

Course and number

EDMD 5100/6100

Course Title

Media for Children

Semester and Year

Fall 2010

Department

EFLT

College of Education

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COLLEGE OF EDUCATION



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and technological expertise to help
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Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

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EDMD 5100/6100 Media for Children (3 semester credit hours)

Section 5100-001

Course Description: Examination and evaluation of current literature in print and other formats, including oral literature. Focuses on literary and instructional criteria for selecting and utilizing media.

Prerequisites: at least junior or senior level status as defined by Auburn University

Class Meeting Times: Mondays and Wednesdays, 11:00 – 12:15 in Haley Center, room 1454

Special Accommodations. Any student needing special accommodations should contact the Director of the Program for Students with Disabilities, located in 1244 Haley Center, Telephone: 334-844-2096 (Voice/TDD). Office Hours: 7:45 – 11:45 a.m. and 12:45 – 4:45 p.m.

Required Texts:

- Allyn & Bacon Anthology of Traditional Literature. Edited by Judith V. Lechner. Pearson Education, Inc., 2004.
- The Random House Book of Poetry for Children. Selected by Jack Prelutsky. Random House, 1983.
- Babbitt, Natalie. Tuck Everlasting. Farrar, Straus, and Giroux, c 1975.
- MacLachlan, Patricia. Sarah Plain and Tall. HarperTrophy, c 1983 (Newbery Award winner)
- Ryan, Pam Munoz. Esperanza Rising. Scholastic, Inc., c 2000 (Pura Belpre Award winner)
- Mortenson, Greg and David Oliver Relin. Three Cups of Tea. Puffin Books (Young Reader's Edition), c2009.
- EDMD 5100/6100 Media for Children (packet from CopyCat)

Recommended: 3-ring binder to keep your CopyCat booklet in plus any papers that I might hand out.

Course Goals and Objectives for EDMD 5100

Course Goals

- To become familiar with types of media and genres of literature available to children today;
- To be able to evaluate children's literature in all media formats based on literary/artistic quality;
- To be able to relate knowledge of child development, reading/writing development, and children's reading interests to the selection and utilization of children's literature in all media formats;
- To be able to apply children's literature across the curriculum;
- To develop an awareness of issues related to intellectual freedom.

Course Objectives

1. Specify types of media and instructional rationale for each.
2. Evaluate books, videos and examples of other media, for use with children from preschool into junior high.
3. Distinguish: picture book and older children's book, and state uses of each.
4. List characteristic developments of childhood, the abilities, and needs of children, as related to media use.
5. Outline stages of children's interests and reading/viewing/listening habits.
6. Identify works by type (genre), such as fable, myth, epic and hero tale, folktale, fantasy, fiction (including historical), biography, nonfiction (informational/factual).
7. Discuss curricular uses of specific stories and genres.
8. State use, including limitations, of bibliotherapy/media therapy.
9. Define, name, and use selection and finding aids.
10. List the principles governing the selection of materials for school collections (classroom and media center).
11. Select materials on the basis of recommended criteria.
12. State the purpose of a materials selection policy.
13. Outline steps to defend intellectual freedom and handle citizens' complaints (censorship).
14. Promote literacy and stimulate children's reading interests by making displays, organizing media areas, reading stories aloud.

Course Requirements

- Successfully complete all assignments and homework activities.
- Successfully master midterm and final covering concepts from textbooks and lectures/discussions.
- Attend each scheduled class as well as participate in activities and discussions in an active and collegial fashion.

Note: Please be aware that the university has the expectation that for each credit hour a course is worth, students should spend between **3 and 3½** total hours per week on that course.

Assessment

Students will receive points for assignments throughout the semester based on the following scale:

• Media Critiques	100 Points
• Midterm	100 Points
• Final	100 Points
• Group Project Author Study	50 Points
• Literature Extension Project	50 Points
• Poetry project	50 Points
• Story reading	20 Points
• Professionalism/Participation	30 Points
	500 Points Total

****GRADING SCALE: A total of 500 points is possible. A 10-percentage-point grading scale will be used: 90-100% - A (450-500 points), 80-89.9% - B (400-449 points), 70-79.9% - C (350-399 points), 60-69.9% - D (300-349 points), Below 60% - F (299 points or below).

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards (AQTS). The attachment shows the alignment of the College's 15 candidate proficiencies with the AQTS indicators assigned to this course. At the end of the semester, students are assigned a holistic rating for each of the targeted candidate proficiencies and their indicators using the Inventory of Candidate Proficiencies. Ratings will reflect performance throughout the semester (1- poor, 2- approaching competence/marginal, 3- competent, 4- exemplary). The primary purpose of the Inventory of Candidate Proficiencies is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits student ratings for students who perform below the "2" level to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students' ratings on the Alabama Quality Teaching Standards throughout their programs. The e-mail is copied to the student. Students whose performance is at or above the level of "2" will not receive specific feedback at the end of the semester. Students who would like specific feedback regarding the level of performance in the candidate proficiencies listed below should request an appointment with the instructor.

The candidate proficiencies that will be evaluated in EDMD 5100 are listed below:

Committed Professionals...

CP11: Engage in responsible and ethical professional practices.

CP12: Contribute to collaborative learning communities.

CP13: Demonstrate a commitment to diversity.

CP14: Model and nurture intellectual vitality

	Poor (1)	Marginal (2)	Competent (3)	Exemplary (4)
CP 11	Violates the University and/or class Academic Honesty Code and/or Exhibits no understanding of the ethical and professional practices associated with integrating technology into the K-12 curriculum	Exhibits little to no understanding of the nuances associated with professional practices associated with integrating technology into the K-12 curriculum.	Exhibits an acceptable understanding of the nuances associated with professional practices associated with integrating technology into the K-12 curriculum.	Exhibits exceptional understanding of the nuances associated with professional practices associated with integrating technology into the K-12 curriculum including but not limited to issues relating to “cyber safety” for students and teachers,
CP 12	Makes no effort to engage in a professional or positive discussion during class time or in online settings. Refuses to assist classmates who may require assistance with the acquisition of skills or concepts related to class.	Makes token efforts to participate in in-class or online settings, but seldom exhibits effort to add to the class’s “body of knowledge” regarding a topic. Is reluctant to help classmates with skills or concepts that may be needed.	Participates consistently and regularly in in-class or online settings, but not regularly in both settings. Provides some assistance to classmate during working sessions, but may tend to “take over” rather than help the classmate become adept at the needed skill.	Participates consistently and regularly in both in-class and online settings, making a positive and professional addition to the discussion at hand. Provides assistance to classmates during working sessions that facilitates the skill acquisition of the classmate.
CP 13	Verbalizes or exhibits intolerant attitudes or behaviors relating to students or teachers...those in class together, or those that will be a part of the professional teaching community in the K-12 environment. Makes no effort to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability.	Makes little or token effort to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability.	Makes an acceptable effort to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability.	Demonstrates an exceptional ability to incorporate technology in the K-12 curriculum so that it can address issues that include but are not limited to the digital divide, students with disabilities, students of various ethnicities, gender, age and ability.
CP 14	Does not demonstrate the ability to solve intellectual problems (both skill and concept based) in an independent fashion. Primary problem-solving behavior consists of making assumptions regarding tasks or concepts, rather than seeking out independent confirmation from an authority source.	Frequently does not demonstrate the ability to solve intellectual problems (both skill and concept based) in an independent fashion. Primary problem-solving behavior consists of asking the instructor for help rather than striving to solve the problem independently.	Demonstrates an acceptable willingness and ability to solve intellectual problems (both skill and concept based) in an independent fashion, sometimes seeks assistance for complex problems to travel the simple path rather than solve the problem independently. May model problem-solving behavior both in and out of class for classmates and the instructor. May be content with the answer provided in the text or from the instructor rather than seeking out answers to questions that arise as a part of unstructured class discussions.	Demonstrates an exceptional willingness and ability to solve intellectual problems (both skill and concept based) in an independent fashion, knowing when to seek assistance for complex problems. Models problem-solving behavior both in and out of class for classmates and the instructor. Seeks out answers to questions that arise as a part of unstructured class discussions.

Assignments

1. **Media critiques** for 4 Picture Books, 2 Informational Books, 3 Chapter Books, 1 magazine. Total: 10
2. **Group project Author Study:** Work in a small group to develop an author-study for an assigned grade level. Instructor will assign grade level, allow class presentation time, and provide guidance.
3. **Literature Extension Project:** Share a picture book using an extension idea from **pages 29-31**. This is like an alternative to the book reports we all grew up with.
4. **Poetry project:** Booklet of ten poems around a theme of your choice which will demonstrate a range of poetic forms and poets. Poetry reading in class.
5. **Story reading:** In class, read aloud a story (5 minutes) of your choice.

*For more information regarding the media critiques, author study, literature extension project, poetry project, and story reading assignment, please refer to the individual assignment pages in this syllabus.

Class Policy Statements:

Attendance: This class is organized as a seminar. Accordingly, student attendance, thorough preparation and active participation are expected and mandatory at every session. Each student will be allowed one “no questions asked” day of absence. This is not your “excused absence” day. The only requirement to use this day is to let me know **ahead of time** that you will be absent because you are using your one “no questions asked” day. However, the assignments for the day you choose will still be due on time. Any foreseeable absences should be discussed with the instructor in advance. You are allowed one excused absence in this course. **An unexcused absence of any kind will result in a 15 point deduction from your total points.**

- Written, *University approved*, documentation should be provided for any absence resulting from extenuating circumstances as outlined in the Tiger Cub Student Handbook http://www.auburn.edu/student_info/tiger_cub/index.html.
- Failure to provide such documentation within one week of the student’s return to class will result in the absences being classified as “unexcused” and any work missed will be unable to be made up. Students are responsible for keeping up with work and what is happening in class. If students are absent, late or leave early, they are still responsible for deadlines and project requirements on exercises and exams.

- Students who are sleeping or otherwise inattentive during class will be marked as absent.
- The use of a cell phone during class is prohibited, except as designated by the instructor.
- Students are responsible for initiating arrangement for missed work due to excused absences.

Late Arrival:

If you arrive after the instructor has started class, see the instructor after class to be certain you were marked present. After being late once, five points will be deducted from your professionalism points, an additional five points may be deducted for being more than 30 minutes late.

Assignment Submission:

1. Assignments are due by the end of the class period noted.
2. Absolutely **no work for the course will be accepted as an e-mail** and/or as an e-mail attachment or on a disk, unless specifically indicated differently by the instructor. **All graded work must be printed off by the student and submitted to the instructor in hard copy format.**
3. Any assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to 3 calendar days). Late assignments presented or turned in late after three calendar days will not be accepted and will receive a grade of zero (0).

Professionalism:

The College of Education Statement on Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

EDMD 5100 Policies related to Professionalism:

- An important skill for teachers is the ability to communicate effectively with a wide variety of people. Parents, administrators, students and peers all participate in the communication process with teachers. As such, future teachers should begin to master the art of effective and appropriate communication skills. The instructors are aware that many students utilize shorthand methods of communication with peers that are associated with text message software and hardware. However, this type of communication is *not appropriate* in a professional setting, such as with instructors and professors. Therefore, the instructors expect students to use standard forms of grammar, punctuation and

spelling when using email to inquire about course-related activities or problems. Some examples of inappropriate written communication habits that have been used by past students include:

- Addressing the instructor using inappropriately familiar language
- Use of “Hey...” to begin written communication
- Use of all capital letters in a message
- Failure to punctuate and spell properly
- Formatting written communication as if it were an instant message or text message between peers (particularly the use of text message shorthand)

This list is not exhaustive; however, it does provide a good starting point for proof-reading and editing of written communication. ***Instructor will deduct participation points from student grades if there is a consistent problem with professional written communication.***

Data Maintenance:

- It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Floppy disks, zip disks, and multiple copies of files should also be used to guard against data loss. **Failure to submit assignments due to data loss is not an acceptable excuse.**

Make-up exams and late projects:

- Make-ups will be given only for University approved excuses as outlined in the Tiger Cub (http://www.auburn.edu/student_info/tiger_cub/index.html).
- Arrangements to take a make-up quiz or an exam must be made in advance.
- Students who miss an exam or a project presentation because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class.
- Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Academic Misconduct:

- All acts of dishonesty (including, but not limited to: giving or receiving assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct.
- The University Academic Honesty Code will be followed in the event of academic misconduct.
- Acts of suspected dishonesty in any work will result in a grade of “incomplete” (IN) being submitted as the final course grade for all parties

involved. This grade will remain in effect until the outcome of Academic Honesty proceedings has been determined.

- See Tiger Cub Student Handbook
http://www.auburn.edu/student_info/tiger_cub/index.html for more specific information.

Special notes: Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. Students will use Blackboard to communicate with the instructor. Email originating from Hotmail, AOL, cell phones or other non-Auburn sources will *not* be opened by the instructor.

Evacuation Policy:

In case of fire or other building evacuation alarm being sounded in an Auburn University building, students and instructors are expected to **immediately leave the building**. In the event of a severe weather alert (e.g. tornado), students and instructors are expected to **immediately leave the classroom and proceed to the nearest safe destination** (to be identified by the instructor during the first week of class) **This is to ensure the safety of all class members**. In case an alarm is sounded during the class meeting period, the following locations will be designated meeting areas for members of EDMD 5100. Student who may require special assistance in the event of a needed evacuation are asked to speak with the instructor after class. Arrangements will be made to ensure the safe evacuation of ALL students in the class.

Haley Center Classrooms inside the LRC

- Once the class has left the building, students should proceed to the area in front of the pharmacy building. There are benches there that can be used as a gathering place.
- Students should check in with the instructor so that their safety is noted.
- Students should not leave the immediate area without notifying the instructor.

Building Re-entry (All Sections)

1. If the evacuation alarm sounds within the last 30 minutes of a class meeting period, class will be dismissed once all students have checked in with the instructor at the designated meeting area.
2. If the alarm sounds with more than 30 minutes of class time remaining, the instructor will notify the students regarding class dismissal once the entire class has checked in at the designated meeting area.
3. Bottom Line: Get out of the building safely and then the instructor will tell you what to do from there.

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.

Media critiques

Purpose: To become a critic of children's literature. To create a professional file of media critiques of print and non print media which can provide you or any colleague with sufficient summary, critical observations about the work's literary/artistic merit and child appeal, and suggestions for classroom applications to be able to use as a resource now and in the future.

Each media critique is worth 10 points for a total of 100 points.

Refer to pages 7-10 in CopyCat packet for specific instructions and examples. All media critiques are to be double-spaced.

All selections must be published after 1990 and at least half of your choices must be published after 2000. Choose one book only per author or illustrator. Also, choose only quality literature. Furthermore, **do not use mass market books** such as Disney, Charlie Brown, Nancy Drew, Berenstain Bears, or books by Golden or Western Pub. See Media Critiques assignment page for details and models.

You will complete ten (10) critiques for the following categories:

- ✓ Four (4) picture books (PB) (2 Caldecott award or honored and 1 Coretta Scott King award or honored).
- ✓ Two (2) informational books (PB/Informational) (These should come from the Orbis Pictus Awards list {Copycat p. 26} or the Robert F. Sibert Award {Copycat p. 29}).
- ✓ Three (3) chapter books (CB). (See required texts)
- ✓ One (1) children's magazine (Mag). The magazine must come from the titles provided on page 14 of this syllabus.

Sources for books and magazines include the LRC (3rd floor, Haley), RBD (main campus library) and the Public Library.

Do not critique: *Dog Breath* or *Sarah Plain and Tall*

Group Project: Author Study

You will be assigned to a small group with a specific grade level in mind (K-6). Select an author from the list provided by the instructor. This project will have the following components:

1. **Presentation-** Introduce us to your author! Think of yourselves as a salesperson for this author. Design a power point to cover the following information:
 - Personal background information
 - How he/she became a writer
 - Link to the author's website. Navigate through a couple of interesting features on the website.
 - Five featured books the author has written that fit in best with the assigned grade level. Hard copies of these books should be available & showcased. Explain why these books are appropriate and appealing to this age group. **Make reference to your knowledge of child development for children at this level, (use your CopyCat book).** Don't just summarize them; make us want to read them!!! One of these will be the read aloud.
 - Explanation of prop/costume (fit this in naturally with discussion of author if possible—doesn't need to be a power point slide).
 - Why is he/she so well-loved?
2. **Hard Copy of Power Point & One Page Handout-** Submit a hard copy of the power point to the instructor on the day of the presentation. Provide classmates with a one page handout summarizing author information, the website address, and a list of featured books (can go beyond the five mentioned in class).
3. **Media Critique-** Your group will work together to write a media critique for one of the author's featured books; (this will count as one of your 4 picture book critiques). This will be turned in on the day of your presentation.
4. **Read Aloud:** Read aloud one of the five (5) featured books. The one you read aloud should be the one you did the media critique on.
5. **Fun Props/Costume:** Each group member should think about a creative prop or costume element to bring or wear that symbolizes something about the author or his/her books.

Poetry Booklet

Select a theme. Select 10 poems from your anthology or any other published source whose subject is your theme. Copy each poem and arrange them in an attractive way in booklet form, with the theme lettered on the cover page (including your name.) Be sure your booklet can be handled by children. For each poem include the title, followed by author (or anonymous, if this is the case) on the next line, then the poem, keeping poetic line and stanza pattern. **Make sure you have a variety** of poetic forms, types, and authors. Be sure to include one each of the following types of poems and label each poem with the type it is:

- a humorous poem
- a narrative poem (i.e., a poem with a plot)
- a poem which lends itself to creative movement such as pretending to be the wind, an animal, rain, etc... or to dramatic reading using several voices, such as dialog, chorus, echoing, etc...
- a poem with a contemporary setting or situation
- a Mother Goose rhyme (use no more than two for this project). Remember, Mother Goose poems are anonymous.
- a poetic poem, i.e. one which has beautiful (not merely rhyming) sounds and imagery
- a poem by a contemporary poet

Booklets will be displayed in the classroom and will remain on display for several weeks. Do take the time to read each other's choices for future ideas.

Poetry reading: We will have a Poetry Coffeehouse; complete with snacks and coffee on the day of our poetry readings. Select a poem with appeal to your audience from your project to share with the class. Practice it! **Read aloud with expression.**

Literature Extension Project

Purpose:

The traditional book report is just one way children can respond to a book. Other ways to have children share stories should also be available. In this project, you should use your creativity to share a picture book through puppets, felt board, masks, hats, or other visual means. See [pages 29 – 31 of Copycat](#) for ideas.

Criteria for Evaluation:

1. The project should be a medium a child could use to retell the big parts of the story.
2. The project must show a close relationship to the content and style of the book
3. The project must be original/creative. No copies from the book. This should be something you could expect a child to be able to create too. Think about creative resources.
4. The project must be safe and practical/sturdy enough to be handled by children.
5. The project must have eye-appeal. It does not have to be elaborate or craftsman like, but should show evidence of care.
6. An index card should accompany the project. On this index card, write the following:
 - Your name
 - Complete bibliographic information
 - A one sentence summary of the story
 - A list of materials used and their costs
 - An estimate of the amount of time it took to complete the project (plan on between two to four hours)
 - A brief explanation of how a child could use this medium to retell the story.

Story Reading Assignment

1. Choose a book which makes a good read-aloud. Award winners are sure to meet quality standards. It must be worth reading and have appeal. Make sure you pre-read your book. Guidelines for selecting a good story include (good books for reading aloud have at least some of the following characteristics):
 - Plenty of dialog
 - Action
 - Suspense
 - Interesting/Vivid use of language
 - Repetition and other predictable or interactive qualities
2. Introduce the book by making a connection with the audience.
3. Vary tone, inflection, expression and read in a smooth, practiced manner.
4. Do not rush; vary pace to match the plot.
5. Maintain eye contact by picking out individuals (always different ones) rather than sweeping the audience.
6. Be sure to show all pictures to all in the audience. Turn the book from one side of the room to the other with a slow sweep. Hold book on top or bottom and turn pages from outer corners so pages do not tear.
7. Before the date of your story reading, practice reading the story over and try doing it aloud 2 – 4 times, so that you are comfortable, but not bored with it.

Magazine Assignment

Purpose: To help students identify and evaluate a magazine intended for use with children.

1. Select one of the following magazine titles (Public Library is a good source):
 - Cricket
 - Cobblestones
 - National Geographic (Kids)
 - Ranger Rick or Big Back Yard (preschoolers)
 - Baby Bug (preschoolers)
 - Ladybug
 - Spider
 - Calliope
 - Kids Discover
 - Muse
 - Odyssey
 - Faces
2. Get two or three recent issues of the same magazine title to peruse. Examine one in depth for the following:
 - Who is the publisher? Where can a subscription be ordered?
 - How frequently is the magazine published (quarterly, monthly, etc...)?
 - What is the approximate cost?
 - What is the purpose of the magazine?
 - What is the scope of the magazine (What kinds of articles do you find)?
 - What are the regular features/columns/departments of this magazine?
 - What are the special features of this issue?
 - What are the type and quality of the illustrations (color photographs, drawings, sketches)?
 - What are the strengths of this magazine and what will attract and keep children's interests?
 - What are some curricular uses of this magazine?
3. *The magazine media critique should have the following information:*
 - Bibliographic information including the magazine grade level; Title of magazine. Publisher (subscription address), frequency (monthly, quarterly, etc...), approx. annual cost, date, and issue number of the copy you examined in depth.
 - Summary: Purpose of the magazine, scope, regular features, special features
 - Evaluation: Type and quality of articles and of illustrations. General appeal of articles
 - Uses: List possible curricular uses