

George Mason University
College of Education and Human Development
Elementary Education

ELED 258 Section 002
Children's Literature for Teaching in Diverse Settings
3 credits, Fall 2024
Wednesdays, 4:30 pm- 7:10 pm
Thompson Hall Fairfax Campus

Faculty:

Name: Kelly Huggler
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Recommended Prerequisite:

C or better in ENGH 101

University Catalog Course Description

Introduces children's literature as a tool for working with children across a range of contexts, including early childhood and elementary classrooms. Explores multiple approaches and strategies for literature use in diverse settings with an eye towards format, genre, curricular connections, and overall utility.

Course Overview

This course broadly and deeply examines literature for children in preschool through Grade 6. The focus is on selecting and using appropriate books for children in a variety of diverse contexts including literature-based reading and content area instruction. In addition, students explore multiple instructional approaches and strategies for literature use in diverse settings.

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

- 1) Read for comprehension, detail and nuance.
- 3) Analyze the ways specific literary devices contribute to the meaning of texts.
- 4) Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which literary text is produced.

Course Delivery Method

This face-to-face course will be delivered using multiple instructional strategies and formats as well resources in our course Blackboard Learning site. Individual session formats may include lecture, small group/large group discussion and reflection, interactive workshop approaches, student-led presentations, and cooperative learning. Practical applications of literature are explored via group activities and discussion board forums in Blackboard.

You will log in to the Blackboard (Bb) course site using your Mason email username and email password. The course site will be available on January 9, 2024. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

Learner Outcomes or Objectives

This course is designed to enable students to:

1. Read and comprehend the content of various kinds of children's books with attention to detail, nuance, and literary qualities and literary devices (INTASC 4) (**Mason Core Literature Outcomes 1 and 3**)
2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3)
3. Integrate children's literature across content areas (INTASC 1, 4, 5, 7)
4. Describe why learning communities and motivation are important and describe the major strategies for motivating

- students. (INTASC 1, 3, 5)
5. Identify genres in children's literature and collect, read, and categorize books based on these genres (INTASC 3, 4, 5, 7)
 6. Engage in book discussion to deepen knowledge about and appreciation of children's literature in conjunction with language arts content standards and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8) (**Mason Core Literature Outcome 4**)
 7. Plan for and use various instructional strategies including presentation, direct instruction, concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students. (INTASC 8)

Professional Standards Upon completion of this course, students will have met the following professional standards: **INTASC (The Interstate Teacher Assessment & Support Consortium):**

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Required Texts and Other Materials

Schneider, J. J. (2016). *The inside, outside, and upside downs of children's literature*. Retrieved from http://scholarcommons.usf.edu/childrens_lit_textbook/

Additionally:

- A variety of children's books will be used for assignments, a novel study, and literature discussions.
- There will be weekly required readings posted on Blackboard.

Recommended Texts

Kiefer, B.Z., & Tyson, C.A. (2010). *Charlotte Huck's children's literature: A brief guide*. New York: McGraw-Hill.

Course Performance Evaluation

****All assignments are to be completed and submitted via Blackboard by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Some work will also be shared in synchronous class sessions.**

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as Kelly or Mrs. Huggler in email and verbally.

Assignments and/or Evaluations:

Attendance and Participation 28 points)

This course is based on your active participation, exploration, and interaction with peers. Completion of all activities, assignments, and readings is essential for meaningful participation. See additional information in assignments and under *Other Requirements* in Syllabus.

Introduction video

Welcome to Children's Literature! Please create a short video introduction in our class Discussion Board and share a few things about yourself so we might get to know you a little better. Include where you are from, your major, hobbies/interests and why you are taking Children's literature. Be sure to also view your classmate's introductions and comment on 3 other classmate's videos.

Self as Reader (10 points)

Our reading identity is formed over time as we choose and experience books to read. Selections may be based on our interests, preferences, academics, and biases. What we read shapes our thinking, perceptions, beliefs, and responses. Books fill our needs, teach us, and impact who we become.

- This assignment is designed to help us consider the powerful role literature can play in shaping young readers' identities by focusing on the young person we are most familiar with: ourselves.
- What book or books did you read as a child or young adolescent that helped you love reading? What made the book/s such a positive experience? Was there a particular character you identified with, a character you loved to hate, a book you didn't want to stop reading?
- Select **ONE of the following activities** from your reading life and write an essay:
 - Create a timeline of your history of reading- What reading experiences have been most influential in your life? How were you encouraged and discouraged to become a reader? What does the timeline reveal about your reading identity? What did you learn about yourself by creating your timeline?
 - Reread a book that you first read as a child or young adolescent. Begin your essay with 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. Please cite texts mentioned.***

Literature Circles and Reflections (10 points)

- As part of this class, you will participate in several literature circles with a group of peers in class during the semester and write reflections about the experience. Think of this as a book club meeting with friends!
- You will select a novel and work with a small group to conduct at least two literature circle discussions. Your group will set the reading schedule, norms for the group, and compose prompts to facilitate discussion.
- The purpose of this activity is to learn how literature can be shared among students to promote community, reading engagement and motivation, fluency, and comprehension with attention and discussion devoted to literary devices, aspects of writer's craft, contextual elements needed for comprehension, as well as to explore the social, political, historical, and cultural contexts within the text.

Picture Book Analysis File (BAF) (12 points) –

- Throughout this course, you will curate a bibliography of different genres and formats of children’s literature, critically selecting the titles based on information and resources presented in class and during class discussions that might be used with elementary students.
- You will **select 3 picture books** from this list of six genres to look at closely and write a critical analysis of the text and illustrations. You will use the information learned to write about the criteria/elements for multicultural picture books and each genre. **All students will complete a Picture Book Analysis of a Concept Book.**
- Genres and due dates:
 - *Concept books - all students complete this one.*
 - *Biography/autobiography or Nonfiction/Informational*
 - *Contemporary Realistic Fiction*
 - *Historical fiction*
 - *Fantasy/Science Fiction/Post Modern Fantasy*

Include the following information in your analysis for each book:

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

Author Study (15 points)

Your group will select and research a children’s author of books (who has written at least 5 books). **Groups formed and author selected by October.**

- You will select and closely read the author’s works and analyze them for themes, content, and connections to classroom use, comparing titles through a critical literacy lens to examine:
 - How the author’s craft has evolved over time
 - The author’s unique contribution to children’s literature
 - Variations of themes/content in the books
- Include: a discussion of the contribution of the author’s use of specific literacy devices to contribute to the text’s meaning and a discussion of the social, political, historical, and cultural contexts in which the author’s work is produced, and how those contexts impact the potential for classroom use.
- Your group will create a visually appealing presentation (about 10-12 min. long) describing findings, a biographical sketch, a brief read aloud of a favorite passage that exemplifies the author’s craft, plus a bibliography of the books included in the analysis. In the case of author-illustrators such as Mo Willems, you will analyze how illustrations and text work together to convey meaning, (noting artistic style, craft, techniques.)
- You will provide peer feedback on the presentations and complete a group contributions reflection (Group PIE Survey) as part of this assignment due Nov.8th.

Text Set (15 points)

Your group will assemble books from a variety of formats and genres to create a cohesive set of at least 5 texts that align with a social justice issue of your group’s choice. Past topics have included: Racism, Feminism, LGBTQIA, Specific

Cultural Groups, Immigration, Poverty, Homelessness, Trauma, and Disabilities. Other ideas are considered with approval.

- Your text set could be used to help diverse learners learn more about a social justice issue through a specific collection of topic-related books.
- You will justify your Text Set, including the following information:
 - An overview explaining how your selections support learning about the issue
 - APA format of each book (author, publication year, title, publisher)
 - A brief synopsis (one paragraph per text) and analysis of each text (two-three paragraphs per text)
 - Analysis should address literary and illustrative elements employed in the texts and political, historical, and cultural influences.
 - How the books address VA Dept. of Education standards of learning
- The final Text Set with at least 5 books or 1 per person for groups larger than 5, will be uploaded to Blackboard

Final Picture Book Analysis and exam (10 points) [OBJ]

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

Other Requirements:

Attendance and Participation Expectations

This course operates with the assumption that knowledge is socially constructed, and the most meaningful learning opportunities are those where you can offer and explore diverse perspectives with peers. To do this, you must attend all classes as outlined in the syllabus and arrive on time. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent or arriving late for any of these reasons, please plan with the instructor at least 48 hours (about 2 days) in advance.

You are expected to contribute to in person and online discussions and activities as well as genuinely listen to peers as they do the same. In addition, you are expected to be prepared for each class, completing all assigned readings and tasks for that class.

Your participation includes completion of all application activities. These activities may include class discussion, written reflections, Discussion Board (Blackboard) responses, posting short videos (maybe introductions, book talks, book reviews) as well as group work and research with classmates outside class time.

Work Timeliness Expectations

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. All assignments must be submitted by 11:59 pm on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

APA Format

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). If you do not have a 7th Edition APA manual, the Purdue OWL website is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Note: I reserve the right to add, alter, or omit any assignment as necessary during the semester. You will always receive advanced notice of any modifications.

Course Performance Evaluation Weighting: ELED 258

Course Outcomes	Requirements & Assignments	Points	Due Date (By 11:59 pm)
1-7	Participation	28	Ongoing
1,3,4,5,6,7	Self as Reader	10	Class 3
1-7	Literature Circle Participation and Reflection	10	Classes 7&8
1,2,3,5,6,7	Picture Book Analysis Files (BAF)	10	Various due dates
1,2,3,5,6,7	Author Study, Group Reflection	15	Class 11 Presentation submitted in Blackboard by April 2nd
1-7	Text Set, Group Reflection	15	Class 13 Presentation submitted in Blackboard by April 16 th
1-7	Final Exam	12	Class 14

The Grading for this course is as follows:

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	

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

Professional Dispositions: Students are expected to always exhibit professional behaviors and dispositions.

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

Class Schedule: August 23- December 6, 2023

Class/Date Wednesdays 4:30 pm- 7:10 pm	Topics	Readings and Assignments. Additional readings may be assigned. (Due no later than 11:59 pm prior to class) Activities: See Class Session guides/notes
Class 1 August 28	Introductions History of Children’s Literature Text Formats Anatomy of Picture Books, part 1 Critical Inquiry: Identifying and evaluating social, political, historical, & cultural contexts in picture books Self as Reader Intro	Read: <ul style="list-style-type: none"> • Syllabus • Schneider, Ch. 1-3 • Giorgis, C. (2011). Speaking from the Art, Ch.4, <i>A Master Class in Children’s Literature</i> • Self As a Reader Assignment View: Class Blackboard Site (Bb) Activity: Post an introductory video on our Bb Discussion Board, “ <i>Getting to Know You</i> ” DUE: September 1st Intro video/ 3 responses to peers <ul style="list-style-type: none"> • Get three books you intend to use for children’s literature to share with classmates
Class 2 September 4	Challenged and Banned Books Intro to Literary Elements Anatomy of Picture Books, part 2 Fairfax Regional Library	Read: <ul style="list-style-type: none"> • Schneider, Ch. 12 • Guiding questions-ALA Banned/challenged books website. • Literary elements handout Activity: Obtain a library card; bring to class DUE: September 4th Bring 3 books to class to share
Class 3 September 11	Multicultural Texts Anti-bias Text Selection Picture Book Analysis File (BAF) Intro	Read: See Class Guide for full list of readings. <ul style="list-style-type: none"> • Sims Bishop, R. (2015) <i>Mirrors, windows, and sliding glass doors</i>. (From the original article, 1990). Reading is Fundamental. • Lu, M-Y. Multicultural children’s literature in elementary classrooms. Lee and Low Books. Retrieved March 1, 2020, from https://www.leeandlow.com/educators/race/multicultural-children-s-literature-in-the-elementary-classroom • Derman-Sparks, L. (2016). <i>Guide for Anti-bias Selection of Children’s Books</i>. Social justice. books- A Teaching for change project. Teaching For Change. Retrieved March 1, 2020, from https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/ Activity: Bring Concept & NF books to class next week DUE: September 11th, Self as Reader essay
Class 4 September 18	Concept and Non-Fiction Books (Informational and Biography) Book Awards Review books and choose novel for literature circle discussion	Read: <ul style="list-style-type: none"> • Schneider, Ch.11 • Kotek, N. Non-Fiction Fiction Blog post • “ Nerdy Book Club: Top 10 Non-Fiction Books, 2019 https://nerdybookclub.wordpress.com/2019/12/27/the-2019-nerdies-nonfiction-picture-books-announced-by-lynsey-burkins/

Class/Date Wednesdays 4:30 pm- 7:10 pm	Topics	Readings and Assignments. Additional readings may be assigned. (Due no later than 11:59 pm prior to class) Activities: See Class Session guides/notes
		<ul style="list-style-type: none"> • https://www.readingrockets.org/article/quick-guide-selecting-great-informational-books-young-children After class- Discussion Board response to Interactive Read Aloud DUE: Choose novel for literature circle have copy of book by October 2nd
Class 5 September 25	Traditional Literature Literature Circle Discussions Intro Meet in group to set expectations	Read: <ul style="list-style-type: none"> • Schneider, Ch. 4, 9 • Criteria Rubric- Traditional Literature • Character archetypes handout View: <ul style="list-style-type: none"> • Listen to Dr. L. Smolkin analyze <i>Princess Furball</i> (Huck, C. & Loebel, A., 1989) Activities: Complete the activity-Character Archetypes DUE: September 25th: Concept Book PBAF (all students). Must have your own copy of the novel you selected for October 2 nd class
Class 6 October 2	Contemporary Realistic Fiction Social Justice Text Sets Intro	Read: <ul style="list-style-type: none"> • Lit elements handout • Fiction- Horning, Ch.7 • Guide for analyzing Contemporary Realistic Fiction • Social Justice Text Set assignment View: Question Answer Relationships ppt Activity: Discussion board- Develop prompts for literature circle discussions DUE: October 2nd: Biography/NF PBAF
Class 7 October 9	Literature Circle Discussions	Read: Selected novel and prompts Activity: prepare for literature circles 1st half of novel DUE: After class- Lit Circle Reflection
Class 8 October 16	Literature Circle Discussions	Read: Selected novel and prompts Activity: prepare for literature circles DUE: 2nd half of the novel read <ul style="list-style-type: none"> • Lit Circle Reflection after class • Contemporary Realistic Fiction PBAF
Class 9 October 23	Historical Fiction	Read: <ul style="list-style-type: none"> • Criteria for Historical Fiction handout • " <i>Understanding and Evaluation Historical Fiction for Children</i>. Please read all blog posts/articles (see Article Index for titles). The entries are short, and provide a current perspective, a book list, and commentary for using historical fiction in the classroom. Start here with the Introductory Essay: https://www.uncoverthepast.org/2020/01/childrens-historical-fiction-historical.html

Class/Date Wednesdays 4:30 pm- 7:10 pm	Topics	Readings and Assignments. Additional readings may be assigned. (Due no later than 11:59 pm prior to class) Activities: See Class Session guides/notes
		<ul style="list-style-type: none"> • Redinger, R. (2016-present). Uncover the Past: Learning History Through Children's Literature. View: <ul style="list-style-type: none"> • Historical Fiction ppt • <i>A Sweet Smell of Roses</i> (Johnson, A. and Velasquez, E. (2005). Activity: Listen to <i>A Sweet Smell of Roses</i> . Using criteria from presentation/readings, evaluate it as a historical fiction text. <p>DUE: Author Study Presentations</p>
Class 10 October 30	Literature Circles Part II Online Class/ No in person meeting	Read: Rehearse your presentation. Use your time to work together on Author study presentation View: Your Author Study PPT DUE: Peer feedback & Group PIE reflection in Bb after presentations are complete
Class 11 November 6	Author Study Presentations	Read: Rehearse your presentations View: Author Study PPT DUE: Peer feedback & Group PIE reflection in Bb after presentations are complete
Class 12 November 13	Fantasy and Science Fiction Social Justice Text set presentations 4 groups	Read: <ul style="list-style-type: none"> • Kotek, N. <i>Modern Fantasy</i>. Children's Literature. Retrieved 4/1/20 from https://kotekchildrensliterature.blogspot.com/p/modern-fantasy.html • Miller, J. <i>Discovering Your Brand of Fantasy</i>. YASLA The Hub. 4/3/13. Retrieved 9/1/20 from http://www.yalsa.ala.org/thehub/2013/04/03/discovering-your-brand-of-fantasy/. • Criteria for fantasy and science fiction handout View: Fantasy & Science Fiction ppt Activity: Discussion Board: Similarities/differences between Traditional Literature and Fantasy as genres. DUE: <ul style="list-style-type: none"> • Historical Fiction BAF Social Justice Text Set in Bb November 14th
Class 13 November 20	Social Justice Text Sets 4 groups	DUE: <ul style="list-style-type: none"> • Fantasy/Sci Fi BAF • Social Justice Text Set Presentations
Class 14 December 4	In person final exam. Hard copies of notes permitted.	
December 11	Alternate final exam date due to inclement weather	In person, hard copy of notes permitted

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles:

<http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Attendance – Slide 14
- In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.”
- If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.
- Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements with me at least 48 hours in advance.
- In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.
- AI policy – Slide 15
- *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.*

- <https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/>

[AI Text Generators: Resource Page - Stearns Center for Teaching and Learning](#)

Stearns Center Recommendations: Strategies for Teaching Well When Students Have Access to Artificial Intelligence (AI) Generation Tools Overview Recent advances in Generative-AI tools have resulted in [...]

stearnscenter.gmu.edu

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>)
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on GMU student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .



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.