

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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And by Appointment

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

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

A Keystone in Building a Better Future for All



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Auburn University is an equal opportunity educational institution/employer.

AUBURN UNIVERSITY SYLLABUS

1. Course Number: EDMD 5100-6100

Course Title: Media for Children

Credit Hours: 3 semester hours

Prerequisite: Upper Class Division Undergraduate

Corequisite: None

2. Date Syllabus Prepared: August 2010

3. Texts to purchase:

- Lechner, J. *Course Notes: EDMD 5100/6100 Media for Children; A Brief Overview*. Buy at Copy Cat in Foy Union
- Prelutsky, J. (Ed.) (1983) *The Random House Book of Poetry for Children*.
- Lechner. *Allyn & Bacon Anthology of Traditional Literature*.
- George, *The Missing Gator of Gumbo Limbo*.
- Lowry, *The Giver*.
- Ryan, Patricia Munoz. *Esperanza Rising*.
- 1 paperback chapter book for small group sharing to be chosen early in semester and obtained by students in libraries or bookstores. Instructor will introduce choices of books.

OTHER USEFUL RESOURCES ON LECHNER'S RESERVE IN LRC:

- *Scott, Foresman Anthology of Children's Literature*. Has lots of poems, including Mother Goose nursery rhymes.
- Norton, Donna. *Through the Eyes of a Child*. Great basic textbook of children's literature. Every topic covered in class is covered in depth here. Only book lists are outdated.

4. 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.

5. Course Objectives:

Media for Children should help you achieve many of College of Education's goals for becoming a competent, committed and reflective professional as listed above in the Course Syllabus's cover page. This course should be especially helpful for goals 3, 5, 10, and 13. The following are specific objectives of the course:

1. Become familiar with a wide range of children's literature and authors, in a variety of formats and from diverse cultures within the United States and globally.
2. Evaluate books, videos and examples of other media, for use with children from preschool into junior high in order to be able to select materials based on recommended criteria.
3. Orally interpret literature with children [creative drama; reader's theater; book-talking; storytelling; and reading aloud to children], in order to develop children's language and literacy skills, as well as to help motivate children to become life-long readers and learners.

4. Distinguish and know uses of different media formats of children's literature [picture books; chapter books; videos; electronic books; audiobooks; etc.] in order to be able to integrate them into the curriculum.
5. Know and apply characteristic developments of childhood, the abilities and needs of children, as related to media use.
6. Be able to outline stages of children's interests and reading/viewing/listening habits.
7. Identify works by genres: poetry, fables, myths, epic and hero tales, folktales, fantasy, fiction (including historical), biography, informational books.
8. Discuss curricular uses of specific stories and genres.
9. Promote literacy and stimulate children's reading interests by creating displays, organizing media areas, reading aloud stories, forming literature circles.
10. Define, name, and use selection and finding aids.
11. List the principles governing the selection of materials for school collections (classroom and media center) and know the purpose of a materials selection policy.
12. Outline steps to defend intellectual freedom and handle citizens' complaints (censorship).

6. Course Content and Schedule:

Week 1 Course Introduction

- A. Introduction
- B. Definitions
- C. Student reflection and discussion of their own reading history
- D. Overview of genres, awards

Week 2 Picture Books and Videos

- A. Illustration in picture books
- B. Critiquing picture books
- C. Critiquing videos

Week 3 Child Development and Reader Interests; Chapter Books;

- A. Child development
- B. Introduction to chapter books for Literature Circles
- C. Critiquing chapter books

Week 4 Traditional Literature

- A. Traditional Literature – Overview of types, relation to students' experiences
- B. Fables – Uses in school, types, international varieties
- C. Mother Goose and other traditional rhymes - overview, history, uses
- D. Folktales – Introduction to types

Week 5 Traditional Literature

- A. Folktales - Uses in school, international varieties
- B. Myths - Uses in school, types, international varieties

Week 6 Traditional Literature; Poetry: Reader's Theater

- A. Legends and hero tales - Uses in school, types, international varieties

- B. Introduction to poetry; Children's reading preferences; Performance Poetry
- C. Reader's theater

Week 7 Poetry; Literature Circles; Review for Midterm

- A. Sharing poetry with children - poetry preferences of children
- B. Survey of outstanding poets who have written for children
- C. Poetry presentations; posters or booklets created by students around a theme
- D. Review for midterm

Week 8 Midterm; Introduction to Informational Books

- A. Midterm
- B. Biographies
- C. Informational/biography video

Week 9 Informational Books: Magazines

- A. Informational Books
- B. Informational Book Presentations by students
- C. Children's Magazines

Week 10 Fiction; Literature Circles; Selection Aids

- A. Introduction to Fiction
- B. Contemporary Fiction
- C. Selection Aids

Week 11 Fiction: Group Projects and Literature Circles - Introduction

- A. Identifying non-book media for specific curriculum uses related to Literature Circle books
- B. Evaluating non-book media
- C. Historical fiction

Week 12 Group Projects Presentations; Multicultural Literature; Reader Motivation

- A. Group Projects: Literature circle and non-book media presentations
- B. Multicultural literature
- C. International children's literature

Week 13 Fantasy; Story Reading and Alternative Book Sharing (puppets)

- A. Fantasy
- B. Introduction to value of reading aloud to students, use of visual interpretations of stories; dramatization
- C. Story Reading and Alternative Sharing projects

Week 14 Intellectual Freedom/Censorship; History of children's Literature

- A. The censors and the materials they challenge
- B. Selection policies, review processes, and defense of intellectual freedom
- C. History of Children's Literature
- D. Story Reading and Alternative Sharing projects

Week 15 Reflecting on Reading to Children; Course Review

- A. Reflecting on reading to a child or children
- B. Course review
- C. Student evaluations

7. Course Requirements/Evaluation:

- A. Attend all class sessions, participate in discussions (see attendance policy handout)
- B. Complete midterm
- C. Complete a final examination
- D. Write annotations for books, non-book media, and magazine to be handed in as hard copy:
 - **7 independently selected picture books* (PB)** (2 Must be Caldecott Medal or Honor winners, 1 must be a Coretta Scott King Award or Honor winner - see Awards List at end of *Course Notes*) DUE AS NOTED ON SCHEDULE ON A WEEKLY BASIS.
 - **4 independently selected chapter books (CB) of 85+ pages*** except as noted for Early Childhood students for informational book assignment only. You must include 1 Newbery Medal or Honor winner and 1 international book award winner - this means a book from another country such as Hans Christian Andersen Award, OR Mildred L. Batchelder Medal, OR Carnegie (British) Award - **see Awards List at end of Course Notes**) DUE AS NOTED ON SCHEDULE ON A WEEKLY BASIS. The 4th independently selected chapter book does not have any restrictions.
 - **3 non-book media**, 2 of which will be shown in class. The third one is part of your Literature Circle/Group Project DUE AS NOTED ON SCHEDULE.
 - **1 children's magazine** DUE AS NOTED ON SCHEDULE.
- F. Participate in Group Project, selecting, critiquing, and presenting non-print sources for a curriculum application related to you Literature Circle book. DUE AS NOTED ON SCHEDULE E. 1 Page Reflection on your Experiences Reading to a Child (or children) **
- G. Poetry booklet or poster and performance. DUE AS NOTED ON SCHEDULE
- H. Story-reading of a picture book or storytelling of a folktale, myth or other traditional story in class in your own words*** DUE AS NOTED ON SCHEDULE. May use one of the PBs you have critiqued.
- I. Visual prop for Sharing the PB that you are reading or telling in class. DUE AS NOTED ON SCHEDULE

* Please read only **1 book per author or illustrator for the semester. ALL INDEPENDENTLY SELECTED BOOKS MUST BE 1960+ BUT FOCUS ON 1985+ FOR MINIMUM HALF YOUR BOOKS.**

****Graduate students** taking this course must instead conduct a reading interest survey and interest profile for a group of children in a K-12 setting. **For survey instruments and write-up requirements on Blackboard and discuss with instructor. Undergraduates** need to read one time only to one or more children, recording the title read, the age of child(ren), the setting (i.e. classroom, tutoring, home, etc.), and response of child(ren), and reflection on experience.

*****Graduate students.** Instead of storyreading, develop a booktalk using props or other means of involving the audience, with the purpose of stimulating reading interest among children. See Blackboard for models of booktalks.

Assessment:

The final grade for the course will be based on the following:

Midterm 21%

Final Exam 21%

Book/media Annotations/Critiques 15% : 7PBs; 4CBs; 3 Non-book media; 1 magazine.

Participation Pts / Reader Responses to folktales, myths, legends, Missing Gator; Esperanza; Whittington; Literature Circle selected chapter book 7%

Reflection on Reading Experience to Child 1%

Story reading/Storytelling 10%

Visual sharing of story 10%

Group project/Literature Circle 10%

Poetry 5%

Total 100%

The following grading scale will be used:

90-100%=A

80-89.9%=B

70-79.9%=C

60-69.9%=D

Below 60%=F

8. Class Policy Statement

PARTICIPATION: In-class discussions, both in small groups and with whole class, are essential for learning in this course. To be ready to participate you must have read material by the date we're ready to discuss it and must have responded **in writing** to **Reader Response Questions for Folktales, myths, legends, and the chapter book for your Literature Circle**. You must also be ready to offer suggestions for curricular applications and critiques of materials brought to class, and be willing to share reading experiences you have had with children.

ANNOTATIONS/MEDIA CRITIQUES:

- **1 book per author or illustrator for the semester. All books must be 1960 or more recent and minimum ½ should be from 1985 or more recent.** I will not accept pre-1960 (initial) copyright books, even if reprinted more recently. So look carefully at the copyright history printed on the verso of the title page (or at the end of the book). If you have never read some of these classics you should, but not for this course.
- **ALL ANNOTATIONS MUST BE DONE BY END OF SEMESTER. EACH MISSING ANNOTATION MEANS A LETTER GRADE LOWER ON FINAL GRADE.** I used to give incompletes, but that is no longer an option except for documented major medical emergency according to university policy.
- If you receive a C or a Redo only, you may redo the annotation. If it says incomplete, complete the missing part in order to get full credit for the annotation.

- Please hold onto all your annotations after I have returned them, as you will need to hand them back in as a package at the end of the semester for a final recheck. The final package needs to be organized by PB, CB, Media, Magazine, chronologically within grouping. I will return these on the last day of class.

CHOICE OF BOOKS: Do not use mass market books – I will ask you to redo these with another choice. Mass market books include ‘supermarket’ books including Disney, Babysitters Club, Goosebumps, Berenstain Bears or books by Golden or Western Publishers, etc.(as new series come out). **These books need no introduction by you, the teacher - children recommend them to each other. They serve a purpose but they are not usually high quality literature, as they are written to a formula.**

WHERE TO FIND GOOD BOOKS: The University Library (RBDL) has an outstanding children’s collection. The Juvenile collection is on the 2nd floor facing the parking deck. If you’re coming from Haley Ctr., turn to the right after you pass the main entrance lobby on the second (Mell Street entrance) floor. Browse RBDL shelves at **Juv PZ7; PZ 8; PZ 8.1 for picture books**. Use lists (**Award winners, and Short and Easy Books lists, at back of EDMD 5100-6100 Course Notes,**) for suggestions for chapter books. Don't hesitate to get help at the Reference desk (center isle toward College St. on second floor).

(LRC’s children’s collection is limited – use LRC mainly for non-print media)

Attendance/Absences: No unexcused absences of any kind: 3 bonus points; 1 unexcused absence: 2 bonus points; 2 unexcused absences: 1 bonus point. No points lost up to 3 unexcused absences. After three unexcused absences 1 point off final grade for each additional day. Medical excuse or other documentation required for excused absence. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting.

Students are responsible for initiating arrangement for missed work due to excused absences (Tiger Cub p. 74).

Make-up quizzes and exams will be given only for University-approved excuses as outlined in the Tiger Cub (p. 74). Arrangements to take a make-up quiz or an exam must be made in advance. Students who miss a quiz or an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class and should schedule a make-up exam within 3 class days. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Exams: tests are based on assigned readings, Lechner’s Course Notes, lectures, and Blackboard power points.

Accommodations: The Disability Accommodation Statement for faculty to include on their syllabi should be updated to the statement below, according to Sarah Colby Weaver, new director of the Program for Students with Disabilities. The statement is: "Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096."

Honesty Code: The University Academic Honesty code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Definition of plagiarism: Any use of other people's words, even if rearranged, is considered plagiarism. Books and other media annotations are to be your own work, as no outside review sources are either needed or acceptable in this course. The point of this course is for you to develop skill in evaluating trade books and other media so that as a teacher or school librarian you will have good criteria for choosing to use or buy materials. Also, even though it is more work for the instructor, this is your opportunity to practice effective writing. To **avoid inadvertent plagiarism, do not read reviews** online or anywhere else. Subconsciously, one is likely to use phrases and even sentences that one has just read.

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

9. Justification

EDMD 5100 is needed to fulfill Elementary Education required courses; Early Childhood Education and Human Development and Family Studies elective offering for undergraduates; EDMD 6100 is needed by graduate students in library media, elementary education or reading education who have never had a survey course in children's literature or who are unable to fit EDMD 7100 into their schedules.