

George Mason University  
College of Education and Human Development  
Elementary Education



Promoting Learning & Development Across the Lifespan

ELED 258.DL1– Children's Literature for Teaching in Diverse Settings  
3 Credits, Fall 2024  
Asynchronous Online

**Faculty**

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**Prerequisites/Corequisites**

Recommended: C or better in ENGH 101

**University Catalog Course Description**

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

## Course Overview

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

## Course Delivery Method

This course will be delivered online (76% or more) using asynchronous format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 26<sup>th</sup>.

- To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>.

**Under no circumstances may students participate in online class sessions while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a Module includes reading, creating a journal entry, and completing any assignments and/or activities within that Module. You are asked to engage deeply with the course content and to take risks in your thinking!

## 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)

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

1. Students will be able to read for comprehension, detail, and nuance.

3. Analyze the ways specific literary devices contribute to the meaning of a text.
4. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced.

### **Professional Standards**

\*\*Elementary Education Standards are not applicable.

### **Required Texts**

Schneider, J. J. (2016). The inside, outside, and upside downs of children's literature. Retrieved from [http://scholarcommons.usf.edu/childrens\\_lit\\_textbook/](http://scholarcommons.usf.edu/childrens_lit_textbook/)

\*\*Additional required readings will be posted on Canvas.

### **Technical Requirements**

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

- High-speed internet access with updated browsers.
  - Blackboard Learn supported browsers: [https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
  - Canvas supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers, webcam, and a microphone or a microphone-enabled headset for use with the any synchronous web conferencing tools, video assignments, and audio assignments.
- 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.

### **Expectations**

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursday and finish on Wednesday.
- 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 3 times per week. In addition, students must log in for all scheduled online synchronous meetings, if any.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

### Course Performance Evaluation

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

- **Assignments and/or Examinations**  
*[Description and value/weighting for each course performance evaluation. As/if applicable, identify specific assignments as Performance-Based Assessment or Key Course Task. If fieldwork is required, identify type, duration, and amount.  
Note: Detailed descriptions of assignments and rubrics for any Performance-Based Assessment or Key Course Task must be included at the end of the syllabus.]*
- **Other Requirements**  
n/a
- **Grading**

Students are expected to submit all assignments **on time** in the manner outlined by the instructor. Blackboard will be used for uploading assignments. **Late assignments will automatically lose 1 point per day.** Please be aware of the due dates by 11:59pm on the last day of the Module. This includes larger assignments, content assignments, journals, and discussion board responses and replies (\*unless specified in the syllabus).

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

### **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.

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.

### 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.

<b>Module 1</b>	<b>Why Read Children's Literature</b>
Dates	August 29 – September 4
Readings	<ul style="list-style-type: none"> <li>• Read Syllabus carefully</li> <li>• Watch VIDEO: Introduction to the text</li> <li>• Read TEXT: Schneider, Chapter 1</li> <li>• Read ARTICLE: <a href="#">The Wonder of Reading Children's Literature as an Adult</a></li> <li>• Watch VIDEO: <a href="#">The Fantastic Flying Books of Mr. Morris Lessmore</a></li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read through syllabus</li> <li>2. Read and reflect on Module 1 materials</li> <li>3. Create a journal entry</li> <li>4. Submit Lesson 1 Content Assignment: Initial Thoughts</li> </ol>

<b>Module 2</b>	<b>What is Children's Literature</b>
Dates	September 5 – September 11
Readings	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider, Chapter 2, pp. 9-22 and Chapter 3, pp. 28-31 and 44-53</li> <li>• Watch VIDEO: <a href="#">Last Stop On Market Street</a></li> <li>• Watch VIDEO: <a href="#">Where Are You From?</a></li> <li>• Watch VIDEO: <a href="#">Your Name Is a Song by Jamilah Thompkins-Bigelow</a> (BEGIN at 1:15 and end at 12:50)</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 2 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Lesson 2 Content Assignment: Scavenger Hunt</li> </ol>

<b>Module 3</b>	<b>How is Children's Literature Categorized?</b>
Dates	September 12 – September 18
Readings	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider, Chapter 4</li> <li>• Watch VIDEO: <a href="#">Dreamers</a></li> <li>• Watch VIDEO: <a href="#">Crown: An Ode to the Fresh Cut</a></li> <li>• Watch VIDEO: <a href="#">Eyes That Kiss in the Corners</a></li> <li>• Listen to AUDIOFILE: Analysis of Princess Furball illustrations</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 3 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Lesson 3 Content Assignment: Picturebook Analysis Video</li> </ol>

<b>Module 4</b>	<b>Literary Elements and Critical Literacy</b>
Dates	September 19 – September 25
Readings	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider, Chapter 5, pp. 126-129</li> <li>• Read TEXT: Horning, <a href="#">Chapter 7</a>, pp. 148-163</li> <li>• Read ARTICLE: O'Byrne (2018) <a href="#">What is Critical Literacy?</a> (**Be sure to click on and watch the first embedded video. Stop reading when you reach the "Dialectic Critique" section.)</li> <li>• Read ARTICLE: Sims Bishop (1990) <a href="#">Windows and Mirrors</a></li> <li>• Watch VIDEO: <a href="#">The Cart That Carried Martin</a></li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 4 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Content 4 Assignment: Literary Elements in a Favorite Picture Book Chart</li> <li>4. Submit Self as Reader Assignment</li> </ol>

<b>Module 5</b>	<b>Challenged and Banned Books</b>
Dates	September 26 – October 9
Readings	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider, Chapter 12</li> <li>• Read ARTICLE: Scheib, <a href="#">The Politics of Children’s Literature</a></li> <li>• Read ARTICLE: Ferguson, <a href="#">Must Monsters Always Be Male?</a></li> <li>• Explore WEBSITE: American Library Association, <a href="#">Advocacy Books</a></li> <li>• Watch 3 VIDEOS of your choice: Banned/Challenged books (available on Blackboard)</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 5 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Content 5 Assignment: Challenged Books Chart</li> </ol>

<b>Module 6</b>	<b>Critical Literacy and Anti-Bias Books</b>
Dates	October 3 – October 9
Readings	<ul style="list-style-type: none"> <li>• Read ARTICLE: Derman-Sparks, <a href="#">Guide for Selecting Anti-Bias Children’s Books</a>.</li> <li>• Read ARTICLE: Bigelow, <a href="#">Time to Abolish Columbus Day</a></li> <li>• Watch VIDEO: <a href="#">Critical Literacy</a></li> <li>• Review WEBSITE: <a href="#">Social Justice Books</a></li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 6 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Content 6 Assignment: Selecting Anti-Bias Children’s Books</li> </ol>

<b>Module 7</b>	<b>Multicultural Texts</b>
Dates	October 10 – October 16
Readings	<ul style="list-style-type: none"> <li>• Read ARTICLE: <a href="#">CLA Position Paper</a></li> <li>• Read ARTICLE: Lu, <a href="#">Multicultural Children’s Literature</a></li> <li>• Read ARTICLE: Hill, <a href="#">The Color of Authenticity</a></li> <li>• Explore WEBSITE: <a href="#">Center for The Study of Multicultural Children’s Literature</a> <a href="https://www.csmcl.org/">https://www.csmcl.org/</a></li> <li>• Read ARTICLE: <a href="#">Why Diverse Books Matter: Windows and Mirrors</a> (Note: You are not required to watch the embedded videos in this article, but they are excellent!)</li> <li>• Watch VIDEO: <a href="#">Fry Bread</a></li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 7 materials</li> <li>2. Create a journal entry</li> </ol>



	3. Submit Content Assignment 7: Selecting Multicultural Books
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<b>Module 8</b>	<b>Nonfiction-Informational Text and Biography</b>
Dates	October 17 – October 23
Readings	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider, Chapter 11</li> <li>• Read WEBSITE: <a href="#">Nonfiction Award-Winning Books</a></li> <li>• Watch VIDEO: <a href="#">Paper Son</a> by Julie Leung</li> <li>• Watch VIDEO: <a href="#">Creature Features</a></li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 8 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Lesson 8 Content Assignment: Contemporary Nonfiction</li> </ol>

<b>Module 9</b>	<b>Traditional Literature</b>
Dates	October 24 – October 30
Readings	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider, Chapter 9, pp. 252-266</li> <li>• Explore WEBSITE: <a href="#">Start with a Book</a></li> <li>• Read BLOG: <a href="#">Just a Minute Review</a></li> <li>• View VIDEO: <a href="#">Just a Minute</a></li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 9 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Lesson 9 Content Assignment: Literary Elements</li> </ol>

<b>Module 10</b>	<b>Contemporary Realistic Fiction</b>
Dates	October 31 – November 6
Readings	<ul style="list-style-type: none"> <li>• Watch VIDEO: Fiction Book Genres – <a href="#">What is Realistic Fiction</a></li> <li>• Watch VIDEO: <a href="#">Those Shoes</a></li> <li>• Watch VIDEO: <a href="#">Shortcut</a></li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 10 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Content 10 Assignment: Contemporary Realistic Fiction</li> </ol>

<b>Module 11</b>	<b>Historical Fiction</b>
Dates	November 7 – November 13
Readings	<ul style="list-style-type: none"> <li>• Read ARTICLE: Bradman <a href="#">Historical Fiction for Children</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Read ARTICLE: Kalges, <a href="#">Why Historical Fiction is Important</a></li> <li>• Read ARTICLE: Redinger <a href="#">Children's Historical Fiction</a></li> <li>• Read ARTICLE: Kingsbury <a href="#">Historical Fiction Picture Books</a></li> <li>• Review WEBSITE: <a href="#">Uncover the Past</a></li> <li>• Watch VIDEO: <a href="#">Faithful Elephants</a></li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 11 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Content 11 Assignment: Historical Fiction</li> </ol>

<b>Module 12</b>	<b>Fantasy and Science Fiction</b>
Dates	November 14 – November 20
Readings	<ul style="list-style-type: none"> <li>• Read ARTICLE: Fantasy Books: <a href="#">There's a Whole Other World Out There</a></li> <li>• Read WEBSITE: <a href="#">Best Fantasy for Kids</a></li> <li>• Watch VIDEO: <a href="#">Sulwe</a></li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 12 materials</li> <li>2. Create a journal entry</li> </ol>

<b>Module 13</b>	<b>Poetry</b>
Dates	November 21 – November 27
Readings	<ul style="list-style-type: none"> <li>• Read TEXT: Schneider, Chapter 10</li> <li>• Read ARTICLE: Vardell, <a href="#">Poetry Power</a></li> <li>• Read ARTICLE: <a href="#">The Thirty Poems You Should Know</a></li> <li>• Watch VIDEO: <a href="#">Looking Like Me</a></li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 13 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Content 13 Assignment: Lyrical Book</li> </ol>

<b>Module 14</b>	<b>Course Reflection</b>
Dates	November 20 – December 9
Readings	<ul style="list-style-type: none"> <li>• Read ARTICLE: Crippen, <a href="#">The Value of Children's Literature</a></li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read and reflect on Module 14 materials</li> <li>2. Create a journal entry</li> <li>3. Submit Journal Reflection Assignment</li> <li>4. Submit Author Study Assignment</li> </ol>

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

## COURSE PERFORMANCE EVALUATION

All assignments should be turned in on the due date indicated in the schedule below via the LMS. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, or a word-processor based format.** Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

### 1. Module Activity Journals (15%)

**Due: On each module end date**

Your challenge is to immerse yourself in the topics and perspectives presented in the course. Each Module you will be asked to engage with the material and reflect on what you have learned. You should present your opinions in your activity journals, but you must justify them with facts and proper sources.

### 2. Module Content Assignments (45%)

**Due: On each module end date**

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

### 3. Self as a Reader(15%)

**Due: September 25<sup>th</sup>**

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

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

- **Reread a book that you first read as a child or young adolescent.** Begin your essay with a 1-2 paragraph summary of the book, then develop your essay juxtaposing your identity and experience reading this book as a child or young adolescent with your identity and experience reading this book as an adult. What motivated you to read the book? What did you find most engaging about the book?
- Write a 3-4 page essay describing your timeline experiences or the book. Your essay should be personal, insightful, and should build a strong emotional response in your reader. **This assignment is intended to be a personal and reflective piece rather than an academic or scholarly essay.**

#### **4. Author Study (25%)**

**Due: December 9<sup>th</sup>**

You will research your selected children's book author and three picturebooks by the author. You will closely read at least 3 of the author's picturebooks and analyze them for literary elements and apply the anti-bias checklist, comparing titles through a critical literacy lens. NOTE: Do not choose books from the same series.

You will submit an audio (or video) PowerPoint presentation and write a synthesis paper (2-3 pages). The audio PowerPoint is a PowerPoint presentation that you voice record what you would say during a presentation for each slide. You may also choose to record yourself in video format as well and present that way, though only the audio is mandatory.

- **Audio PowerPoint**
  - Slide 1: Introduction to the author
  - Slide 2: Biographical information on the author
  - Slide 3: Book 1 (Provide a picture of the picturebook)
  - Slide 4: Literary Analysis of Book 1
  - Slide 5: Anti-bias checklist of Book 1
  - Slide 6: Book 2 (Provide a picture of the picturebook)
  - Slide 7: Literary Analysis of Book 2
  - Slide 8: Anti-bias checklist of Book 2
  - Slide 9: Book 3 (Provide a picture of the picturebook)
  - Slide 10: Literary Analysis of Book 3
  - Slide 11: Anti-bias checklist of Book 3
  - Slide 12: Your favorite book (tell what your favorite book of these three are – and tell WHY)
- **Synthesis Paper**
  - Explain how the author's writing has changed over time **in these three picturebooks**
  - The author's contribution to children's literature **in these three picturebooks**
  - Your paper should include a strong thesis and summary statement
  - Include a reference list of the books included and sources cited in the analysis.
  - **You MUST cite and reference a minimum of five course readings. If you do not include this, you will have to resubmit the paper.**

*Further information and a rubric are available in the LMS.*

## **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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - 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](mailto:titleix@gmu.edu).

*[Additional Program or Division content, supplemental materials, instructions, and graphics may be placed here, as appropriate.]*



## 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](mailto: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](mailto:TitleIX@gmu.edu), by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

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

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