjoy what you are learning!).

We will be creating community expectations for one another on our first day of class together that we will follow throughout the semester. In addition, I expect you to do the following:

- Engage actively, positively, and professionally in our learning community the entire class session. Please use the chat and participant features on Zoom respectfully to engage with your colleagues,
- Participate in our class Zoom from a location where you can focus and concentrate,
- Keep your camera on unless you have contacted me in advance of class with a valid reason you cannot do so (it is fine to turn off your camera for a few minutes as needed when you need to take a break, etc.),
- Ensure that your first and last name are visible on your Zoom display name,

- Complete thoughtfully the readings/viewings and all other assignments for the class session, and engage in and complete all in-class activities professionally,
- Arrive on time and attend the entire class session (unless an urgent situation prohibits you from doing so on rare occasions, in which case you will need to contact me in advance to let me know and make up all missed work),
- Communicate with professionalism, kindness, empathy, and respect, and
- Accept responsibility for your own learning.

You will earn 1 point per session (14 class sessions) in which you demonstrate professional and active participation and engagement (i.e., in class activities and in discussions with cameras on) and meet our community expectations fully for the entire class session. You will earn ½ point per session if you partially demonstrate professional and active participation and engagement, or partially meet our community expectations. You will earn 0 points for the session if you do not demonstrate professional and active participation and engagement, or do not meet our community expectations, for most or all of the class period.

To receive credit, you will submit on Blackboard your self-assessment of your class participation and engagement at the end of each class session (I will remind you to do so at the end of class). You will simply list the point value you feel you earned for the class sessions (1, ½, or 0) and a 1-2 sentence explanation of your self-evaluation. I will take your self-evaluation into account when assigning your grade.

If you are absent from class and wish to earn your participation and engagement point (*for a maximum of two class sessions*), you need to do the following (i.e., failure to do so will result in your not earning this point):

- Email me *in advance* of the missed class session to let me know you will be absent, and
 - Submit on Blackboard (for the *class participation and engagement assignment of the class period you missed*) after you watch the class recording (available on our class Blackboard Zoom) to let me know you have watched the recording, and ask me any questions you may have from the class session (or tell me that you understood everything covered in the class session).
- **Individual and Group Reading/Viewing Responses (10 points: .5 points for each individual response and .5 points for each group response for each of 10 class sessions designated on the class schedule):**

Your individual reading/viewing response will be completed before class time. Your group reading/viewing response will be completed during class time. To enhance your learning and contribute to the learning of other class members, you will be reading and viewing chapters, articles, and videos about children’s literature (see class schedule for details), and discussing this content with your colleagues in class.

*Before each class session begins, you will submit your **individual reading/viewing response** on Blackboard connected to the *core* readings/viewings that are due that day (NOT from your book-club readings). After you complete your assigned/core readings/viewings for the week, you will write a minimum of two, authentic, complex, text-dependent, “higher-order “ questions connected to each “text” (see this link for [example question stems](#)) that would be helpful or interesting to discuss with class members. What do I mean? I want you to write down at least two questions **per text that you are reading or viewing** that could only be answered by reading/viewing the assigned texts (i.e., if you are reading one chapter, reading one article, and viewing one video, you would have at least 6 questions total). The questions should demonstrate to me that you have read the core texts/viewed the videos thoughtfully, and have legitimate and thought-provoking questions connected to your reading/viewing. These questions should be questions that you would authentically like to discuss with your colleagues to enhance your and their understanding. They should be “thick,” rich, and authentic, incorporating higher-order thinking skills (e.g., they are not just “literal” questions that are easy to answer!). *You do not need to write down answers to the questions...you just have to write down the questions themselves.**

IMPORTANT NOTE: For the class sessions in which I am asking you to view a read aloud of a piece of children’s literature, your questions should pertain to analysis, not the content of the piece of children’s literature per se. Here are some example questions: Why is this book an award-winning piece of children’s literature? To what extent is this book free from obvious bias? What is one example of how the author of this book used a literary device to enhance the writing of this book? Describe the “social, political, historical, and [or] cultural contexts” (*Mason Core Literature Requirement 4*) of this book. Would you consider this book to be a “quality” book? Why or why not? To whom would you recommend this text? Why? What is the message or theme of this book, and why do you think so?

The purpose of the **group reading/viewing response** (that takes place during class time), is to give you the opportunity to discuss your readings and collaborate with your colleagues to deepen your understanding of each class topic and/or pieces of children’s literature. *If your individual questions were submitted on Blackboard prior to class time (i.e., you will not receive credit for your individual or group response if your individual questions were not completed and submitted), you will then work with a small group of your colleagues in a Zoom break-out room to share your individual questions and determine the *one* question you want to ask/share with*

another group of your colleagues from class. You do not need to write down an answer to this question, but you should discuss what an excellent answer could be! Then, you will receive a question from another group that your group will need to answer verbally (you do not need to record your answer). We will then share all groups' questions and answers (you will choose a spokesperson from your group to share) with the whole class.

Your group needs to look at the other questions before you post to ensure there is no replication. If your group finishes your discussion of your assigned question early, please discuss other points from your reading.

We will model and discuss in more detail how to complete this assignment in class. I hope and think you will really enjoy these discussions, and that they will enhance your learning and understanding of the class topic and children's literature!

Your grade (1 point total for each designated class session) will be assigned based on the quality (using the aforementioned criteria) of the individual questions you submitted on Blackboard (before class) (.5 points) and the quality of your group's question and response (.5 points) completed during class time.

If you are absent from class and would like to receive credit for this assignment, you will need to submit your questions from your readings/viewings AND provide a thoughtful answer to each of those questions. As per class policy, you will need to submit this response on Blackboard no later than by the start of the next class session you attend.

- *Community expectations reflection(1 point):*

This reflection will be completed during class time.

In this reflection, you will detail how well you think we are meeting the community expectations that we set for one another on the first day of class, including what we are doing particularly well and areas we would like to improve. Please see the due date on the class schedule for this assignment. I will use this information to support and enhance your learning and the work of our class community for the second half of the semester.

- *Children's Literature Book Club (6 points:1 point for each of 5 book-club sessions and 1 point for your booksnap [with your individual reflection]):*

Your book-club reading and coding/response will be completed before class time. Your book-club discussions, booksnap planning, and booksnap presentation with a reflection will

take place during class time. Your book club takes place during the first half of the semester.

The purpose of this assignment is to enable you to read and discuss with your colleagues a great piece of children's literature (written for students in upper elementary/early middle school), to experience participation in a children's literature book club, and to learn firsthand ways that you could implement a book club with children's literature in the future should you choose to do so!

Here are the assignment details:

- In class, I will do book chats on your [book-club choices!](#)
- You will choose ONE of these books and convince at least one other colleague in our class to read this book with you. You will sign up for your book club (sign-up sheet on Blackboard). You will order this book ASAP after you have completed these tasks.
- I will talk with you in class about the expectations I have for you in your book clubs. Then, you will work with your colleagues in your book club to create your book-club plan, including expectations and a reading schedule (and share this information with me on Blackboard) during class time on the designated day on the class schedule.
- Outside of class time, you will read the portion of the book you chose using the reading schedule your group establishes during your book-club planning session. Each week, you will “code” and respond to your text a minimum of three times to prepare for your discussion (document on Blackboard). You will submit your reading codes/responses to me each week on Blackboard prior to the start of the class session.
- You will be given class time (~15 minutes) during four, designated class sessions to discuss ideas from your book with your book-club members using your reading codes/responses as guides. During your book club, all members will share their reading codes to guide the book-club discussion. I will be dropping in on your book-club discussions.
- At the end of each book club session, all book clubs will reconvene and one group member from each book club will share a point from your book, something interesting you all discussed, etc. with the whole class.
- During your final book club session, you will also plan your “book snap” that you will share in class with all of your colleagues (~10-15 minute sharing) the next week (see <https://achievethecore.org/aligned/engaging-students-booksnap/>). This “book snap” needs to have at least one quote from the book, at least one image connected to the book, and the inclusion of the theme or themes of the book. I have an example on Blackboard of a booksnap I created (but you are encouraged to be much more creative!).

- On our book-club presentation day, each group will share your booksnap, and tell us about your book and book-club experience! You will submit a brief self-evaluation of your book-club experiences and SNAP presentation during class time.

You should expect to earn full credit if you engage fully in all book-club planning sessions and meetings, complete and submit on Blackboard your reading codes/responses before class time (and use them thoughtfully during your book-club meeting), and participate actively in the booksnap planning and sharing sessions. *It is your responsibility to let me know if any book-club members did not participate in the planning of your booksnap! I will assign book-club grades based on my observation of your book-club work and engagement.*

- *Kidlit Modules and Engagements (20 points, 2 points for each of 10 module engagements, as shared on the class sessions designated on the class schedule):*

These modules and engagements will be completed during class time (but CAN [optional!] be completed before class time if you should so choose).

Through this assignment, you will connect with the content I share with you about each of our class topics (see class schedule) through watching a *Kaltura video* module (on Blackboard) and reflecting on what you are learning through engagement questions and reflections. You will complete these video modules and engagements during the second hour of our class time (or, if you prefer, you have the OPTION to complete these modules and engagements these engagements prior to class time).

There will be four engagement questions embedded in the video. You will simply pause the video and write down your BRIEF (1-3sentences) response to each question. These questions are designed to keep you engaged in the module video and to deepen your understanding of the content. You will submit your engagement responses (your answers to the questions) to me on Blackboard when you finish them (no later than by the end of class) on Blackboard. You will earn .5 points for each question you answer correctly, with a 2-point total score possible per module/video.

If you are absent, this assignment will need to be submitted to me on Blackboard prior to the start of the next class period you are in attendance to receive credit.

The slides for these kid lit modules/videos are on Blackboard each week.

When you are completing these modules and engagements, I will remain on Zoom...so feel free to return to the Zoom link if you have questions or would like to meet for “office hours.”

- *Kidlit Activities (14 points, 1 point for each of 14 sessions designated on the class schedule)*

These activities will be completed during class time.

For each of 14 class sessions listed on the class schedule, you will be completing children's literature-focused activities both individually and collaboratively with your colleagues related to class topics and, in most cases, related to the modules you completed. These activities will help you apply and expand what you are learning. You should expect to earn full credit for each of your kidlit activities if it was completed fully and accurately, submitted on time, and demonstrates your understanding of the topic.

You will submit your individual kidlit activity when you complete it during class, no later than by the end of the class session. In the class sessions in which you collaborate with colleagues in class to complete the kid lit activity, you can still submit your activity individually, or you can have one person in your group submit the group document if you *ensure that the person who submits the activity includes the first and last names of all class members in your group who worked on the activity on the document*. In other words, I must receive an activity either from you individually or from one of your group members *with your name listed verifying you worked on the activity collaboratively* to receive credit.

If you are absent, your kidlit activity will need to be submitted to me on Blackboard no later than by the beginning of the next class session you attend to receive credit.

I think you will enjoy and have fun with these activities!

- *Goodreads WOW Book Project (22 points: 2 points for each of 8 reviews [16 points total], 2 points for diverse text selection, 2 points for check-in, 2 points for book chat and peer feedback):*

This project will be completed outside of class time. Book chats and peer feedback will be completed during class time on the designated day on the class schedule. This project takes place predominantly during the second half of the semester.

Are you excited to learn about new children's literature; and read and review wonderful, diverse, representative, contemporary children's literature that you will be able to use in your role as a literacy leader? Do you know the important role that you play in promoting children's love of reading and building a literate society? Do you enjoy reading wonderful and diverse pieces of children's literature thoughtfully and critically? I think/hope you will really enjoy this assignment!

During class sessions and through multiple resources that I will share with you, I will introduce pieces of quality, complex, and diverse children's literature across genres to you; and recommend some great books from each genre. You do not need to read the books I recommend, but you do need to ensure the books you choose are appropriate for your targeted grade- or age- level range, are diverse, *and are of high quality (which we are defining in this class as having won awards, being listed on "best books" lists, or been written by award-winning authors)*. Your books should be written by diverse authors and illustrators; include diverse characters, topics, perspectives, identities, abilities, and experiences; and be anti-bias books for children (see <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>).

For this assignment, you will read 8 pieces of children's literature (**at least 6 of which must be contemporary [published in the past 20 years] and NEW TO YOU [that is, you have not read them before!]**), one book from each of the common genres of children's literature (listed later in this assignment description). Of course, many books fit within multiple genres; however, most books are *primarily* one genre. Each of these books needs to make you say "WOW" after you finish reading it. Why might you say, "Wow!" after reading a book? There are many reasons! Maybe you have never before read a book like that book? Maybe you learned a life lesson from reading that book? Maybe the illustrations in your book were incredible? Maybe the book surprised you in some way? Maybe you learned something new? Maybe the writing style of the author was amazing? You may need to read more than 8 pieces of children's literature to find your 8 WOW books.

You are welcome to read books across grade and age levels, or stick to one grade or age level for all of your books. You can read all picture books, all chapter books, or a combination of picture and chapter books. You MAY use your book-club book for one of your reviews in this project if it is indeed a WOW book for you. You may also use ONE other book that we read for class for this project if it is a WOW book for you. All other books should be books that you read independently and outside of class this semester.

Please only read and review books that are still being published and are readily available (that is, they are still in print and easily accessible).

In class, I will show you how to set up your own *Goodreads* account (even if you have a personal account, you will now set one up with your Mason email *and use this account only for children's literature* for the duration of this class/semester). During this set-up time, you can create a pseudonym if you do not wish to use your real name. You will be sure your account settings are such that only your Goodreads "friends" (who could only be me if you want) can view your profile and send you messages, and that your email address is not visible to anyone. You also have the option of adding a challenge question for friend requests.

The books you choose from each genre are intended to be used as read alouds or in book clubs/literature circles, so the interest level rather than the reading level is what is most important.

These books will be quality books that you could potentially read out loud to or read with children in Grades PK-6.

The characters and content of the children's literature you select must be appropriate for children between the ages of ~4-12 in Grades PK-6. While views may vary on what books are "appropriate" for children in Grades PK-6, books written for teenagers and adults (i.e., young adult or YA books) are NOT books that you will use for this children's literature project. The characters in your books should be roughly the same age as students in Grades PK-6, and the content should be engaging and appropriate for students in this age range. These books are generally categorized as picture books or chapter books for young, middle-grades, or "tween" readers.

A helpful resource for you (that we will be using in class and that is on our Blackboard site) is my Children's Literature LiveBinder. The link to this LiveBinder is <https://www.livebinders.com/b/1800385> and the access code is *kidlit*. In this resource, you will find resources for accessing quality, diverse children's literature; book recommendations; book lists; and many other helpful tools.

You need to read one book from each of the following eight genres:

- Contemporary realistic fiction
- Biography or autobiography
- Fantasy or science fiction
- Historical fiction
- Poetry or novels in verse
- Informational (e.g., nonfiction) that does not include biographies or autobiographies
- Mysteries or adventure
- Traditional literature (e.g., folklore)

Each of your reviews must be posted on Goodreads on your "shelf" and include:

- A thoughtful and thorough *synthesis* (not summary) of your book **written in your own words and using your own ideas** (with your reactions, opinions, thoughts, and commentary) that includes (a) a synopsis of the content and primary themes or messages of the book (b) the primary genre of the book, (c) 2-3 specific reflections on what you learned or what children could learn from this book (or ways you could use this book instructionally with children or other adults), and (d) an explanation of why this book was a WOW book for you, thus incorporating *Mason Core Literature Requirement/Outcome 1: Read for comprehension, detail and nuance*, and
- A thoughtful and thorough *analysis* of your text that includes (a) an evaluation of the author's writing/literary craft (aligned with *Mason Core Literature Requirement/Outcome 3: Analyze the ways specific literary*

devices contribute to the meaning of texts) and (b) an explanation of how this book is as free of bias as possible (e.g., <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>) (which incorporates *Mason Core Literature Requirement/Outcome 4: Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which literary text is produced*). **You do not need to list the Mason requirements/outcomes specifically in your reviews.**

Please see the *Mason Core Rubric for Evaluating Student Work in Literature Courses* (<https://masoncore.gmu.edu/wp-content/uploads/2021/09/Mason-Core-Rubric-for-Literature.pdf>) for more information on the reading, writing, and thinking that I expect to see in your reviews. Your review should be uniquely yours!

I have posted my own reviews on *Goodreads* for some of my WOW books (see the “Reviewed” shelf on my Goodreads page) if you would like to see a few examples. I would expect that each review would be ~2-3 paragraphs in length. Please note that I use *Goodreads* in a lot of different ways, so your Goodreads site will not look like mine.

During our last class session, you will do book chats with a group of your colleagues in our class on three of your favorite WOW books (in 15 minutes or less) and provide your peers with feedback on their book chats. Please note that these book chats are not presentations! All you have to do is screen share your Goodreads bookshelf with your colleagues and talk about three of your favorite books.

You will post the link to your WOW Books/Goodreads shelf on Blackboard so that I can read your reviews (once for the check-in and once for the final project submission). I will show you how to do so!

To encourage you to read and write reviews throughout this semester, and to be sure that your reviews are on track, I will ask to see your reviews of 2 books before the final project is due. This “check in” will be worth 2 points.

At the end of the semester, I will evaluate the WOW books component of this children’s literature project using the following criteria:

- Books meet all project guidelines; and reviews (syntheses and analyses) are well-written, thoughtful, include all aforementioned criteria, and are located on your Goodreads bookshelf (16 points--2 points for each of 8 texts with reviews)
- Books are collectively representative of diverse authors, illustrators, characters, topics, perspectives, identities, abilities, and experiences (2 points)
- Colleague feedback (and my observations) demonstrate your preparedness for and succinct sharing of each selected book(three books total) during your 15-minute or less book chats/sharing on the last day of class; and your submitted peer feedback sheet includes professional and helpful comments for your colleagues (2 points)

- *Children's Literature Action Plan (CLAP)/Final Exam (13 points–1 point for check-in, 12 points for project plan):*

This plan will be completed outside of class time. This plan is due on Blackboard no later than by the end of the scheduled final exam period (as detailed on our class schedule). We are NOT meeting on Zoom for the final exam period.

This project synthesizes your learning for the course. You will be thinking about this project throughout the semester, but do not necessarily need to begin this project until the end of the semester and during the final-exam period.

Throughout this course, we will be discussing how you are or will become a literacy leader, and use children's literature in this role. In this final exam project, you will detail how you will use an aspect or aspects of what you learned in this course in your current and/or future work as a literacy leader! This assignment is intentionally open-ended, as I want it to reflect YOUR interests and learning, connected to our children's literature course.

Begin by reflecting on this course. What is a topic or what are some topics that really interested you? The importance of diverse children's literature? Author studies? Banned or censored books? Book clubs? The joy of reading children's literature? Book access for children? Using quality, diverse children's literature in homes, schools, and communities? There are many other potential topics...I only listed a few as examples!

While I encourage you to email me or to come meet with me during office hours to discuss your plan idea at any time, I will require that you submit your idea for this project and a BRIEF (1-2 paragraph) summary of what you want to do for this project and why (your rationale) no later than by the end of the semester (see class schedule). This "check in" is worth 1 point and will ensure that you are "on track" before you write your plan and design your presentation.

In your plan (which should be ~3-5 pages in length), you will detail:

- The title of your project
- An introduction that includes information about your chosen topic, including a rationale for choosing the topic (a description of your topic and why it is important or interesting to you)
- A brief summary of what you learned about this topic from class readings, viewings, discussions, activities, etc.
- How and where you will apply this topic in your role as a literacy leader (as a current or future parent, caregiver, and/or educator of children in a variety of

contexts; in your work with children in the community, in your personal or professional life, etc.)

- Who will implement this plan and when (Just you or will you work with others? When will you enact this plan?)
- Any resources you will use when implementing this plan
- A concluding reflection that synthesizes why you are excited about implementing this plan in conjunction with what you learned in this course

A reference page is needed only if you cite sources (articles, chapters, pieces of children's literature, etc.) in your project plan.

Your plan should be double-spaced using a 12-point font and 1" margins. Please use APA format as applicable. If you do not have a 7th Edition APA manual, the OWL at Purdue is a helpful tool: <http://owl.english.purdue.edu/owl/resource/560/01/>

Think of this plan as incorporating the 5Ws and an H framework: Who? What? Where? When? Why? How?). Also, please keep in mind the Mason Core Rubric for Evaluating Student Work in Literature Courses (<https://masoncore.gmu.edu/wp-content/uploads/2021/09/Mason-Core-Rubric-for-Literature.pdf>) when writing your plan.

It will be so much fun to hear what you are going to do for this plan. In the words of Margaret Mead, "Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has." Our class members will do great things as literacy leaders! I would LOVE for you to email me in the future and let me know when you enact your action plan!.

I will evaluate this project using the following criteria:

- Your interest in/excitement about your topic(s) is evident (2 points)
- Plan demonstrates your full and accurate understanding of a topic or topics from this course (2 points)
- Plan details thoroughly and thoughtfully all "5Ws and an H" components such that I can understand from reading your plan what you will be doing and why for this project (6 points)
- Plan is written well, and takes into account the he Mason Core Rubric for Evaluating Student Work in Literature Courses (<https://masoncore.gmu.edu/wp-content/uploads/2021/09/Mason-Core-Rubric-for-Literature.pdf>) as applicable (2 points)

Other Requirements

Please see the “Class Participation and Engagement” assignment for expectations regarding class attendance and participation.

Grading

In this course, I use a single-point rubric (with “success criteria”) to determine your grade for each major assignment. Please see <https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/> for an explanation of single-point rubrics.

To learn optimally, plan to work on assignments and projects throughout the semester.

It is your responsibility to monitor your grades on Blackboard throughout the semester.

If I contact you about missing or incomplete work on Blackboard, you are required to rectify the issue within 24 hours (on business days) in order to receive credit.

Here is the grading scale used in this course:

Grade	Grading Scale	Interpretation
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	
C+	77 – 79	
C	72 – 76	

C-	70-72	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
D	60-69	
F	<69	

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

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

This class schedule includes all assignment due dates. You can use this schedule to plan out the semester for this class.

NOTE: The vast majority of our core readings/viewings are short and engaging. Most videos are read alouds of children's books.

Class Session, Date, and Course Topic Notes and Reminders	Required Core Readings/ Viewings and Individual Reading/Viewing Responses (To Be Completed and Submitted On Blackboard No Later Than by the Start of the Class Session)	Other Assignments (Due On Blackboard No Later Than by the Start of the Class Session)	Assignments Completed During the Class Session (and Due On Blackboard No Later Than by the End of the Class Session As
Class 1, M, 8/22 Welcome, Introductions, and Course Overview	Please SKIM the course syllabus. Be sure you can access the class Blackboard site and can log in to our Zoom session. NO READINGS or READING		Kidlit activity 1: Student information sheet Participation and engagement self-evaluation

<p>Class 2, M, 8/29 Course Overview, Course Tools and Resources, Preview of Course Structures</p> <p>Book Club Overview and Sign Up</p> <p>ORDER YOUR BOOK CLUB AFTER CLASS TODAY ONCE YOU ARE SURE AT LEAST ONE OTHER PERSON IS GOING TO BE READING YOUR CHOSEN BOOK! You will need your book in our next class session.</p> <p>NOTE: No class on</p>	<p>Please READ the course syllabus carefully and bring to class any questions you may have!</p> <p>Please review the course resources on Blackboard.</p> <p>Read <i>The Wonder of Reading Children's Literature as an Adult</i> at https:// bookriot.com/the-wonder-of- reading-childrens-literature- as-an-adult/.</p> <p>NO READING RESPONSE due!</p>		<p>Kidlit activity 2: Sign up for your book club!</p> <p>Participation and engagement self- evaluation (grade combined with kidlit activity for today)</p>
<p>Class 3, M, 9/12 Why Read Children's Literature? What is Children's Literature? How Do We Access Children's Literature?</p> <p>Book club planning session (bring your book to class)</p>	<ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapters 1 and 2 http:// scholarcommons.usf.e du/ childrens_lit_textbook / ● Response #1 <p>SUPPLEMENTAL READING (not required and does not need to be included in your response): Schneider,</p>		<p>Book club planning sheet due on Blackboard</p> <p>Kidlit module engagement 1</p> <p>Kidlit activity 3</p> <p>Participation and engagement self- evaluation</p>

<p>Class 4, M, 9/19 How is Children's Literature Categorized and What Does It Include? What is Award-Winning Children's Literature?</p> <p>Book club 1 (bring your book to class)</p>	<ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapter 4 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● <i>Dreamers</i> by Yuyi Morales (2019 Pura Belpre Illustrator Award Winner) https://www.youtube.com/watch?v=DItC93iIVHs ● <i>Crown: An Ode to the Fresh Cut</i> by Derrick Barnes https://www.youtube.com/watch?v=B1yCg2PdeEA&list=PLPphPHIzdSQQ7PSjPy614dttjdSqCW9qW&index=2&t=315s (Newbery Honor, Caldecott Honor, Coretta Scott King Award 2018) ● <i>Eyes That Kiss in the Corners</i> by Joanna Ho https://www.youtube.com/ 	<p>Readings and codes/response due for Book Club 1 (see your group's planning sheet for schedule)</p>	<p>Kidlit module engagement 2</p> <p>Kidlit activity 4</p> <p>Participation and engagement self-evaluation</p>
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Class 5, M, 9/26

Analyzing the Literary Quality of and Purposes For Children’s Literature:Writer’s Craft and Literary Analysis (Mason Core Literature Requirements/ Outcomes 1 and 3)

Book club 2 (bring your book to class)

NOTES:

1. For a review of literary elements (you are NOT required to read this information or include it in your reading response..it is just FYI), feel free to consult <https://www.litcharts.com/literary-devices-and-terms>, <https://scribemedia.com/literary-devices/>, and <https://www.masterclass.com/articles/22-essential-literary-devices#22-different-types-of-literary-devices-and-how-to-use-them>)

2. For another read on writer’s craft and literary analysis, here

- Schneider, J. J. (2016) Chapter 5 http://scholarcommons.usf.edu/childrens_lit_textbook/
- Read Chapter 2 in Temple, C.A., Martinez, M.A, & Yokoto, J. (2015). *Children’s books in children’s hands: A brief introduction to their literature (5th ed.)*. New York: Pearson. https://catalogue.pearsoned.ca/assets/hip/us/hip_us_pearsonhigher-ed/samplechapter/0133829588.pdf
- *Last Stop on Market Street* by Matt de la Pena (2016 Newbery Award Winner) <https://www.youtube.com/watch?v=tCKtEXplKVI>
- *Fry Bread* by Kevin Noble Maillard (2020 Robert. F. Silbert Award Winner) <https://www.youtube.com/watch?v=ZGoPq2CeJdw>
- Response #3

Readings and codes/response due for Book Club 2 (see your group’s planning sheet for schedule)

Kidlit module engagement 3
Kidlit activity 5
Participation and engagement self-evaluation

<p>Class 6, M, 10/3</p> <p>The Importance of Diverse, Anti-Bias, Children’s Books (Mason Core Literature Requirement/ Outcome 4)</p> <p>Book club 3 (bring your book to class)</p>	<ul style="list-style-type: none"> • Derman-Sparks, L. <i>Guide for selecting ant-bias children’s books</i> at https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/ • <i>Why Diverse Books Matter: Windows and Mirrors</i> (Note: You are not required to watch the embedded videos in this article, but they are excellent!) https://www.colorincolorado.org/article/why-diverse-books-matter-mirrors-and-windows • <i>The Day You Begin</i> by multiple, award-winning author Jacqueline Woodson https://www.youtube.com/watch?v=KDs5d_qFbEs&list=PLPphPHIzdSQO7P_SjPy614dttjdSqCW9qW&index=11&t=9s • <i>We ‘re All Wonders</i> by R.J. Palacio at 	<p>Readings and codes/response due for Book Club 3 (see your group’s planning sheet for schedule)</p>	<p>Kidlit module engagement 4</p> <p>Kidlit activity 6</p> <p>Participation and engagement self-evaluation</p>
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<p>Class 7, T, 10/11!!!!</p> <p>The Contemporary Realistic Fiction and Historical Fiction Genres in Children’s Literature; The Poetry and Novels in Verse Genre in Children’s Literature</p> <p>Book club 4 and booksnap planning session</p> <p>NOTE: On M, 10/10, there are no GMU classes. On T, 10/11, GMU MONDAY classes meet on TUESDAY!</p>	<ul style="list-style-type: none"> ● <i>Realistic Fiction Books for Kids and Teens</i> https://bookriot.com/realistic-fiction-books/ ● <i>50 Must Read Historical Fiction Books for Kids</i> https://bookriot.com/best-historical-fiction-books-for-kids/ ● Schneider, J. J. (2016) Chapter 10 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● <i>Where Three Oceans</i> 	<p>Readings and codes/response due for Book Club 4 (see your group’s planning sheet for schedule)</p>	<p>Kidlit module engagement 5</p> <p>Kidlit activity 7</p> <p>Participation and engagement self-evaluation</p>
<p>Class 8, M, 10/17</p> <p>Book club booksnap presentations</p> <p>Goodreads Project Discussion</p> <p>Community expectations reflection</p> <p>NOTES: Begin your Goodreads project reading and reviews if you have not done so already after our</p>	<p>No reading response due! Please watch the Goodreads Project Screencast (link on Blackboard) in preparation for your kidlit activity for today and to help you understand this project.</p>	<p>Be sure your book club’s booksnap visual is ready to share and that you have organized how book club members will present/share (nothing due on Blackboard)</p>	<p>Book club self-evaluation</p> <p>Kidlit activity 8 (Goodreads Project Summary Reflection)</p> <p>Participation and engagement self-evaluation</p> <p>Community expectations reflection</p>

<p>Class 9, M, 10/24</p> <p>Mystery and Adventure Genres and The Traditional Literature Genre in Children’s Literature</p> <p>Review of Community Expectations</p> <p>NOTES: Continue your Goodreads project reading and reviews.</p>	<ul style="list-style-type: none"> • <i>50 Must Read Mystery Books for Kids</i> https://bookriot.com/must-read-mystery-books-for-kids/ • Schneider, J. J. (2016) Chapter 9 http://scholarcommons.usf.edu/childrens_lit_textbook/ • <i>Martina the Beautiful Cockroach</i> by Carmen Agra Deedy https://vimeo.com/439041098 • <i>I Want My Hat Back</i> 		<p>Kidlit module engagement 6</p> <p>Kidlit activity 9</p> <p>Participation and engagement self-evaluation</p>
<p>Class 10, M, 10/31</p> <p>The Biographies, Autobiographies, and Other Informational Texts Genres in Children’s Literature; Fantasy and Science Fiction Genres in Children’s Literature</p> <p>NOTES: Continue your Goodreads reading project and reviews.</p>	<ul style="list-style-type: none"> • Schneider, J. J. (2016) Chapter 11 http://scholarcommons.usf.edu/childrens_lit_textbook/ • <i>Paper Son</i> by Julie Leung https://www.youtube.com/watch?v=sO6Lp8MZUcg • <i>I Am Albert Einstein</i> by Brad Meltzer https://www.pbs.org/parents/read-along • <i>Sulwe</i> by Lupita Nyong’o’ https://www.youtube.com/watch? 	<p>Goodreads check-in due (I recommend but don’t require that you have reviewed books in the genres I have already previewed, or from a book from our book clubs or class)</p>	<p>Kidlit module engagement 7</p> <p>Kidlit activity 10</p> <p>Participation and engagement self-evaluation</p>

<p>Class 11, M, 11/7 Beyond “Quality” Children’s Literature: Text Types Re- Visited and Reading To, With, and By Children</p> <p>NOTES: Continue your Goodreads project reading and reviews.</p>	<ul style="list-style-type: none"> ● Schneider, J. J. (2016) Chapters 6 and 7 http:// scholarcommons.usf.e du/ childrens_lit_textbook / ● <i>What Makes A Children’s Book Good?</i> By Adam Gidwitz https:// www.newyorker.com/ culture/cultural- comment/the- goosebumps- conundrum-what- makes-a-childrens- 		<p>Kidlit module engagement 8</p> <p>Kidlit activity 11</p> <p>Participation and engagement self- evaluation</p>
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<p>Class 12, M, 11/14 Children’s Literature Text Sets: Author Studies, Genre Studies, and Topic and Theme Studies– Reading Motivation, Content Learning, Identity Development, and So Much More!</p> <p>Children’s Literature Action Plan (CLAP Final Exam Discussion</p> <p>NOTES: Continue your Goodreads project reading and reviews.</p>	<ul style="list-style-type: none"> ● <i>Text Set: Reading and Writing Different Books on One Topic</i> https://readingyear.blogspot.com/2021/05/text-set-reading-and-writing-different.html ● <i>Selecting Culturally Responsive Text Sets</i> with Dr. Ghody Muhammed https://readingyear.blogspot.com/2021/05/text-set-reading-and-writing-different.html (NOTES: You can start at 1:12 and end at 15:37. This video is the 2nd in a 3-part series. While Dr. Muhammad does address some of her comments to educators, her work pertains to all of us as readers of and literacy leaders who utilize children’s literature). ● Response #9 		<p>Kidlit module engagement 9</p> <p>Kidlit activity 12 (Text Sets) and Kidlit activity 13 (CLAP Project Summary)</p> <p>Participation and engagement self-evaluation</p>
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<p>Class 13, M, 11/21 Banned and Challenged Children's Literature</p> <p>NOTES: Finish your Goodreads project reading and reviews.</p>	<ul style="list-style-type: none"> • Schneider, J. J. (2016) Chapter 12 http://scholarcommons.usf.edu/childrens_lit_textbook/ • <i>And Tango Makes Three</i> by Peter Parnell and Justin Richardson https://www.youtube.com/watch?v=4uOXUCiDE-s • <i>Julian is a Mermaid</i> by Jessica Love and <i>The Proudest Blue: A Story of Hijab and Family</i> by Ibtihaj Muhammad with S.K. Ali et https:// 	<p>CLAP check-in due</p>	<p>Kidlit module engagement 10</p> <p>Kidlit activity 14</p> <p>Participation and engagement self-evaluation</p>
<p>Class 14, M, 11/28 Last Day of Class, Course Reflections and Evaluations, Goodreads Projects and Book Chats</p>	<ul style="list-style-type: none"> • Schneider, J. J. (2016) Chapter 8 http://scholarcommons.usf.edu/childrens_lit_textbook/ is OPTIONAL READING–No reading response due! (Please read this chapter if you are interested in writing 	<p>Link to your Goodreads WOW bookshelf due on Blackboard</p> <p>You should be prepared to share your book chats with a small group of colleagues.</p>	<p>Participation and engagement self-evaluation</p>

<p>FINAL EXAM SESSION: Monday, 12/12, 7:15 PM <i>Children's Literature Action Plan (CLAP) Final Exam</i></p> <p>We are not meeting on Zoom for the final exam period. Your final exam is due on Blackboard no later than by the end of our scheduled exam period: Monday, 12/12, 4:30-7:15 PM. I encourage you to submit your final exam earlier if you</p>		<p>CLAP Final Exam Due!</p>
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Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will

begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.

Class Schedule: *Most* class sessions (the exceptions are the first two class sessions, our book-club presentation class session, and our last class session) will follow this schedule:

4:30-5:25 PM (55 minutes) Check in, read aloud, class business, class session preview, reading/viewing response discussions

5:25-6:25 PM (45 minutes + 15-minute break) Kidlit module, completion and submission of kidlit module engagements, BREAK

6:25-7:10 PM (45 minutes) Kidlit activity, book clubs (on designated class sessions), whole-group debriefing, submission of participation and engagement self-assessments, closure

Class Session Recordings: Class sessions will be recorded so that students who are absent from class can view the class session. All recordings are on Blackboard in the “Class Zoom” section.

Office Hours: I would love to meet with you during the first half of the semester to get to know you! Consider signing up for a time to talk with me during office hours. I am also happy to meet with you at any time during the semester to answer questions you have about assignments or the

course. Also, you can meet with me during the *kidlit module* portion of class (if you completed your work in advance or finished it early) or after our class session ends (just return to our class session Zoom link!). I have scheduled office hours on Tuesdays and Wednesdays from 5-6 PM. You need to sign up in advance if you want to meet during the evening office hour time slots. If you cannot meet during any of those times, please email me so that we can find another time to meet. The Zoom link for office-hour meetings is on our Blackboard space.

Course Discussion Forum: As the saying goes, if you have a question about something, someone else probably has that same question! Please use the discussion forum on our Blackboard site to post questions about our course or assignments, share resources, etc. I will respond to all posts promptly.

Response Time: I respond to emails promptly (usually within a few hours). If I do not respond to your email within 24 hours, please email me again (as I likely did not receive your email). I evaluate and grade your work within one week of your submission. I will notify you if there is an emergency situation and I am not able to meet these expectations for response time. I would appreciate a quick response time from you as well if I have a question for you, did not receive an assignment, etc.

Late Work Policy: It is important to complete our work in a timely and professional manner to optimize and enjoy our learning, and to manage our time in the course well.

I will assign a grade of 0 to your assignment if it is not received fully and correctly on Blackboard (i.e., correct assignment, working and accurate link, document that can be opened, etc.) by the due date/time. Your assignment must be submitted fully and correctly to receive credit. I will send you an email to inform you I did not receive your work. IF you submit this work within 24 hours of the due date/time, I will accept it and change your grade...but you will receive a 2-point deduction or a deduction of ½ of the assignment point value, whichever is less. If your assignment is not received by this time, you will receive a 0 for this assignment. **You will have one “free pass” this semester (that is, on one occasion during the course, I will not deduct points if you submit your work fully and correctly within 24 hours of my notifying you that the full and correct assignment was received).** *Late work will not be accepted for the Goodreads project or your Children’s Literature Action Project (final exam) unless you have a documented emergency because of the time constraints I face at the end of the semester.*

Grace passes: Life happens. We are human beings/people first and students/professors second. If an urgent issue arises and you contact me a minimum of 24 hours in advance of an assignment due date, I will accept your late work without penalty provided you submit this work by our agreed-upon date and time (i.e., I will not accept this late work if you do not submit this work by the agreed-upon date and time). **Only one “grace pass”** will be allowed during the semester. *You may not use a “grace pass” for your Goodreads project or Children’s Literature Action Project.*

If an emergency circumstance arises in your life and you do not think you will be able to complete your work for this course, remember to contact your advisor and/or other student support resources on campus <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus> so that they can work with you to help you and develop a plan to determine next steps.

If you do not use any grace or free passes, you will earn one extra credit point added on to your final course grade. If you only use one grace OR free pass, you will earn ½ extra credit point added to your final grade. This point will be added off-line (not on Blackboard).

REMEMBER: If you are absent from a class session and work is due, all work from that class period is due on Blackboard before the beginning of the next class period you attend to receive credit.

Academic Integrity In This Class: If you use someone else's words, ideas, or images in your work, you are always required to cite your source (i.e., provide a reference to and cite the original source or author). Unless it is a collaborative assignment, your work should be **UNIQUELY** yours and bear little to no resemblance to the work of any other student in our class or any other source. In other words, you are expected to complete your work independently (unless the assignment is a group assignment), not share your work with any other student, and provide the appropriate reference/credit/source for any work you may consult or utilize that is not your own. Please see the George Mason University Academic Integrity Policy at <https://oai.gmu.edu/mason-honor-code/> for more information and to understand the consequences of violating academic integrity. In brief, always cite your sources and complete individual assignments individually!

Writing Resources and Support: Please use APA format as applicable. The OWL at Purdue is a helpful resource when doing so: <http://owl.english.purdue.edu/owl/resource/560/01/>. Also, the GMU Writing Center is an excellent service, and offers online and timely support: <https://writingcenter.gmu.edu/>

Joy! I am so excited to teach this class and to have the opportunity to work with you. I sincerely hope you will find joy delving deeply into children's literature in and beyond this class.