George Mason University
College of Education and Human Development
Elementary Education

Children's Literature for Teaching in Diverse Settings
ELED 258 – DL2
3 Credits
CRN: 14453
Spring 2024
Asynchronous Online

Instructor: April Mattix Foster, PhD
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Office Hours: By appointment
Office: 1800 Thompson
Meeting Dates: January 16 – May 8
Meeting Time: online
Meeting Location: online

Prerequisites/Corequisites
Recommended: 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.

***This course fulfills the Mason Core Literature* requirement.**

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.

Course Delivery Method
This course will be delivered fully online using an asynchronous 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 by January 15th at 9am (EST).

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.

This online course is **not self-paced. You will be expected to complete one module every week**. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Week's Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

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/Ultra/Getting_Started/Browser_Support
- 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:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Course Expectations

- ***Course Week:***
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mondays, and finish on Sundays.
- ***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 [3] times per week.
- ***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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- ***Netiquette:***
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- ***Accommodations:***
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.
- ***Correspondence:***
  In correspondence/communication students will be expected to:

a) Be professional and respectful in correspondence; please always sign your emails with your full name, course you are in, and your G#; it is helpful for the professor.
b) Make reasonable requests of the instructor. I will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, "*Poor planning on your part does not constitute an emergency on my part*").

- ***Email Policy:***
  Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

Learner Outcomes or Objectives

Upon completion of the course, students will be able 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)

This course fulfills the Mason Core Literature requirement and addresses the following learning outcomes:

1. Students will be able to read for comprehension, detail, and nuance.
3. Analyze the ways specific literary devices contribute to the meaning of a text.
4. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced.

**Elementary Education Standards are not applicable.

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/

**Additional required readings will be posted on Blackboard in Course Reserves.

Participation
Learning can only happen when you are playing an active role. It is important to place more emphasis on *developing your insights and skills*, rather than transmitting information. **Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information.** An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.

Although an active role can look different for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard or hard copy).

- **Assignments and/or Examinations**

Assignment	Percent of Final Grade	Due Date
Discussion Board	20	Weekly
Weekly Activities	45	Weekly
Self as a Reader	10	February 11th
Author Study	25	April 28th

- **Grading**

Students are expected to submit all assignments **on time** in the manner outlined by the instructor. Blackboard will be used for uploading assignments. **Late assignments will automatically lose 1 point per day.** Please be aware of the due dates on Sunday by 11:59pm. This includes larger assignments, weekly

assignments, and the discussion board responses and replies (*unless specified in the syllabus).

Grade	***Grading***	***Interpretation***
A+	97-100	Represents mastery of the subject through effort beyond basic requirements
A	93-96	
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	
C+	77 – 79	
C	73 – 76	
C-	70-72	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.
D	60-69	
F	<69	

Honor Code & Integrity of Work

Integrity of Work: Students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). The principle of academic integrity is taken very seriously and violations are treated as such. In regard to honesty in work students will be expected to:

a) Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or "grey area" issues you may have.
b) Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a **zero** for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.
c) ***All work submitted in this course must be your own original work; use of AI writing tools, such as ChatGPT, are prohibited in this course and will be considered a violation of academic integrity. All academic integrity violations will be reported to the office of Academic Integrity.***

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/

GMU E-MAIL AND WEB POLICY:

Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

OTHER GMU POLICIES

- ***Professional Dispositions***

See https://cehd.gmu.edu/students/polices-procedures/

- ***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/.

- ***Academic Integrity***

This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable: http://oai.gmu.edu/

- ***Student Support***

Please familiarize yourself with student support resources on campus. These resources are available to help and support you as a learner and student!

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code.
- Students must follow the university policy for 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.
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.
- George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy.

Notice of mandatory reporting of sexual assault, 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.

EDUC 258 Class Schedule

Module 1	***Why Read Children's Literature***
Dates	January 16 – January 21
Readings	• Read Syllabus carefully • Watch VIDEO: Introduction to the text • Read TEXT: Schneider, Chapter 1 • Read ARTICLE: *The Wonder of Reading Children's Literature as an Adult* • Watch VIDEO: *The Fantastic Flying Books of Mr. Morris Lessmore*
Assignments	1. Read through syllabus 2. Read and reflect on Module 1 materials 3. Post self-introduction video 4. Participate in Discussion 1 5. Submit Initial Thoughts Assignment

Module 2	***What is Children's Literature***
Dates	January 22 – January 28
Readings	• Read TEXT: Schneider, Chapter 2, pp. 9-22 and Chapter 3, pp. 28-31 and 44-53 • Watch VIDEO: *Last Stop On Market Street* • Watch VIDEO: Where Are You From? • Watch VIDEO: Your Name Is a Song by Jamilah Thompkins-Bigelow (BEGIN at 1:15 and end at 12:50)
Assignments	1. Read and reflect on Module 2 materials 2. Participate in Discussion 2 3. Submit Scavenger Hunt Assignment

Module 3	***How is Children's Literature Categorized?***

Dates	January 29 – February 4
Readings	• Read TEXT: Schneider, Chapter 4 • Watch VIDEO: Dreamers • Watch VIDEO: Crown: An Ode to the Fresh Cut • Watch VIDEO: Eyes That Kiss in the Corners • Listen to AUDIOFILE: Analysis of Princess Furball illustrations
Assignments	1. Read and reflect on Module 3 materials 2. Participate in Discussion 3 3. Submit Picturebook Analysis Video Assignment

Module 4	***Literary Elements and Critical Literacy***
Dates	February 5 – February 11
Readings	• Read TEXT: Schneider, Chapter 5, pp. 126-129 • Read TEXT: Horning, Chapter 7, pp. 148-163 • Read ARTICLE: O'Byrne (2018) *What is Critical Literacy?* (**Be sure to click on and watch the first embedded video. Stop reading when you reach the "Dialectic Critique" section.) • Watch VIDEO: The Cart That Carried Martin
Assignments	1. Read and reflect on Module 4 materials 2. Submit Literary Elements in a Favorite Picture Book Chart Assignment 3. Submit Self as Reader Assignment

Module 5	***Challenged and Banned Books***
Dates	February 12 – February 18
Readings	• Read TEXT: Schneider, Chapter 12 • Read ARTICLE: Scheib, *The Politics of Children's Literature* • Read ARTICLE: Ferguson, *Must Monsters Always Be Male?* • Explore WEBSITE: American Library Association, Advocacy Books • Watch 3 VIDEOS of your choice: Banned/Challenged books (available on Blackboard)

Assignments	1. Read and reflect on Module 5 materials 2. Participate in Discussion 5 3. Submit Challenged Books Chart Assignment

Module 6	***Critical Literacy and Anti-Bias Books***
Dates	February 19 – February 25
Readings	• Read ARTICLE: Derman-Sparks, *Guide for Selecting Anti-Bias Children's Books*. • Read ARTICLE: Bigelow, *Time to Abolish Columbus Day* • Watch VIDEO: Critical Literacy • Review WEBSITE: Social Justice Books
Assignments	1. Read and reflect on Module 6 materials 2. Participate in Discussion 6 3. Submit Selecting Anti-Bias Children's Books Assignment

Module 7	***Multicultural Texts***
Dates	February 26 – March 3
Readings	• Read ARTICLE: *Windows, Mirrors, and Sliding Glass Doors* (on Blackboard) • Read ARTICLE: CLA Position Paper • Read ARTICLE: Lu, *Multicultural Children's Literature* • Read ARTICLE: Hill, *The Color of Authenticity* • Explore WEBSITE: Center for The Study of Multicultural Children's Literature https://www.csmcl.org/ • Read ARTICLE: *Why Diverse Books Matter: Windows and Mirrors* (Note: You are not required to watch the embedded videos in this article, but they are excellent!) • Watch VIDEO: *Fry Bread*
Assignments	1. Read and reflect on Module 7 materials 2. Participate in Discussion 7 3. Submit Selecting Multicultural Books Assignment

Module 8	***Spring Break***
Dates	March 4 – March 10 (Spring Break)
Readings	None
Assignments	None

Module 9	***Nonfiction-Informational Text and Biography***
Dates	March 11 – March 17
Readings	• Read TEXT: Schneider, Chapter 11 • Read WEBSITE: Children's Literature Blog Spot • Read WEBSITE: Nonfiction Award-Winning Books • Watch VIDEO: *Paper Son* by Julie Leung • Watch VIDEO: *Creature Features*
Assignments	1. Read and reflect on Module 9 materials 2. Participate in Discussion 9 3. Submit Contemporary Nonfiction Assignment

Module 10	***Traditional Literature***
Dates	March 18 – March 24
Readings	• Read TEXT: Schneider, Chapter 9, pp. 252-266 • Explore WEBSITE: Kotek Children's Literature Blog • Explore WEBSITE: Start with a Book • Read BLOG: Just a Minute Review • View VIDEO: *Just a Minute*
Assignments	1. Read and reflect on Module 10 materials 2. Participate in Discussion 10 3. Submit Literary Elements Assignment

Module 11	***Contemporary Realistic Fiction***

Dates	March 25 – March 31
Readings	• Read ARTICLE: Andrews, Characteristics of Realistic Fiction • Read WEBSITE: Kotek Children's Literature Blog: Contemporary Fiction • Watch VIDEO: Fiction Book Genres – What is Realistic Fiction • Watch VIDEO: *Those Shoes* • Watch VIDEO: *Shortcut*
Assignments due	1. Read and reflect on Module 11 materials 2. Participate in Discussion 11 3. Submit Contemporary Realistic Fiction Assignment

Module 12	***Historical Fiction***
Dates	April 1 – April 7
Readings	• Read ARTICLE: Bradman Historical Fiction for Children • Read BLOG: Kotek Children's Literature Blog: Historical Fiction • Read ARTICLE: Kalges, Why Historical Fiction is Important • Read ARTICLE: Redinger Children's Historical Fiction • Read ARTCILE: Kingsbury Historical Fiction Picture Books • Review WEBSITE: Uncover the Past • Watch VIDEO: *Faithful Elephants* • Watch VIDEO: *The Cats in Krasinski Square*
Assignments due	1. Read and reflect on Module 12 materials 2. Participate in Discussion 12 3. Submit Historical Fiction Assignment

Module 13	***Fantasy and Science Fiction***
Dates	April 8 – April 14
Readings	• Read WEBSITE: Kotek Children's Literature Blog: Fantasy

	• Read ARTICLE: *Fantasy Books: There's a Whole Other World Out There* • Read WEBSITE: Best Fantasy for Kids • Watch VIDEO: *Sulwe*
Assignments	1. Read and reflect on Module 13 materials 2. Participate in Discussion 13 3. Submit Fantasy Assignment

Module 14	***Poetry***
Dates	April 15 – April 21
Readings	• Read TEXT: Schneider, Chapter 10 • Read ARTICLE: Vardell, *Poetry Power* • Read ARTICLE: *The Thirty Poems You Should Know* • Watch VIDEO: *Looking Like Me*
Assignments	1. Read and reflect on Module 14 materials 2. Participate in Discussion 14 3. Submit Lyrical Book Assignment

Module 15	***Course Reflection***
Dates	April 22 – April 28
Readings	• Read ARTICLE: Crippen, *The Power of Children's Literature*
Assignments	1. Read and reflect on Module 15 materials 2. Participate in Discussion 15 3. Submit Author Study Assignment

*Schedule is subject to change, with notice to students.

COURSE PERFORMANCE EVALUATION

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be**

submitted as Word documents, or a word- processor based format. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. **Discussion board participation (20%)**
Due: Weekly

Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What did you agree/disagree with and why?

There will be 4 student groups: Group A, Group B, Group C, and Group D. You will be placed in a group in the **second** week of class. You will use written words or videos to post. I note which is expected each week.

Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each module will begin on a Monday and run through the following Sunday. You must start posting for each module by ***Friday at midnight*** ***(EST)*** so that the class will have Friday through Monday to engage in conversation.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general "criteria for Blackboard Discussions" below.

Evaluation of Discussion Board
At the end of each module, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

Weekly Online Discussion Rubric

Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
Content quality: Responsive to discussion and lesson of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings appear to be generally understood and there is some incorporation into responses.	It is not evident that readings were understood and/or not incorporated into discussion.
Writing quality: Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and full of errors. Sources are not cited properly.
Timeliness: Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time). Initial posting is late.
	Met (1 point)	Not Met (0 points)	
Responsiveness: At least posts from two others have been responded to during the module	At least two posts from two others have been responded to during the module	One or no others have been responded to during the module	

2. Weekly Assignments (45%)

Due: Weekly

Each week there will be a content assignment related to the topic of the week. These assignments will be explained within each module, and assignments will be due at the end of the module. These assignments are meant to give you an opportunity to engage with the material and to apply your learning.

3. Self as a Reader(10%)

Due: February 11th

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 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 a 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.***

4. Author Study (25%)
Due: April 28th

- You will select and research a children's author of picture books (who has written at least 5).
- You will closely read at least three of the author's works and analyze them for themes, content, and connections to classroom use, comparing titles through a critical literacy lens in order to examine:
    - How the author's craft has evolved over time
    - Variations of themes/content in the books
- Include a discussion of the contribution of the author's use of specific literacy device to contribute to the text's meaning. Include a discussion of the social, political, historical, and cultural contexts in which the author's work is produced, and how those contexts impact the potential for classroom use.
- You will submit a written paper (5-7 pages) describing findings, plus a bibliography of the books included in the analysis. In the case of author-illustrators such as Jan Brett, you will analyze illustrations and text together to note recurring motifs and artistic style along with themes, and content.
- You will share your author study in a brief video presentation class.

Further information and a rubric are available on Blackboard.