



College of Education and Human Development
Elementary Education

Children’s Literature for Teaching in Diverse Settings

Fall 2024

ELED 258 Section DL3

3 credits

Location: Distance Education/Canvas

Workweek: Tuesday 12:00am – Monday 11:59pm

Instructor	Professor: Dr. Mandy Bean Office Hours: By appointment via internet/phone Office: Thompson 1460 – Fairfax Campus Office Phone: Please email Email: abean5@gmu.edu
Recommended Prerequisite:	C or better in ENGH 101
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. <i>This course fulfills the Mason Core Literature requirement.</i>
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 Methodology And Technical Requirements	This course will be delivered online (100%) using an asynchronous format in CANVAS Learning Management System (LMS) housed in the MyMason portal. The course site will be available on August 23, 2024. 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 each week of class. Completing a Module includes reading, creating a journal entry, and completing any assignments and/or activities within that Module. You are asked to engage deeply with the course content and to take risks in your thinking! <i>Technical Requirements</i> To participate in this course, students will need to satisfy the following technical requirements: <ul style="list-style-type: none"> • High-speed Internet access with standard up-to-date browsers. To get a list of Canvas’s supported browsers see:

https://help.Canvas.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.Canvas.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Canvas, 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: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Tuesday at 12:00 am and finish on Monday at 11:59 pm EST**. In other words, a new class will post on Tuesday at 12:00 am and all weekly assignments are due by the following Monday night by 11:59 pm.
- Log-in Frequency: Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 5 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 boards.
- 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. Weekly course work is due during the week of the assigned lesson. It will not be accepted at the end of the semester. In addition, there are no extra-credit opportunities to make up for missed course work.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. You 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

	<p>information and learning from others. All faculty are similarly expected to be respectful in all communications.</p> <ul style="list-style-type: none"> • <u>Email Policy:</u> 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. • <u>Accommodations:</u> Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.
<p>Use of Generative Artificial Intelligence</p>	<p>Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.</p> <p>Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.</p> <p>When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.</p>
<p>Learner Objectives</p>	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 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) <p>This course fulfills the Mason Core Literature requirement and addresses the following learning outcomes:</p> <ul style="list-style-type: none"> #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.

Required textbook(s) and/or materials	Schneider, J. J. (2016). <i>The inside, outside, and upside downs of children’s literature</i> . Retrieved from http://scholarcommons.usf.edu/childrens_lit_textbook/ Additional required readings will be posted on Canvas.
Course Website	Canvas will be used for this course. You can access the site at ELED 258, Section DL3. NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection to complete the assignments in this course through Canvas (http://mymason.gmu.edu). Note the technology requirements for School of Education is in your Canvas course menu—it contains details of minimum technology requirements.
Participation	Learning can only happen when you are playing an active role. It is important to place more emphasis on <i>developing your insights and skills</i> , 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.
Rules and Expectations	In correspondence/communication students will be expected to: <ul style="list-style-type: none"> 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, Canvas) for answering your question before contacting me and remember, <i>“Poor planning on your part does not constitute an emergency on my part”</i>. In regard to honesty in work students will be expected to: <ul style="list-style-type: none"> 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. Please see information on Artificial Intelligence above.
Individuals with Disabilities	Students with documented disabilities should contact the Office of Disability Services (703) 993-2474) to learn more about accommodations that may be available to them.
Academic Integrity and Inclusivity	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 Privacy Policy	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: https://registrar.gmu.edu/students/privacy/																												
E-Mail 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.																												
Course Grading & Evaluation	<p>Students are expected to submit all assignments on time in the manner outlined by the instructor. Canvas will be used for uploading assignments. Late assignments will automatically lose 1/2 point per day. This policy will be strictly followed, as this summer course moves very quickly.</p> <p>Please be aware of the due dates on Mondays by 11:59pm. This includes larger assignments* and weekly assignments, (*unless specified in the syllabus).</p> <table border="1" data-bbox="345 785 1052 1444"> <thead> <tr> <th><i>Grade</i></th> <th><i>Grading</i></th> <th><i>Interpretation</i></th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>97-100</td> <td rowspan="3"><i>Represents mastery of the subject through effort beyond basic requirements</i></td> </tr> <tr> <td>A</td> <td>93-96</td> </tr> <tr> <td>A-</td> <td>90-92</td> </tr> <tr> <td>B+</td> <td>87-89</td> <td rowspan="5"><i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i></td> </tr> <tr> <td>B</td> <td>83-86</td> </tr> <tr> <td>B-</td> <td>80-82</td> </tr> <tr> <td>C+</td> <td>77 – 79</td> </tr> <tr> <td>C</td> <td>73 – 76</td> </tr> <tr> <td>C-</td> <td>70-72</td> <td rowspan="3"><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></td> </tr> <tr> <td>D</td> <td>60-69</td> </tr> <tr> <td>F</td> <td><59</td> </tr> </tbody> </table>	<i>Grade</i>	<i>Grading</i>	<i>Interpretation</i>	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	73 – 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	<59
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<p>Personal Reflective Journals:</p> <p>32% of final grade</p> <p>2 points per journal</p> <p>Cumulative journal: 6 points</p> <p>DUE: Journals are due by Monday 11:59 PM, EST</p>	<p>Purpose: The personal reflective journal is designed to help you dive deeper into the course content and reflect critically on the material, enhancing your learning experience. The objective is to engage deeply with the topics covered in class and make meaningful connections.</p> <p>Each lesson you will be:</p> <ol style="list-style-type: none"> 1. Immerse Yourself in Course Material: <ul style="list-style-type: none"> ○ Reflect on the topics and perspectives presented in the course. ○ Engage with the material by considering how it relates to your own experiences and understanding. 2. Craft Your Journal Entry: <ul style="list-style-type: none"> ○ Length: Your entry should be at least 200 words. ○ Content: Present your opinions clearly and substantiate them with facts and proper sources. ○ Thesis: Include a clear, well-formulated thesis statement to guide your reflection. ○ Structure: Ensure your journal is well-organized with coherent paragraph structure. 3. Focus on Quality Writing: <ul style="list-style-type: none"> ○ Pay attention to sentence structure, grammar, punctuation, and spelling. ○ Make your writing clear, concise, and engaging. 4. Connect and Reflect: <ul style="list-style-type: none"> ○ Make connections between the course material and your personal insights. ○ Reflect on how the material has influenced your understanding or perspective. <p>You will be graded on:</p> <ul style="list-style-type: none"> • Depth of engagement with the topic • Clarity and coherence of thesis statement • Use of evidence and proper sources to support opinions • Quality of writing, including grammar and mechanics • And for the Final Cumulative Journal you will be graded by rubric: <table border="1" data-bbox="479 1140 1250 1675"> <thead> <tr> <th>Criteria</th> <th>Completely fulfills requirements</th> <th>Partially fulfills requirements</th> </tr> </thead> <tbody> <tr> <td>Quality of 2 journal entries</td> <td>Demonstrates evidence that you thought deeply about the issues and used course materials in your opinion.</td> <td>Points deducted depending on the number of missing requirements</td> </tr> <tr> <td>Consistently used readings and videos to support writing</td> <td>Wrote thoughtful, insightful comments that went deeper than just agreement with the initial post.</td> <td>Points deducted depending on the number of missing requirements</td> </tr> <tr> <td>Grammar, mechanics and length</td> <td>Length of post is at least 200 words. Used correct spelling, mechanics, and grammar.</td> <td>Points deducted depending on the number of errors</td> </tr> </tbody> </table>	Criteria	Completely fulfills requirements	Partially fulfills requirements	Quality of 2 journal entries	Demonstrates evidence that you thought deeply about the issues and used course materials in your opinion.	Points deducted depending on the number of missing requirements	Consistently used readings and videos to support writing	Wrote thoughtful, insightful comments that went deeper than just agreement with the initial post.	Points deducted depending on the number of missing requirements	Grammar, mechanics and length	Length of post is at least 200 words. Used correct spelling, mechanics, and grammar.	Points deducted depending on the number of errors
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<p>Content Assignment (4 pts each for 12 sessions):</p> <p>48% of final grade</p>	<p>Thirteen sessions present a new Content Assignment. Refer to the course schedule and lessons for details. You must reference course and lecture materials in your assignments.</p> <p>Late Submission Policy:</p> <ul style="list-style-type: none"> ○ Assignments can be submitted up to <u>one week past the due date</u>, with point deductions. 												

<p>DUE: Assignments are due by Monday 11:59 PM, EST</p>	<ul style="list-style-type: none"> ○ For example, if an assignment is due on Monday, September 2nd, the latest it can be submitted is Monday, September 9th. <ul style="list-style-type: none"> ○ Assignments submitted more than one week late will not be accepted. ○ You cannot submit all assignments at the end of the semester. Timely submission is essential. <p>Important Reminder: Adhering to these guidelines ensures that you stay on track and receive timely feedback, which is crucial for your learning and success in this course.</p>
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<p>Assignment: <i>Author Study Presentation and Synthesis Paper</i></p> <p>20% of final grade</p> <p>Due Monday November 25</p>	<ul style="list-style-type: none"> • You will select a children’s book author from a list provided. The sign-up for author selection will be due by September 16th. • You will post the name of your chosen author as a new post on the Discussion Board. Please check to be sure the author hasn’t already been chosen by more than one other person. <i>Only two people may choose the same author.</i> • You will research your selected children’s book author (who has written at least 5 books). • You will closely read three of the author’s works and analyze them for themes, content, and literary elements, comparing titles through a critical literacy lens to examine: <ul style="list-style-type: none"> • Variations of themes/content and literary elements in books (use the chart of literary elements as you analyze each of the books you read) • How the author’s craft has evolved over time • The author’s unique contribution to children’s literature • You will submit an audio presentation & write a short synthesis paper (2-3 pages). <ul style="list-style-type: none"> • <i>The audio is a presentation that you voice record what you would say during a presentation for each slide. PowerPoint is recommended.</i> <ul style="list-style-type: none"> ○ Audio presentation must contain: <ul style="list-style-type: none"> ○ Slide 1: Introduction to the author ○ Slide 2: Biographical information on the author ○ Slide 3: <u>Book 1</u> (Provide a picture of the picture book) <ul style="list-style-type: none"> ○ Slide 4: Literary Analysis of <u>Book 1</u> ○ Slide 5: Anti-bias checklist of <u>Book 1</u> ○ Slide 6: <u>Book 2</u> (Provide a picture of the picture book) <ul style="list-style-type: none"> ○ Slide 7: Literary Analysis of <u>Book 2</u> ○ Slide 8: Anti-bias checklist of <u>Book 2</u> ○ Slide 9: <u>Book 3</u> (Provide a picture of the picture book) <ul style="list-style-type: none"> ○ Slide 10: Literary Analysis of <u>Book 3</u> ○ Slide 11: Anti-bias checklist of <u>Book 3</u> ○ Slide 12: Your favorite book of the 3 & WHY it is your favorite ○ Synthesis Paper <ul style="list-style-type: none"> ○ Explain how the author’s writing has changed over time in these three picture books ○ The author’s contribution to children’s literature in these three picture books ○ Your paper should include a strong thesis and summary statement ○ Include a reference list of the books included and sources cited in the analysis. ○ You MUST cite and reference a minimum of three course readings. <p>DUE MONDAY NOVEMBER 25th by 11:59pm</p>
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Rubric:	
Element	Points Allotted

	<p>PowerPoint: Introduction, biographical information, and favorite book slide</p> <p>PowerPoint: Literary Analysis and Anti-Bias Checklist Book 1</p> <p>PowerPoint: Literary Analysis and Anti-Bias Checklist Book 2</p> <p>PowerPoint: Literary Analysis and Anti-Bias Checklist Book 3</p> <p>Synthesis Paper: Changes in the author's writing across the three selected picture books</p> <p>Synthesis Paper: Author's contribution to the field based on the three selected picture books</p> <p>Mechanics: Original and engaging thesis is included; summary is provided and grammar is correct (i.e., capitalization, punctuation, spelling and APA references).</p> <p>Course Reading Citations: A minimum of three course readings have been logically incorporated into the synthesis paper.</p> <p>Total <i>FYI: Points will be divided by 5 for final grade in Canvas. Example: if you earned 88 on the rubric, 88/5=17.6 pts earned</i></p>	<p>___/5</p> <p>___/10</p> <p>___/10</p> <p>___/10</p> <p>___/15</p> <p>___/15</p> <p>___/10</p> <p>___/25</p> <p>___/100</p>	
<p>Core Values Commitment</p>	<p>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/.</p>		
<p>GMU Policies and Resources for Students</p>	<p><i>Policies</i></p> <ul style="list-style-type: none"> • Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/). • Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/). • Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. • Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/). • Students must silence all sound emitting devices during class unless otherwise authorized by the instructor. <p><i>Campus Resources</i></p> <ul style="list-style-type: none"> • Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Canvas should be directed to http://coursesupport.gmu.edu/. • For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus 		

	<p>Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.</p> <p>For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .</p>
Professional Dispositions	Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures/
Mason Honor Code and Integrity of Work	<p>The complete Honor Code is as follows: <i>To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:</i> Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. (catalog.gmu.edu)</p> <p>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:</p> <ul style="list-style-type: none"> ○ 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. ○ 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. ○ 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. <p>Violations of the Honor Code include:</p> <ol style="list-style-type: none"> 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/
Cheating Policy	<p><u>Any form of cheating on an activity, post, or project will result in zero points earned.</u> “Cheating” includes, but is not limited to, the following: reviewing others’ papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment, presenting information about texts that comes directly from another source that is not referenced.</p>

	<p>If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.</p>
Plagiarism and the Internet	<p>Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources.</p> <p>This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not.</p> <p>Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. Review the Honor Code here.</p>

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:00 am each Tuesday EST, and ending at 11:59 pm on the following Monday EST.**

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact Dr. Bean **immediately** so we can discuss and work out a resolution. **I MEAN THIS. DO NOT DELAY IF YOU ARE HAVING ANY ISSUES.** I want to help you... just ask former students! 😊

All assignments and lessons are subject to change.

Date and Lessons	Readings/Videos	Assignments/Tasks Due on Mondays by 11:59pm	Reflective Personal Journal Due on Mondays by 11:59pm
<p>Aug 27- Sept 2</p> <p>Lesson 1: Why Read Children's Literature</p>	<p><i>Read before Canvas Session:</i></p> <ul style="list-style-type: none"> Schneider Textbook: <ul style="list-style-type: none"> Chapter 1 Read WEB ARTICLE: The Wonder of Reading Children's Literature as an Adult <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> Watch VIDEO: <i>Introduction to the Schneider textbook</i> 	<ul style="list-style-type: none"> Get comfortable using Canvas by completing all the steps in the module Don't have a PUBLIC library card? Head on over to the City of Fairfax Regional Library to be able to check out <i>children's books</i> this semester 	<ul style="list-style-type: none"> Focus: <i>What led you to take this course?</i>
<p>Sept 3-9</p> <p>Lesson 2: Anatomy of a Picture Book</p>	<p><i>Read before Canvas Session:</i></p> <ul style="list-style-type: none"> Schneider Textbook: <ul style="list-style-type: none"> Chapter 2, pp. 9-22 Chapter 3, pp. 28-31 and 44-53 <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> Watch VIDEO: <i>Last Stop on Market Street</i> 	<ul style="list-style-type: none"> Content Assignment: Picture Book Scavenger Hunt 	<ul style="list-style-type: none"> Focus: <i>Last stop on Market Street</i>

<p>Sept 10-16</p> <p>Lesson 3: Visual Purpose in Picture Books</p>	<p><i>Read before watching Canvas Session:</i></p> <ul style="list-style-type: none"> • Schneider Textbook: Chapter 5 pp. 98-125 <p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> • ARTICLE: Giorgis (2011) <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> • VIDEO: <i>Crown – An Ode to the Freshest Cut</i> 	<ul style="list-style-type: none"> • Content Assignment: Picture Book Illustration Analysis video (book provided) • Select your author for Author Study Presentation/Essay 	<ul style="list-style-type: none"> • Focus: <i>Crown: Illustrations and text as partners</i>
<p>Sept 17-23</p> <p>Lesson 4: Literary Elements and Critical Literacy</p>	<p><i>Read before watching Canvas Session:</i></p> <ul style="list-style-type: none"> • Schneider Textbook: Chapter 5, pp. 126-129 <p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> • ARTICLE: Horning (2010) • ARTICLE: Sims-Bishop (1990) • WEB ARTICLE: O'Byrne (2018) What is "Critical Literacy" in Education? (Be sure to click on and watch the first embedded video. Stop reading when you reach the "Dialectic Critique" section.) <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> • VIDEO: <i>The Cart That Carried Martin</i> 	<ul style="list-style-type: none"> • Go to the library and find a contemporary picture book (written since 2014) • Content Assignment: Literary and Visual Elements in a Picture Book activity 	<ul style="list-style-type: none"> • Focus: <i>Windows, Mirrors, & Sliding Doors</i>
<p>Sept 24-30</p> <p>Lesson 5: Challenged and Banned Books</p>	<p><i>Read before watching Canvas Session:</i></p> <ul style="list-style-type: none"> • Schneider Textbook: Chapter 12 <p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> • WEB ARTICLE: Scheib (2017): The politics of children lit • WEB ARTICLE: Ferguson (2018): Must monsters always be male? Huge gender bias revealed in children's books • BROWSE THE WEBSITES: ALA website and ALA: Banned & Challenged Books <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> • VIDEOS: Two Banned/Challenged books 	<ul style="list-style-type: none"> • Content Assignment: Two Challenged Books Analysis Chart 	<ul style="list-style-type: none"> • Focus: <i>Challenged and Banned Books</i>

<p>Oct 1-7</p> <p>Lesson 6: Critical Literacy and Anti- Bias Books</p>	<p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> ARTICLE: Derman-Sparks (2016) Guide for Selecting Anti-Bias Children’s Books BROWSE THE WEBSITE: Social Justice Books <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> VIDEOS: Children as Change Makers, Encounter, Skippyjon Jones 	<ul style="list-style-type: none"> Content Assignment: Using the Anti-Bias Checklist w/ a Picture Book 	<ul style="list-style-type: none"> Focus: <i>Encounter: Dimensions of Critical Literacy</i>
<p>Oct 8-14</p> <p>Lesson 7: Multicultural Texts</p>	<p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> ARTICLE: CLA (2019) Children’s Literature Assembly Position Statement ARTICLE: Lu (2020) Multicultural Children’s Literature in the Elementary Classroom ARTICLE: Hill (2011) The Color of Authenticity: Multicultural Children’s Literature 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!) BROWSE THE WEBSITE: Center for The Study of Multicultural Children’s Literature <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> VIDEO: <i>Choice of 4 books</i> 	<ul style="list-style-type: none"> Content Assignment: Multicultural text analysis 	<ul style="list-style-type: none"> Focus: <i>Criteria for Diverse Books</i>
<p>Oct 15-21</p> <p>Lesson 8: Nonfiction: Informational Text & Biography</p>	<p><i>Read before watching Canvas Session:</i></p> <ul style="list-style-type: none"> Schneider Textbook: Chapter 11 <p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> READ WEBSITE: Biography (Kotek) READ WEBSITE: Nonfiction Award-Winning Books 	<ul style="list-style-type: none"> Go to the library and find a diverse nonfiction text Content Assignment: Biography OR Informational Text Analysis 	<ul style="list-style-type: none"> Focus: <i>Diverse Non-fiction texts</i>

<p>Oct 22-28</p> <p>Lesson 9: Traditional Literature</p>	<p><i>Read before watching Canvas Session:</i></p> <ul style="list-style-type: none"> • Schneider Textbook: 6 <p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> • READ WEBSITE: Traditional Literature (Kotek) • EXPLORE WEBSITE: We Are Storytellers: Exploring Multicultural Folktales, Fairy Tales, and Myths <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> • VIDEO: Multicultural Cinderella Story 	<ul style="list-style-type: none"> • Content Assignment: Traditional Tales analysis 	<ul style="list-style-type: none"> • Focus: Preparing for your Author Study presentation
<p>Oct 29- Nov 4</p> <p>Lesson 10: Contemporary Realistic Fiction</p>	<p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> • READ WEBSITE: Contemporary Realistic Fiction (Kotek) <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> • VIDEO: <i>What is Realistic Fiction</i> • VIDEO: <i>Shortcut or Those Shoes</i> 	<ul style="list-style-type: none"> • Content Assignment 9: Contemporary Realistic Fiction Analysis 	<ul style="list-style-type: none"> • Focus: Personal connections to a Contemporary Realistic Fiction book
<p>Nov 5-11</p> <p>Lesson 11: Historical Fiction</p>	<p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> • READ ARTICLE: Bradman Historical Fiction for Children • READ ARTICLE: Kalges, Why Historical Fiction is Important • READ ARTICLE: Redinger Children's Historical Fiction • READ ARTICLE: Kingsbury Historical Fiction Picture Books • REVIEW WEBSITE: Uncover the Past <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> • VIDEO: <i>Faithful Elephants</i> 	<ul style="list-style-type: none"> • Content Assignment 10: Historical Fiction Analysis Activity due Nov 11th 	<ul style="list-style-type: none"> • Focus: Faithful Elephants

<p>Nov 12-18</p> <p>Lesson 12:</p> <p>Poetry</p>	<p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> • Read TEXT: Schneider chapter 10 • Read ARTICLE: Vardell (2017) • Read ARTICLE: 30 poems you should know 	<ul style="list-style-type: none"> • Content Assignment: Lyrical Picture Book Analysis activity 	<ul style="list-style-type: none"> • Focus: <i>Poetry: Knock Knock</i>
<p>Nov 19-25</p> <p>Lesson 13:</p> <p>Fantasy and Science Fiction</p>	<p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> • READ ARTICLE: There's a Whole Other World Out There • READ WEBSITE: Best Fantasy for Kids <p><i>Watch during Canvas session:</i></p> <ul style="list-style-type: none"> • VIDEO: <i>Sulwe</i> 	<ul style="list-style-type: none"> • Content Assignment: Fantasy and Science Fiction Activity 	<ul style="list-style-type: none"> • Author's Study Presentation/Essay Due Nov 25th by 11:59pm • No journal this week
<ul style="list-style-type: none"> • Nov 26-Dec 2 Thanksgiving Break: No lesson 			
<p>Dec 3-9</p> <p>Lesson 14:</p> <p>Course Reflection and Feedback</p>	<p><i>Click here or on Canvas, read before session:</i></p> <ul style="list-style-type: none"> • Read ARTICLE: Crippen, M. (2012) 		<ul style="list-style-type: none"> • Focus: <i>Value of Children's Lit</i> • Cumulative Journal due Dec 9th



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.