George Mason University
College of Education and Human Development
Elementary Education

ELED 258 Section DL7
Children's Literature for Teaching in Diverse Settings
3 credits, FALL 2024
Tuesdays, 1:30-4:10 PM EST on Zoom
Synchronous Online Class Session (Distance Education/Blackboard and Zoom)

Faculty

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Office Hours:	By Appointment: See Sign-Up Sheet (on Blackboard) (All office hours are on Zoom)
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Prerequisites/Corequisites
C or better in ENGH 101

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

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

This course fulfills the Mason Core Literature requirement and addresses the following learning outcomes:
> 1) Read for comprehension, detail and nuance
> 3) Analyze the ways specific literary devices contribute to the meaning of texts
> 4) Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which literary text is produced

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available no later than by the first day of classes. The Zoom link for our class meetings is on our Blackboard site. To access your course in Blackboard Learn, please see:
https://mymasonportal.gmu.edu/

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, online classes require undivided attention to course content and communication.

Learning Outcomes

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

1. Read and comprehend the content of various kinds of children's books with attention to detail, nuance, and literary qualities and literary devices (INTASC 4) (**Mason Core Literature Outcomes 1 and 3)**
2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3)
3. Integrate children's literature across content areas (INTASC 1, 4, 5, 7)
4. Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5)
5. Identify genres in children's literature and collect, read, and categorize books based on these genres (INTASC 3, 4, 5, 7)
6. Engage in book discussion to deepen knowledge about and appreciation of children's literature in conjunction with language arts content standards and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8) (**Mason Core Literature Outcome 4)**
7. Plan for and use various instructional strategies including presentation, direct instruction, concept teaching, cooperative learning, problem-based learning, and classroom discussion and adapt each to meet the needs of diverse students. (INTASC 8)

Professional Standards

Upon completion of this course, students will have met the following professional standards:

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

Required Texts

- Schneider, J. J. (2016). *The inside, outside, and upside downs of children's literature.* Retrieved from http://scholarcommons.usf.edu/childrens_lit_textbook/
- 1 children's literature "chapter book" (I strongly encourage you to purchase your own copy of your book-club book!) and 8 pieces of children's literature (picture or chapter books) from 8 text genres (we will discuss this requirement in class) (NOTE: I will be sharing resources with you in class as to how to access children's literature at no cost).
- Additional required readings are included on Blackboard

Recommended Texts

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

Vardell, S.M. (2019). *Children's literature in action: A librarian's guide.* Santa Barbara: Libraries Unlimited.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with up-to-date browsers. Blackboard Learn supported browsers are:
  https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

In addition, in our class, you need to:
- Maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Have a reliable laptop or computer with working camera
- Attend class in a location with reliable Wi-Fi connections
- Be able to use Microsoft Word and PowerPoint proficiently
- Be able to use Zoom proficiently
- Be able to use Blackboard proficiently (if you are new to Blackboard, please consult https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/ in advance of the first day of class)

NOTE: Please contact Mason Information Technology Services (https://its.gmu.edu/) for technology support and questions.

Expectations
· Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
· Log-in Frequency: Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least once daily (M-F). In addition, students must log-in for all scheduled online synchronous meetings.

· Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

· Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

· Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

· Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

· Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues via Zoom. Students should email the instructor to schedule a one-on-one session, including suggested dates/times to meet.

· Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them so others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

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

If you are absent from class, all work must be submitted no later than before the start of the next class session (see *Emergency Situations and Extenuating Circumstances* section of the syllabus for the only exception to this policy). Work received after this deadline will not receive credit. This policy is in place due to the cumulative nature of class content and the class schedule, and to support your success in and enjoyment of the course. To achieve all course objectives, it is essential to attend class regularly and participate actively; and to complete and submit all assignments on time, thoroughly, and thoughtfully.

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

I do not accept requests to provide feedback on assignments in advance of their due date so as to ensure equitable opportunities for success to all students. However, I encourage you to ask me questions about your assignments at any time, or to meet with me to discuss your assignments. I am here to help! I want to support you in any way that I can and I want you to do well in our class.

Please note that the policies and procedures in our class as detailed in this syllabus are intended to support your success and learning. They serve as external motivators to encourage you to engage and complete your work in our class successfully and with integrity.

Assignments and/or Examinations

If you are absent from all or part of a class session and assignments are due, all work from that class period/segment must be sent to me on Blackboard or via email no later than before the start of our next class session to receive credit. When you are ready to begin "making up" your missed work, always begin by watching the class recording (located in the Zoom section on Blackboard) of what you missed so that you understand what to do for the assignments you missed. This policy is in place because our class sessions are cumulative (that is, they build on one another), and to ensure your success and attainment of the course objectives.

In our class, all written assignments should be written in first person and in your unique writing "voice." All written assignments must include your own insights, thoughts, opinions, and perspectives. Please see the Academic Integrity section of this syllabus for additional information.

Your grade for the course will be determined based on your performance on each of the following assignments (100 total possible points). As such, there are 100 points possible on Blackboard. Please note that we will be talking about all of these assignments in class and that I have created screencasts for the course project (Goodreads WOW Books Project).

You will "get out of" this class what you put into it! If you engage in and complete all in-class activities during class time, and devote 1-3 hours outside of class time each week to complete your out-of-class assignments thoughtfully and with integrity, you should expect to do well in, learn and benefit from, and enjoy our class!

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

This assignment is completed during class time.

In addition to the course objectives, I have three, primary goals for you in this class. First, I want you to rekindle your love of reading in general and of reading children's literature in particular, or to develop a love of reading/reading children's literature if you do not yet have this love! Second, as we will discuss in class, I want you to develop as literacy leaders. You will learn

ways to use children's literature in your life and in your literacy leadership roles in a myriad of ways. Third, I want you to develop or enhance your understanding of the importance of reading diverse, contemporary, and quality children's literature (and other books, too!) in thoughtful and critical ways. To reach these goals and all of your goals, the active participation and engagement of all class members are essential in each class session.

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

This class is based on constructivist and social constructivist principles of learning, meaning that you will be engaging with your colleagues during much of the class session, and that a significant portion of your learning occurs in collaborative work with your colleagues and me during class time. As such, a lot of what you miss if you are absent from class cannot be "made up!" If you do not enjoy learning actively and interacting with colleagues during class, you may want to consider signing up for an asynchronous section of this course to better meet your needs.

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

- Engage actively, positively, and professionally in our learning community the entire class session. Please use the chat and participant features on Zoom respectfully to engage with your colleagues and me.
- Participate in our class Zoom from a location that is free from distractions so that you can focus and concentrate, and where you have working and stable Wi-Fi. You will not receive full credit for the class session if you are attending class from a location not conducive to your learning and engagement. You are expected to be "fully present" and participate actively throughout the class session.
- Keep your camera on so that we can see you (it is fine to turn off your camera for a few minutes as needed when you need to take a break, etc.). Students report (e.g., Rudolph, 2021) that keeping your camera on in online classes increases your learning, engagement, and connection with your colleagues. Your colleagues also benefit from interacting with you (rather than your screen name or a photo of you). As such, you will not earn full credit for your engagement and participation for the class session unless your camera is on for the majority of the class session. *If you do not have a working camera, do not like participating in classes with your camera on, or cannot participate in classes with your camera on, please consider an asynchronous section of this class that better meets your needs.* Our class sessions mimic attending face-face class sessions! *You*

may have one "camera pass" this semester if you do not have your camera on, but can actively engage in our class session (I will document your "camera pass" in the comments section on the *Quickly Attendance* tool on Blackboard).

- Ensure that the name you wish to be called is visible on your Zoom display name.
- Complete thoughtfully the readings and all other assignments for the class session, and engage in and complete all in-class activities professionally.
- Arrive on time and attend the entire class session (unless an urgent situation prohibits you from doing so on rare occasions, in which case you will need to contact me in advance to let me know and make up all missed work according to the specifications detailed later in this syllabus). You cannot earn full credit for a class session if you miss part of the class session or do not complete the required work for each class session.
- Communicate and interact with others with professionalism, kindness, empathy, and respect.
- Accept responsibility and be responsible for your own learning.

At the end of each class session, you will submit on Blackboard your self-assessment of your class participation and engagement/exit ticket (I will remind you to do so at the end of each class session). You will list the point value you feel you earned for the class session (1, .75, .5, or 0 points) with a rationale for your score along with a brief reflection (I will share a template for your self assessment/exit ticket in class and on Blackboard). I will take your self-assessment/exit ticket into account when assigning your grade.

You will earn 1 point per session (for our 13, fully synchronous class sessions) in which you demonstrate professional and active participation and engagement (i.e., with your camera on in an environment that allows you to be fully present) and meet all community expectations fully for the *entire* class session (joining class on time and engaging in the entire class session), and submit your thoughtful self assessment/exit ticket at the end of class correctly and thoughtfully. *Engaging in the group discussion of your readings, asking and answering questions connected to class, and participating in all break-out rooms discussions and activities are included in this grade.*

If the aforementioned expectations are not fully met, you will earn partial credit for your class participation and engagement grade. If these expectations are not met, you will not be able to earn credit for the class session.

We want to encourage all of our class/community members to participate, as your voice/ what you have to say is valued and important! As such, beginning in our fourth class session (after you get to know your class colleagues and feel comfortable in our supportive classroom community), we will begin to implement a fun routine called "the wheel of names" to ensure that we have equitable participation in our class discussions. You may have one "pass" if you are not able to share out during one of our class sessions (I will document your "pass"in the comments section on the *Quickly Attendance* tool on Blackboard); otherwise, your participation in the "wheel of

names" routine counts as part of your participation and engagement grade. I really think you will enjoy this routine and, more importantly, learning and hearing from your colleagues in our class. You also have the option of volunteering to answer questions asked in class if you would prefer not to be called upon with the "wheel of names."

Because you will not be able to engage with your colleagues and participate in class learning activities if you are absent, you will only be able to earn ½ credit per class session (for no more than 2 class sessions per department policy) if you are not present for class. If you are absent from class and wish to earn partial credit (½ point) for this assignment, you need to do the following (i.e., failure to do so will result in your not earning any credit for the class session):

- Email me *in advance* of the missed class session to let me know you will be absent (I will be concerned about you if you do not do so, and I will email you if I do not hear from you). Failure to do so will result in your absence being considered "unexcused").
- Submit on Blackboard (for the *class participation and engagement assignment/exit ticket for the class period you missed)* or email me a statement in which you state that you watched the class recording (available on our class Blackboard Zoom section 1-2 hours after the class session ends). Feel free to include any questions you may have for me connected to the class session recording. You will need to submit this assignment or email it to me no later than before the start of the next class session to receive credit.

I will document your absences in the comments section on the *Quickly Attendance* tool on Blackboard. All assignments that you did not complete for the class period for which you were absent are due no later than by the start of the next class period if you would like to receive credit for them.

If you have a "partial absence" from class (i.e., you miss a portion of any "segment" of class, including being tardy to or leaving early from any segment of class), you will earn partial credit for the class session. You are responsible for watching the recording of the portion of class you missed, and submitting all missing work no later than by the start of the next class session. Please email me before class starts if you will need to miss a portion of our class sessions. *Three partial absences "count" as one class absence.* I will document these occurrences in the comments section on the *Quickly Attendance* tool on Blackboard).

For our one, partially synchronous class session (as listed in our Class Schedule), you will earn full credit for your participation and engagement by watching the class overview screencast and submitting your answers to the questions embedded in the screencast in your self-assessment.

- *Individual Reading Responses (10 points, 1 point for each of 10 responses)*

Your individual reading response will be completed independently before class time. Your group discussion of your readings will be completed during class time and is included in your class participation and engagement grade.

To enhance your learning and to contribute to the learning of other class members, you will be reading chapters, articles, and pieces of children's literature/children's books (see class schedule for details); and discussing this content with your colleagues and me in class. Please note that, for the children's books you read, you will usually be listening to a read aloud rather than reading the books yourselves (this provision is in place so that you do not have to purchase or obtain multiple pieces of children's literature–I am making book access as easy and stress-free as possible for you!).

Before each class session begins, you will submit your **individual reading response** on Blackboard connected to the *core* readings that are due that day (NOT your book-club readings). After you complete your assigned/core readings/viewings for the week, you will complete a graphic organizer for your individual reading response. On this graphic organizer, you will complete an "entry" for EACH of your readings for the class session (normally, you will be reading 1 chapter from our textbook or one article and 3 children's books, resulting in 4 "readings" per session and 4 "entries" on the graphic organizer). Below please find an example of this graphic organizer. On Blackboard (in the Tools and Resources section) I have included a template for this graphic organizer as well as an example that I created.

Please note that this individual reading response should be YOUR unique response to the readings and be written in your own words. Your first-person writing voice, ideas, opinions, perspectives, analysis, and thoughts should be evident. You can "mix and match" your points, that is, you need 3 points for each reading, but can decide how many of each "category" listed you want to include.

Your grade for your reading response (1 point total for each designated class session) will be assigned based on the quality (using the aforementioned criteria) of your individual response that you submitted on Blackboard (before class). *Your response must demonstrate **your** understanding and/or **your** analysis of each of the readings ("outside sources" should not be consulted to write your response), and be written in your own words in your unique writing "voice" to receive credit.*

Individual Reading Response

Entry Number and Title of Reading	Important or Interesting Points *(and why they were important or interesting TO YOU)* (3 bullet points per text for each article or chapter)	OR	Writing Craft Example *(and how YOU thought this writing craft example contributed to the quality of the writing/text),* Text Theme *(and why YOU thought the theme you listed was one of the themes of this book)* and/or Compelling Quote from the Book *(and why you connected to this quote)* (3 bullet points per text for each piece of children's literature)
Entry #1: Title of reading			
Entry #2: Title of reading			
Entry #3: Title of reading			
Entry #4: Title of reading			

OPTIONAL QUESTIONS connected to your readings (for your colleagues and/or me):

The purpose of the **"answer-and" group reading response** *(that takes place during class time, and is part of your class engagement and participation grade)* is to give you the opportunity to discuss your readings and collaborate with your colleagues to deepen your understanding of each class topic and/or piece of children's literature that you analyze and read. *During class time,* you will collaborate with a small group of your colleagues in a Zoom break-out room to ANSWER the question I ask of your group about one of your readings AND then share your points or questions from your reading responses connected to your assigned reading/group. After this small-group collaboration and discussion, you will choose a spokesperson from your group to share with the whole class ONE answer to the question I assigned you and ONE point or additional question from your group's discussion. If your group finishes your discussion early, please discuss other points from your readings. We will model and discuss in more detail how to

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

I will be checking in on each break-out room. However, if someone in your group does not contribute to the small-group discussion, they will not receive credit for the group discussion. Please encourage all group members to participate and contribute, and let me know if someone does not participate or contribute. It is not fair for someone to receive credit for this assignment if they did not contribute to the discussion.

If you attend class but did not submit your individual response by the due date/time, you will not be able to earn credit for the group discussion (as you would not be able to benefit fully from the group discussion if you did not complete the readings).

If you are absent from class, you will receive credit for your individual response if you submit it to me no later than before the start of the next class session. You will not be able to earn credit for the group discussion since you did not participate in the group discussion.

- *Community expectations midterm reflection (1 point):*

This midterm reflection will be completed during class time.

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

- *Children's Literature Book Club (6 points: 1 point for each of 4 book-club sessions [initial planning session and three discussions] and 2 points for your booksnap and individual reflection)*

Your book-club reading and coding/response will be completed before class time. Your book-club discussions, booksnap planning, and booksnap presentation (with a reflection) will take place during class time. Your book club takes place during the first half of the semester. Your book club codes are completed independently/individually. Your booksnap is a collaborative activity.

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

Here are the assignment details:

- In class, I will do book chats on your book-club choices!
- You will choose ONE of these books and convince at least 2 other colleagues in our class to read this book with you. There must be a minimum of 3 people and a maximum of 8 people in each book club. You will sign up for your book club (sign-up sheet on Blackboard). You will order, purchase, or check this book out from the library ASAP after you have completed these tasks. An e-text or a hard copy of your book is fine, but not an audio version of the book (you need to see the text). It is your responsibility to read a review or summary of the book to be sure the topic/content are of interest to and acceptable for you.
- I will talk with you in class about the expectations I have for you in your book clubs. Then, you will work with your colleagues in your book club to create your book-club plan, including expectations and a reading schedule (and share this information with me on Blackboard) during class time on the designated day on the class schedule.
- Outside of class time, you will read the portion of the book you chose using the reading schedule your group establishes during your book-club planning session. Each week, you will "code" and respond to your text a minimum of three times to prepare for your discussion (document on Blackboard). *These codes should demonstrate your critical thinking and analysis of the book, and lead to rich discussions in your book club.* You will submit your reading codes/responses to me each week on Blackboard prior to the start of the class session. If you do not submit your reading codes/responses by the due date, you will only receive ½ credit for your book club grade for that class session.
- You will be given class time (~15 minutes) during three, designated class sessions to discuss ideas from your book with your book-club members using your reading codes/responses as guides. During your book club, all members will share their reading codes to guide the book-club discussion. I will be dropping in on your book-club discussions.
- At the end of each book club session, all book clubs will reconvene and one group member from each book club will share a point from your book, something interesting that you all discussed, etc. with the whole class.
- During your final book-club meeting, you will plan your "booksnap" visual that you will share in class with all of your colleagues (~10 minute sharing) the next week (see https://achievethecore.org/aligned/engaging-students-booksnaps/). The "booksnap" visual needs to include the title/author of the book, your group's overall evaluation of the book, at least one quote from the book, at least one image connected to the book, and the theme or themes of the book (represented through images or words). I have an example on Blackboard of a booksnap I created (but you are encouraged to be much more creative!).
- On our book-club sharing/presentation day, each group will share your booksnap, and tell us about your book (brief overview/summary) and book-club experience! You will submit a reflection/self evaluation of your book-club experiences and booksnap presentation during class time.

You should expect to earn full credit if you engage fully in all book-club planning sessions and meetings, complete and submit on Blackboard in advance of class your reading codes/responses that you will use to guide your book-club discussions (*remember that these codes should demonstrate your critical thinking and analysis of the book, and lead to rich discussions in your book club*) and participate actively in the booksnap planning and sharing sessions. *Please let me know immediately if any issues or challenges arise in your book club that you are not able to resolve so that I can help address them.* I will assign book-club grades based on my observation of your book-club work and engagement.

If you attend your book club but did not complete your codes/responses by the due date/time, you will only be able to receive ½ credit for this assignment (as you were not fully prepared for your book-club meeting).

If you must be absent from a book club, it is your responsibility to let your book-club colleagues know. If you are absent, you can earn ½ credit for the book-club discussion you miss if you submit your individual codes/responses to me (you will not be able to earn credit for your book-club discussion, as you were not able to engage in your book-club discussion!). As per class policy, you will need to submit this response on Blackboard or via an email to me no later than before the start of the next class session.

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

These modules and engagements will be completed during class time (but CAN [optional!] be completed before class time if you should so choose). The module responses must be completed individually/independently.

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

There will be four engagement questions embedded in the video. You will simply pause the video and write down your BRIEF (1-3 sentences) response to each question. These questions are designed to keep you engaged in the module video and to deepen your understanding of the content. You will submit your engagement responses (your answers to the questions) to me on Blackboard when you finish them (no later than by the end of class) on Blackboard. You will earn .5 points for each question you answer correctly, with a 2-point total score possible per module/video. *All answers to these questions connect to the content you learned in the module. You do not need to consult any outside sources to answer the module questions. Your responses must demonstrate **your** answers to each of the module questions, and be written in your own words in your unique writing "voice" to receive credit.*

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

When you are completing these modules and engagements, I will remain on Zoom, so feel free to return to the Zoom link if you have questions or need to talk with me.

If you are absent, as per class policy, you will need to complete the module and submit your engagement question responses to me on Blackboard or via email to me no later than before the start of the start of the next class session.

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

These activities will be completed during class time. Most kidlit activities are completed collaboratively. I will inform you when a kid lit activity needs to be completed individually/independently.

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

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

If someone in your group does not contribute to the kidlit activity, please encourage them to participate and ask for their input. However, if they do not participate, do not list their name on the activity sheet (and let me know about this situation). It is not fair for someone to receive credit for an activity if they did not contribute to it. I will be checking in with all groups as they complete these activities to do my part to ensure that everyone engages and earns credit for this activity.

When submitting a group kidlit activity, be sure that each person in the group has looked over the assignment. This grade is a group grade, and you want to be sure that the work was done correctly so that you can receive full credit.

If you are absent, as per class policy, you will need to complete the submit your kidlit activity to me individually on Blackboard or via email no later than before the start of the next class session. You will likely need to complete the module and watch the class recording before completing this activity in order to understand the activity.

I think you will enjoy and learn a lot from these activities!

- *==Goodreads WOW Book Project (25 points: 2 points for each of 8 reviews [16 points total], 4 points for text selection, 1 point for check-in, 1 point for in-class project quiz, 1 point for quality of review writing, 1 point for final project submission document, 1 point for book chat and peer feedback)==*

This project will be completed outside of class time. Book chats and peer feedback will be completed during class time on the last day of class. This project takes place predominantly during the second half of the semester. Be sure to check out all of the resources on Blackboard for this project. With the possible exception of ONE group review, this project is completed individually/independently. The final project is due on the last day of class.

Are you excited to learn about new children's literature; and to read and review wonderful, diverse, representative, contemporary, and anti-bias children's literature that you will be able to use in your reading life and/or in the reading lives of the children in your current or future life? Do you enjoy reading and analyzing wonderful and diverse pieces of children's literature thoughtfully and critically? I think/hope you will really enjoy this assignment! Think of this project as a culmination of what you have learned in ELED 258--choosing quality, diverse, anti-bias children's books across genres; analyzing children's literature; using children's literature for a variety of purposes and in a variety of ways with both children and adults; and just enjoying and appreciating wonderful children's literature.

During class sessions and through multiple resources that I will share with you, I will introduce pieces of quality, complex, and diverse children's literature across genres to you; and recommend some great books from each genre. You do not need to read the books I recommend, but you do need to ensure the pieces of children's literature you choose are appropriate for your targeted grade- or age- level range, are diverse, *and are of high quality (which we are defining in this class as having won awards, being listed on "best books" lists, or been written by award-winning authors; AND being of high literary quality [i.e., written well with multiple examples of writing craft, with complex and significant topics and themes]).*

You will be learning about high-quality books throughout our course. Generally speaking (and there are exceptions, of course!) "series" books are not high-quality books (but they may be books that children can, should, and want to read!). Authors such as Dr. Seuss, Bill Martin, P.D Eastman, Laura Numeroff, and H.A. Rey (just to name a few examples!)have written books that many children find engaging and that children should be encouraged to read (and that we should read to children, too)…but the books written by these authors are *not* considered to be of the highest literary quality (even though they may have won book awards and may be enjoyable to read!). *Golden Books* and *Disney Books* are also books that you may want to encourage children to read, but are *not* examples of the high-quality books that you should be reading for this project. You want to find books for this project that include rich and complex language; literary devices and other examples of excellent writing "craft;" and content and ideas to help readers learn, think, care, imagine, create, and connect. The books you include in this project should be

written by diverse authors and illustrators; include diverse characters, topics, perspectives, identities, abilities, and experiences; and be anti-bias books for children (see https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/).

For this assignment, you will read 8 pieces of children's literature, one book from each of the common genres of children's literature (listed later in this assignment description). *At least 6 of the books must be contemporary (published after the year 2000) and NEW TO YOU (that is, you have not read them before).* You may use your book-club book for one of your reviews in this project if it is indeed a WOW book for you. You may also use *one* other book that we read for class (either our "book of the day" or a book you read for homework) for this project if it is a WOW book for you. All other books should be books that you read independently and outside of class this semester. You have a lot of choices in the books you will read for this project, so I hope you will read and review books that are of interest to you!

Many books fit within multiple genres; however, most books are *primarily* one genre. Each of these books needs to make you say "WOW" after you finish reading it. Why might you say, "Wow!" after reading a book? There are many reasons! Maybe you have never before read a book like that book? Maybe you learned a life lesson from reading that book? Maybe the illustrations in your book were incredible? Maybe the book surprised you in some way? Maybe you learned something new? Maybe the writing style of the author was amazing? You may need to read more than 8 pieces of children's literature to find your 8 WOW books.

You are welcome to read books across grade and age levels (Grades PK-6), or focus on one grade or age level for all of your books. You can read all picture books, all chapter books, or a combination of picture and chapter books. However, ALL of your books must be children's literature and written for the primary audience of children.

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

In a class screencast, I will show you how to set up your own *Goodreads* account (even if you have a personal account, you will now set one up with your Mason email a*nd use this account only for children's literature* for the duration of this class/semester*).* During this set-up time, you can create a pseudonym if you do not wish to use your real name. You will be sure your account settings are such that only your Goodreads "friends" (who could only be me if you want) can view your profile and send you messages, and that your email address is not visible to anyone. You also have the option of adding a challenge question for friend requests. *During this set-up and throughout the ELED 258 course, you should only be rating, reading, and reviewing children's literature (books written for children in Grades PK-6). You should NOT be rating, reading, or reviewing books that are not children's literature for ELED 258.*

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

content should be engaging and appropriate for students in this age range. These books are generally categorized as picture books or chapter books for young, middle-grades, or "tween" readers.

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

You need to read one book from each of the following eight genres:
- ·   (Contemporary) realistic fiction
- ·   Biography, autobiography, or memoir
- ·   Fantasy or science fiction
- ·   Historical fiction
- ·   Poetry or novels in verse
- ·   Informational (e.g., nonfiction excluding biographies and autobiographies)
- ·   Mysteries or adventure
- ·   Traditional literature (e.g., folklore)

Each of your reviews must be posted on Goodreads on your "shelf" and include:
- ■   A thoughtful and thorough *synthesis* (not summary) of your book that demonstrates your comprehension of the text, and is **written in first person in your own words and in your unique writing voice, incorporating only your own thoughts and ideas** (in your words and with your own reactions, opinions, thoughts, and commentary) that includes (a) a synopsis of the content and 2-3 primary themes or messages of the book (and why you think they are the themes or messages of the book (b)the primary genre of the book, (c) 2-3 specific reflections on what you learned or what children could learn from this book (or ways you could use this book instructionally with children or other adults), and (d) an explanation of why this book was a WOW book for YOU), thus incorporating *Mason Core Literature Requirement/Outcome 1:* R*ead for comprehension, detail and nuance*, and
- ■   A thoughtful and thorough *analysis* of your text that demonstrates your comprehension of the text, **written in first person in your own words and in your unique writing voice, incorporating only your own thoughts and ideas**, that includes (a) an evaluation of the author's writing/literary craft that detailed 2-3 examples of literary devices or other writing craft examples that the author used, and how these literary devices or other writing craft examples contributed to the quality of the book/writing (aligned with *Mason Core Literature Requirement/Outcome 3: Analyze the ways specific literary devices contribute to the meaning of texts)* and (b) an explanation of how this book is as free of bias as possible (e.g., https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/) (which incorporates *Mason Core Literature Requirement/Outcome*

4: Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which literary text is produced). **You do not need to list the Mason requirements/outcomes specifically in your reviews.**

NOTE: To receive full credit for your reviews, your reviews must be written in first person in your own words, and reflect your own ideas and your unique writing "voice." ***Your ideas, opinions, perspectives, analysis, and thoughts are essential in these reviews.***

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

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

For the *in-class quiz*, you will talk with your colleagues and demonstrate your understanding of what you need to do for this project (after you watch the assigned screencasts for this project). The purpose of this assignment is to ensure that you are off to a great start with our project.

For the *project check-in*, you will complete one book review (NOT the review that you completed as a group) to obtain my feedback on this review. You will submit the link to your WOW Books/Goodreads shelf (which will include at least your one, individual review) on Blackboard (I will show you how to do so). The purpose of this check-in is to encourage you to read and write reviews throughout this semester, and to be sure that your reviews are "on track." This "check in" is worth 1 point.

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

For your *final project submission*, which is due on the last day of class, you will submit a final project submission form (a submission form template is on Blackboard). This final project submission includes the link to your WOW books/ELED 258 bookshelf; the title, author and genre of each piece of children's literature you read/reviewed; and your 8 reviews (copied and pasted from Goodreads).

At the end of the semester, I will evaluate your final project and book chats using the following criteria:

- Reviews (syntheses and analyses) are written in your own words (written solely by you with the possible exception of the one group review), thoughtful, and

include all aforementioned criteria (16 points--2 points for each review of the 8 books in your project)
- Children's literature books are collectively contemporary, new-to-you, and read outside of our class context (excluding 2 exceptions); of high quality (award-winning, anti-bias, and of high literary quality; WOW books to you; and representative of all 8 genres and diverse authors, illustrators, characters, topics, perspectives, identities, abilities, and experiences (4 points)·
- All reviews are well-written with few or no grammatical or typographical errors: all reviews were comprehensible to the reader and written professionally (1 point)
- Final project submission form is correct, accurate, and thorough; and includes all required information (a template for this form is on Blackboard) (1 point)
- Colleague feedback (and my observations) demonstrate your preparedness for and succinct sharing of each selected book (three books total) during your 15-minute or less book chats/sharing on the last day of class; and your submitted peer feedback sheet includes professional and helpful comments for your colleagues (1 point)
- *NOTE: There will be a 3-point deduction from your project grade if all of your reviews are not posted on Goodreads correctly on your bookshelf.*

Due to the grade constraints I face at the end of the semester, late work will not be accepted for this project unless you are experiencing a verifiable, emergency situation and contact me in advance about this situation if it is possible to do so.

- *Show Me What You Know Final Exam (10 points)*

This exam will be completed outside of class time. This exam is due on Blackboard no later than by the end of the scheduled final exam period (as detailed on our class schedule). We are <u>NOT</u> meeting on Zoom for the final exam period. You can either complete this exam during the scheduled exam time or before the scheduled exam time. Your final exam must be completed individually/independently.

To help you synthesize what you have learned in ELED 258, demonstrate your knowledge of course topics and the course objectives, and detail how you will use what you learned from this class in the future (as a reader and as a literacy leader), you will take a 15-question, short answer, final exam. 10 questions on the final exam are worth .5 points each, and 5 questions are worth 1 point each.

This exam is open notes/open text, but not "open colleagues" (in other words, you will attest that you completed this exam on your own with no outside help from anyone else, thus abiding by the academic integrity policy). If you have engaged thoughtfully and done well in our class throughout the semester, I have every expectation that you will do very well on this final exam.

Due to the grade constraints I face at the end of the semester, late work will not be accepted for the final exam unless you are experiencing a verifiable, emergency situation (and inform me in advance of this situation if it is possible to do so).

Other Requirements

Attendance Policy 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 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.

If you have a "partial absence" from class (i.e., you miss a portion of any "segment" of class, including being tardy to or leaving early from any segment of class), you will earn partial credit for the class session. You are responsible for watching the recording of the portion of class you missed, and submitting all missing work no later than by the start of the next class session. Please email me before class starts if you will need to miss a portion of our class sessions. *Three partial absences "count" as one class absence.* I will document these occurrences in the comments section on the *Quickly Attendance* tool on Blackboard).

*Work Submission and Late Work Policy***:** It is important to submit your work on time, correctly, and in the designated assignment space on Blackboard so that you can be fully prepared for each class session. *If you are are present for class and have assignments due*, I will assign a grade of 0 to your assignment if an assignment is not received fully and correctly on Blackboard (i.e., correct assignment, assignment submitted in the correct assignment space on Blackboard, working and accurate link, document that can be opened, completed [not blank] document, etc.) by the due date/time. Your assignment must be submitted fully and correctly to receive credit. For the first three times you are missing an assignment (or submitted the incorrect document) in an assignment space, I will send you a message on Blackboard to inform you that your

assignment was not submitted correctly or is missing. If you submit this work (on Blackboard or emailed to me) no later than before the start of our next class period, I will accept a late or incorrect assignment submission *up to three times (i.e., for three assignments) during the semester with no grade penalty* (I will document these occurrences in the comments section on the *Quickly Attendance* tool on Blackboard). To ensure that you receive my messages on Blackboard in a timely manner, be sure your Blackboard settings are such that you receive feedback and messages immediately. Remember that it is your responsibility to check your Mason email and Blackboard feedback at least once daily (excluding weekends).

If I do not receive your on-time and accurate assignment submission more than three times this semester, I will not be able to accept your late or missing work except in the case of an extenuating situation or circumstance (as described earlier in this syllabus) because doing so would detract from your learning, preparation for, and work in this class.

It is important to be prepared for each class session so that your learning is optimal and so that you do not detract from the learning of your class colleagues. *Due to the grading constraints that I face at the end of the semester, I will not be able to accept late work for your Goodreads Project or final exam unless a verifiable emergency situation has occurred and you contact me proactively.*

Making Up Missed Work From Absences: If you are absent from all or part of a class session and assignments are due, all work from that class period/segment (including your verification to me that you have watched the class recording of what you missed) must be submitted to me on Blackboard or via email no later than before the start of our next class session to receive credit. When you are ready to start completing assignments from the class period you missed, always begin by watching the class recording (located on Blackboard) of what you missed so that you understand what to do for the assignments you missed. This policy is in place because our class sessions are cumulative (that is, they build on one another), and to ensure your success and attainment of the course objectives.

Grading

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

To learn optimally, assignments need to be completed on time, thoroughly, and thoughtfully. It is your responsibility to monitor your grades on Blackboard throughout the semester.

Here is the grading scale used in this course:

Grade	Grading Scale	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	72 – 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	<60	

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. 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. Please see the "Academic Integrity" section of this syllabus for specific information connected to our class.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

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

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

Class Session, Date, and Course Topic **Notes and Reminders**	Required Core Readings and Individual Reading/Viewing Responses (To Be Completed and Submitted On Blackboard No Later Than by the Start of the Class Session)	Other Assignments (Due On Blackboard No Later Than by the Start of the Class Session)	Assignments Completed During the Class Session (and Due On Blackboard No Later Than by the End of the Class Session As Applicable)
Class 1, T, 8/27 Welcome, Introductions, and Course Overview	Please SKIM the course syllabus. Be sure you can access the class Blackboard site and can log in to our Zoom session. NO READINGS or READING RESPONSE due		Kidlit activity 1: Student information sheet Participation and engagement self-evaluation 1
Class 2, T, 9/3 Course Overview, Course Tools and Resources, Preview of Course Structures Book Club Overview and Sign Up Purchase or pick up your book-club book after class today once you have signed up for your book club and made sure that at least 2 other people signed up for the same book. You will need your book in our next class session next week and during the next five class sessions.	Read the course syllabus and watch the screencast "Blackboard Overview" (on Blackboard) carefully and thoughtfully! There will be an in-class quiz on the syllabus and screencast in class today. Read *The Wonder of Reading Children's Literature as an Adult* at https://bookriot.com/the-wonder-of-reading-childrens-literature-as-an-adult/ Read *Love* by Matt de la Pena https://www.youtube.com/watch?app=desktop&v=nrkTxSHPrEw Read *Why Children's Books Should Be A Little Sad* by Kate DiCamillo		Kidlit activity 2a: Syllabus and Screencast Quiz Kidlit activity 2b: Sign up for your book club! Participation and engagement self-evaluation 2

	https://time.com/5099463/kate-dicamillo-kids-books-sad/ Read *The Fantastic Flying Books of Mr. Morris Lessmore* by William Joyce https://www.youtube.com/watch?v=6YstKmP2RPA NO READING RESPONSE due!		
Class 3, T, 9/10 Why Read Children's Literature? What is Children's Literature? How Do We Access Children's LIterature? Book club planning session (bring your book to class)	● Schneider, J. J. (2016) Chapter 1 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● Schneider, J. J. (2016) Chapter 2 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● *Where Are You From?* by Yamile Saied Méndez https://www.youtube.com/watch?v=gqaIE1Skn6Y ● *Your Name Is A Song* by Jamilah Thompkins-Bigelow https://www.youtube.com/watch?v=7Q8V2exDnDg (BEGIN at 1:15 and end at 12:50) ● Response #1 SUPPLEMENTAL READING (not required and does not need to be included in your response): Schneider, J. J. (2016) Chapter 3 http://scholarcommons.usf.edu/childrens_lit_textbook/		Book club planning sheet due on Blackboard Kidlit module engagement 1 Kidlit activity 3 Participation and engagement self-evaluation 3

Class 4, T, 9/17 How is Children's Literature Categorized and What Does It Include? What is Award-Winning Children's Literature? Book club 1 (bring your book to class)	• Read pages 1-18 and 28-31 in Anderson, N.L. (2016). *Elementary Children's Literature: Infancy Through Age 14 (4th ed.),* New York: Pearson. https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/0132685833.pdf • *Dreamers* by Yuyi Morales (2019 Pura Belpre Illustrator Award Winner) https://www.youtube.com/watch?v=DItC93iIVHs • *Crown: An Ode to the Fresh Cut* by Derrick Barnes https://www.youtube.com/watch?v=B1yCg2PdeEA&list=PLPphPHIzdSQO7PSjPy614dttjdSqCW9qW&index=2&t=315s (Newbery Honor, Caldecott Honor, Coretta Scott King Award 2018) • *Eyes That Kiss in the Corners* by Joanna Ho https://www.youtube.com/watch?v=VFz0wktGr2k (2021 Bank Street Best Children's Book of the Year, Nerdy Book Award Winner, Kirkus Children's Best Book Award) • Response #2 • SUPPLEMENTAL READING (not required/ does not need to be included in your response) Schneider, J. J. (2016) Chapter 4	Readings and codes/response due for Book Club 1 (see your group's planning sheet for schedule)	Kidlit module engagement 2 Kidlit activity 4 Participation and engagement self-evaluation 4

Class 5, T, 9/24 Analyzing the Literary Quality of and Purposes For Children's Literature:Writer's Craft and Literary Analysis (Mason Core Literature Requirements/ Outcomes 1 and 3) Book club 2 (bring your book to class) NOTES: For a review of literary elements (you are NOT required to read this information or include it in your reading response..it is just FYI), feel free to consult https://www.litcharts.com/literary-devices-and-terms, https://scribemedia.com/literary-devices/, and https://www.masterclass.com/articles/22-essential-literary-devices#22-different-types-of-literary-devices-and-how-to-use-them)	● Schneider, J. J. (2016) Chapter 5 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● Read pages 31-40 in Anderson, N.L. (2016). *Elementary Children's Literature: Infancy Through Age 14 (4th ed.),* New York: Pearson. https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/0132685833.pdf ● *Last Stop on Market Street* by Matt de la Pena (2016 Newbery Award Winner) https://www.youtube.com/watch?v=tCKtEXplKVI ● *Fry Bread* by Kevin Noble Maillard (2020 Robert. F. Silbert Award Winner) https://www.youtube.com/watch?v=ZGoPq2CeJdw ● Response #3	Readings and codes/response due for Book Club 2 (see your group's planning sheet for schedule)	Kidlit module engagement 3 Kidlit activity 5 Participation and engagement self-evaluation 5
Class 6, T, 10/1 The Importance of Diverse, Anti-Bias, Children's Books (Mason Core Literature Requirement/ Outcome 4)	● Derman-Sparks, L. *Guide for selecting anti-bias children's books* at https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/ ● *Why Diverse Books Matter: Windows and Mirrors* (Note: You are	Readings and codes/response due for Book Club 3 (see your group's planning sheet for schedule)	Kidlit module engagement 4 Kidlit activity 6 Participation and engagement self-evaluation 6

Book club 3 (bring your book to class)	not required to watch the embedded videos in this article, but they are excellent!) https://www.colorincolora do.org/article/why-diverse-books-matter-mirrors-and-windows ● *The Day You Begin* by multiple, award-winning author Jacqueline Woodson https://www.youtube.com /watch?v=KDs5d_qFbEs &list=PLPphPHIzdSQO7 PSjPy614dttjdSqCW9qW &index=11&t=9s ● *We 're All Wonders* by R.J. Palacio at https://www.youtube.com /watch?v=QhCoHZHnzrE ● Response #4		
Class 7, T, 10/8 The Contemporary Realistic Fiction and Historical Fiction Genres in Children's Literature; The Poetry and Novels in Verse Genre in Children's Literature Book club booksnap planning session	● Schneider, J. J. (2016) Chapter 10 http://scholarcommons.us f.edu/childrens_lit_textbo ok/ ● *Where Three Oceans Meet* by Archana Sreenivasan https://www.youtube.com /watch?v=Rp6ymG2Wld k (Contemporary Realistic Fiction Genre) ● *Looking Like Me* by Walter Dean Myers https://vimeo.com/49577 0557 (Poetry/Novel In Verse Genre) ● *The Cats in Krasinski Square* by Karen Hesse https://www.youtube.com/wat	Book club booksnap planning session (be prepared to contribute your ideas during class time–no assignment due on Blackboard)	Kidlit module engagement 5 Kidlit activity 7 Participation and engagement self-evaluation 7

	ch?v=mjJm94EzrSo (Historical Fiction Genre) ● Response #5 ● SUPPLEMENTAL READING (Not required and not included in reading response): *Realistic Fiction Books for Kids and Teens* https://bookriot.com/realistic-fiction-books/ and *50 Must Read Historical Fiction Books for Kids* https://bookriot.com/best-historical-fiction-books-for-kids/)		
Class 8, T, 10/15 Book club booksnap presentations Goodreads Project Discussion Community expectations midterm reflection NOTES: Begin your Goodreads project reading and reviews after our class session.	No reading response due! Please watch the Goodreads Project Screencast (link on Blackboard) in preparation for your kidlit activity for today and to help you understand this project.	Be sure your book club's booksnap visual is ready to share and that you have organized how book club members will present/share (nothing due on Blackboard)	Book club self-evaluation Kidlit activity 8 (Goodreads Project Summary Reflection) Goodreads project group quiz Participation and engagement self-evaluation 8 Community expectations midterm reflection
Class 9, T, 10/22 Mystery and Adventure Genres and The Traditional Literature Genre in Children's Literature Review of Community Expectations	● *50 Must Read Mystery Books for Kids* https://bookriot.com/must-read-mystery-books-for-kids/ ● Schneider, J. J. (2016) Chapter 9 http://scholarcommons.usf.edu/childrens_lit_textbook/		Kidlit module engagement 6 Kidlit activity 9 Participation and engagement self-evaluation 9

NOTES: Continue your Goodreads project reading and reviews.	● *Martina the Beautiful Cockroach* by Carmen Agra Deedy https://vimeo.com/439041098 (Folklore genre) ● *I Want My Hat Back* by Jon Klassen https://www.youtube.com/watch?v=88j5rucAiP4 (Adventure genre) ● Response #6		
Class 10, T, 10/29 The Biographies, Autobiographies, Memoirs, and Other Informational Texts Genres in Children's Literature; Fantasy and Science Fiction Genres in Children's Literature NOTES: Continue your Goodreads reading project and reviews. **NO CLASS on 11/5: University Holiday and Election Day** *(Remember to vote!)*	● Schneider, J. J. (2016) Chapter 11 http://scholarcommons.usf.edu/childrens_lit_textbook/ ● *Paper Son* by Julie Leung https://www.youtube.com/watch?v=sO6Lp8MZUcg (Biography genre) ● *Her Right Foot* by Dave Eggers https://www.youtube.com/watch?v=cy1ED-2ntrk (Informational text genre) ● *Sulwe* by Lupita Nyong'o https://www.youtube.com/watch?v=vujbTOuzg2Q&list=PLPphPHIzdSQO7PSjPy614dttjdSqCW9qW&index=3&t=354s (Fantasy genre with elements of traditional literature!) ● Response #7	**Goodreads check-in due (I recommend but don't require that you have reviewed a book in one of the genres I have already previewed, or from a book from our book clubs or class)**	Kidlit module engagement 7 Kidlit activity 10 Participation and engagement self-evaluation 10
Class 11, T, 11/12 Beyond "Quality" Children's Literature: Text Types Re-Visited and Reading To, With, and By Children	● *The Power of Reading Choice, Time, and Pleasure* *https://teacher.scholastic.com/education/classroom-library/pdfs/The-Power-of-Reading-Choice.pdf*		Kidlit module engagement 8 Kidlit activity 11 Participation and engagement self-evaluation 11

NOTES: Continue your Goodreads project reading and reviews.	• Schneider, J. J. (2016) Chapter 7 http://scholarcommons.usf.edu/childrens_lit_textbook/ • *What Makes A Children's Book Good?* By Adam Gidwitz https://www.newyorker.com/culture/cultural-comment/the-goosebumps-conundrum-what-makes-a-childrens-book-good (or see PDF on Blackboard if this link does not work for you) • *YOUR CHOICE!* Read a children's literature picture book that we have NOT yet read in class that YOU consider to be a "good" book! • Response #8		
PARTIALLY SYNCHRONOUS CLASS SESSION! Class 12, T, 11/19 Children's Literature Text Sets: Author Studies, Genre Studies, and Topic and Theme Studies–Reading Motivation, Content Learning, Identity Development, and So Much More! NOTE: Continue working on your Goodreads project reading and reviews.	• *Text Set: Reading and Writing Different Books on One Topic* https://readingyear.blogspot.com/2021/05/text-set-reading-and-writing-different.html • *FAMILY AND FRIENDS Topic Study Mini-Text Set* ○ *A Hat For Mrs. Goldman: A Story About Knitting and Love* by Michelle Edwards https://www.youtube.com/watch?v=mZLSObIfqBE		Class 12 Screencast (on Blackboard) (Watch the screencast first before completing any other assignments) Kidlit module engagement 9 Kidlit activity 12 (Text Sets) and Kidlit activity 13 (Goodreads Next Steps) (You will complete these activities individually) Participation and engagement self-evaluation 12 (You will submit your

	○ *A Family is a Family is a Family* by Sara O' Leary https://www.youtube.com/watch?v=WcvCUBK9s6U ○ *Drawn Together* by Minh Le https://www.youtube.com/watch?v=D9o_4YUF-vw ● Response #9 (NOTE: There is no group discussion of our readings today).		answers to the 2 questions in the CLASS 12 SCREENCAST for this assignment)
Class 13, T, 11/26 Banned and Challenged Children's Literature NOTES: Finish your Goodreads project reading and reviews.	● *A Kid's Book About Banned Books* (scroll down to download at https://akidsco.com/pages/free-books) ● *Author Jerry Craft: Most Kids Cheer for the Heroes to Succeed No Matter Who They Are* https://www.npr.org/2022/12/28/1144950726/author-jerry-craft-on-new-kid-book-banning ● *And Tango Makes Three* by Peter Parnell and Justin Richardson https://www.youtube.com/watch?v=4uOXUCiDE-s ● *The Proudest Blue: A Story of Hijab and Family* by Ibtihaj Muhammad with S.K.at Ali https://ischoolsjsu.libguides.com/c.php?g=1099970&p=8021930		Kidlit module engagement 10 Kidlit activity 14 Participation and engagement self-evaluation 13

	● Response #10		
Class 14, T, 12/3 Last Day of Class, Course Reflections and Evaluations, Goodreads Projects and Book Chats	● Schneider, J. J. (2016) Chapter 8 http://scholarcommons.usf.edu/childrens_lit_textbook/ is OPTIONAL READING–No reading response due! (Please read this chapter if you are interested in writing or illustrating your own children's book in the future!)	**Goodreads/ WOW Books Project and Project Submission Form Due on Blackboard** You should be prepared to share your book chats with a small group of colleagues.	Participation and engagement self-evaluation 14 Book chat peer feedback form
FINAL EXAM SESSION: Due no later than by Tuesday, 12/17, 4:15 PM EST We are not meeting on Zoom for the final exam period. **Your final exam is due on Blackboard no later than by the end of our scheduled exam period: Tuesday, 12/17, 1:30-4:15 PM EST.** I encourage you to submit your final exam earlier if you can do so. Otherwise, please plan to complete your final exam during the scheduled final exam period.			**Final Exam Due**

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students

Policies

· Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

· Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

· Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

· Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

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

Campus Resources

· Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. (NOTE: Not applicable in our class)

· Questions or concerns regarding use of your LMS should be directed to:
o Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

· For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
o TimelyCare: https://caps.gmu.edu/timelycare-services/
o Writing Center: https://writingcenter.gmu.edu/

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone

confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

1:30-2:25 PM (55 minutes) Check in, read aloud, class business, class session preview, reading/viewing response discussions
2:25-3:25 PM (45 minutes + 15-minute break) Kidlit module, completion and submission of kidlit module engagements, BREAK
3:25-4:10 PM (45 minutes) Kidlit activity, book clubs (on designated class sessions), whole-group debriefing, submission of participation and engagement self-assessments, closure

Class Session Recordings: Class sessions will be recorded so that students who are absent from class (or portions of class) can view the class session. All recordings are on Blackboard in the "Class Zoom" section, and are usually available 1-2 hours after the class session ends.

Office Hours: I would love to meet with you to get to know you! Consider signing up for a time to talk with me during office hours. I am also happy to meet with you at any time during the semester to answer questions you have about assignments or the course, or if you would like me to share some children's book recommendations! Also, you can meet with me during the *kidlit module* portion of class (if you completed your work in advance or finished it early) or after our class session ends (just return to our class session Zoom link!). To meet with me during office hours, just email me at least 24 hours in advance of when you would like to meet so that we can schedule a time that works for both of us. The Zoom link for office-hour meetings is on our Blackboard space.

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

Response Time: I respond to emails promptly (usually within a few hours). If I do not respond to your email within 24 hours, please email me again (as I likely did not receive your email). I evaluate and grade your work within one week of your submission. I will notify you if there is an emergency situation and I am not able to meet these expectations for response time. *Responding promptly and professionally to emails is a "life skill" that is required in most jobs and professions. Your prompt response to any emails I may send you is essential so that you can address any information, questions, or issues about which I may need to contact you.*

Accommodations and Disability Services: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit https://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then, please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. They can also be reached by email at mail ods@gmu.edu or by phone at (703) 993-2474.

Emergency Situations and Extenuating Circumstances: Life happens. We are human beings/people first and students/professors second. Should an emergency situation, hardship, or extenuating circumstance arise for you this semester (e.g., serious illness or accident, family crisis, financial challenges, etc.), *contact me proactively so that we can design a plan to support you in this course, potentially in conjunction with your advisor.* **The key is proactive communication!** If you do not think you will be able to complete ELED 258 successfully due to extenuating circumstances, please remember to contact your advisor and/or other student support resources on campus https://ctfe.gmu.edu/teaching/student-support-resources-on-campus so that they can work with you to help you and develop a plan to determine next steps. I am also happy to connect you to these support services if you would like me to do so! Your health, safety, and well-being are what matter the most. I care about you as a person first and as a student second.

Academic Integrity and Use of AI Tools In This Class:

George 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.

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.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and 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.

In our class, all written assignments should be written in first person, using your own words and your unique writing "voice." All of your written assignments should include your own insights, thoughts, opinions, analyses, and perspectives only.

If you must use someone else's words, ideas, or images in your work, you are **always r**equired to cite your source (i.e., provide a reference to and cite the original source or author), *even if you paraphrase these words and ideas!* Unless it is a collaborative assignment, your work should be uniquely yours and bear little to no resemblance to the work of any other student in our class or any other source. In other words, you are expected to complete your work independently (unless the assignment is a group assignment), not share your work with any other student, and provide the appropriate reference/credit/source for any work you consult or utilize that is not your own.

The only acceptable uses of AI tools in this class are for revision and editing purposes, that is, to check your work for grammar errors, spelling errors, punctuation errors, or typos.

If a written assignment does not meet the aforementioned expectations, you will receive partial or no credit for that assignment. In addition, please see the George Mason University Academic Integrity Policy at https://oai.gmu.edu/mason-honor-code/ for more information and to understand the consequences of violating academic integrity.

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

Extra Credit: Because of the high amount of support and scaffolding that I provide you throughout the course, I do not offer any extra-credit opportunities.

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

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.