**AUBURN UNIVERSITY SYLLABUS**

1. **Course Number:** EDMD 7100
   **Course Titles:** Selection and Use of Media for Youth
   **Credit Hours:** 3 semester hours
   **Prerequisite:** Graduate standing
   **Corequisite:** None

2. **Date Syllabus Prepared:** August 2013

3. **Texts:**

   American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs.* Chicago: American Library Association.

   Lechner, J. V. (2004). *Allyn & Bacon anthology of traditional literature.* Boston: Pearson Education.

   Lukens, R. J., Smith, J. J., & Coffel, C. M. (2013). *A critical handbook of children's literature.* Boston: Pearson Education.

4. **Course Description:**

   Evaluation, selection, and use of print and non-print media for youth, including materials for multicultural, special, and gifted education. Emphasis is on contemporary issues, themes, and current materials.

5. **Course Objectives:**

   The student will be able to:

   1. Recommend a learner-centered model of collection development and selection of resources to meet the requirements of the learning community. (Evaluation)
   2. Evaluate different information formats including print, graphic, video, audio, and electronic and their uses in curriculum (Evaluation)
   3. Recommend uses of literature and resources for children and young adults for teaching and learning (Evaluation)
   4. Reflect on the principle of intellectual freedom is a prerequisite to effective and responsible citizenship in a democracy. (Synthesis)

6. **Course Content and Schedule:**

   **Week 1 -- Overview of Selection and Use (Aug. 27)**
   A. Trends in media for youth
   B. Trends in school library collection development and selection
   C. Role of school librarian in collection and selection

**Week 2 -- Selecting Media for Youth (Sept. 3)**
  A.  Selection policy and procedures
  B.  Selection resources and tools
  C.  Alabama authors

**Week 3 – Children's and Young Adult Literature (Sept. 10)**
  A.  Genres of literature (for children and young adults)
  B.  Literary elements (character; plot; setting; point of view; style and tone; and theme)
  C.  Newbery Award and Michael Printz Award

**Week 4 – Reading is a Window to the World (Sept. 17)**
  A.  Child and youth development and literature
  B.  Reading interests and behavior
  C.  Reading, CCRS, and what school librarians need to know
  D.  Strategies/activities for reading promotion/motivation

**Week 5 -- Intellectual Freedom (Sept. 24)**
  A.  Intellectual freedom
  B.  Challenged materials/banned books/censorship
  C.  Reconsideration process

**Week 6 – Evaluating Picture Books and Graphic Novels (Oct. 1)**
  A.  Overview of picture books (classic and postmodern picture books)
  B.  Types of picture books
  C.  Graphic novels – overview and trends
  C.  Evaluating and selecting picture books, picture story books, and graphic novels
  D.  Teaching and learning with picture books, picture story books, and graphic novels
  E.  Caldecott Award

**Week 7 -- Traditional Literature (Oct. 8)**
  A.  Types of traditional literature (myths, epics, legends, tall tales, folktales, fables)
  B.  Evaluating and selecting traditional literature
  C.  Teaching and learning with traditional literature

**Week 8 -- Multicultural and International Literature (Oct. 15)**
  A.  Multicultural literature in the United States (definitions, history, overview, values)
  B.  International literature, English language (Australia, Britain, Canada, New Zealand)
  C.  International literature, non-English (cultural trends, exchanges, etc.)
  D.  Evaluating and selecting multicultural and international literature
  E.  Teaching and learning with multicultural and international literature
  F.  Coretta Scott King Awards, Batchelder Award, and Pura Belpre' Award

**Week 9 -- Poetry (Oct. 22)**
   A. Sharing poetry with children - poetry preferences of children
   B. Survey of outstanding poets who have written for children
   C. Anthologies and collections
   D. Teaching and learning with poetry

**Week 10 – Fantasy (Oct. 29)**
   A. Modern fantasy
   B. Science fiction
   C. Evaluating and selecting fantasy
   D. Teaching and learning with fantasy

**Week 11 – Fiction (Nov 5)**
   A. Historical fiction
   B. Realistic fiction
   C. Evaluating and selecting fiction
   D. Teaching and learning with fiction

**Week 12 – Nonfiction: Informational Resources (Nov. 12)**
   A. Nonfiction formats for children and young adults
   B. Information resources for social sciences, science and humanities
   C. Evaluating and selecting nonfiction
   D. Teaching and learning with nonfiction
   E. Seibert Award

**Week 13 – Biographies (Nov. 19)**
   A. Biographies for children and young adults
   B. Biographical resources
   C. Evaluating and selecting biographies
   D. Teaching and learning with biographies

**Week 14 – Magazines, non-print resources, electronic/technology (Dec. 3)**
   A. Magazines for children, youth, and professional educators
   B. Evaluating and selecting non-print and electronic/technology
   C. Teaching and learning with magazines, non-print and electronic/technology

**Week 15 – Final project presentations (Dec. 10)**

7. **Course Requirements:**

   A. Collection Project: Recommend a learner-centered collection of resources for an identified   school library.
      (a) Describe characteristics of learners in a multicultural society, including their abilities, interests, needs, and learning styles. (Comprehension)
      (b) Describe how the library collection supports curriculum. (Comprehension)
      (c) Analyze strengths and weaknesses of a library collection (Analysis)

(d)  <u>Select</u> resources to meet instructional goals as well as needs, interests, and abilities of students in a multicultural school population (Evaluation)
  (1)  Identify selection sources/tools (Information)
  (2)  Apply criteria for selecting resources (Application)

B.  <u>Professional selection file</u>: Evaluate different information formats including print, graphic, video, audio, and electronic and their uses in curriculum (Evaluation)
  (a)  Demonstrate knowledge of print, non-print, and electronic resources and their uses in curriculum (Comprehension)
  (b)  Demonstrate ability to critique literature and resource materials (Application)

C.  <u>Reading Project</u>: Recommend uses of literature and resources for children and young adults to    support teaching and reading. (Evaluation)
  (a)  Demonstrate knowledge of trends, issues and research related to reading, CCRS, and information literacy (Application)
  (b)  Demonstrate knowledge of children's and young adult literature, print and media awards, works of prominent authors and illustrators, literary genres, author/illustrator bio and presentation about awards; identify award winning resources in project (Application)
  (c)  Design an activity through which the school librarians and teachers can motivate students to use (read, listen, view, etc.) a variety of appropriate resources. (Synthesis)

D.  <u>Activities</u>: Reflect on the principle of intellectual freedom is a prerequisite to effective and responsible citizenship in a democracy. (Synthesis)
  (a)  Identity and discuss major court cases on censorship and intellectual freedom that relate to schools/school libraries (Identification and Comprehension)
  (b)  Practice/model openness to the ideas and examine barriers to intellectual freedom (Application)
  (c)  Analyze/critique a school selection policy (Analysis)
  (d)  Interpret the process for responding to challenges to intellectual freedom (Comprehension)

9.  **Assessment:**

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

| | |
|---|---|
| Collection Project | 200 pts. |
| Professional selections/annotations | 170 pts. |
| Reading Project | 90 pts. |
| Intellectual freedom activities | <u>25 pts.</u> |
| TOTAL | 485 pts. |

The following grading scale will be used:

$$446 - 485 \text{ pts.} = A \ (92 - 100\%)$$
$$388 - 445 \text{ pts.} = B \ (80 - 91\%)$$
$$340 - 387 \text{ pts.} = C \ (70 - 79\%)$$
$$\text{Below } 340 \text{ pts.} = D - \text{course would need to be repeated for certification}$$

**8.    Class Policy Statements:**

A. <u>Attendance</u>. Although attendance is not required, students are expected to attend all class meetings and will be held responsible for any content covered in the event of an absence.

B. <u>Excused absences</u>. Students are granted excused absences from class for the following reasons: 1) illness of the student or serious illness of a member of the student's immediate family, 2) the death of a member of the student's immediate family, 3) trips for student organizations sponsored by an academic units, trips for university classes, trips for participation in intercollegiate athletic events, 4) subpoena for a court appearance, and 5) religious holidays. Should students need to have an excused absence for any other reason, please contact the course instructor in advance to request an excused absence.

C. <u>Make-up Policy</u>. Make-up course work/assignments will be given only for University-approved excuses. Arrangements to make-up missed assignments/exam must be made in advance. Students who miss a class 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. Other avoidable absences form campus must be documented and cleared with the instructor **in advance**.

D. <u>Accommodations</u>. Students who need special accommodations are asked to arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. If the student has a conflict with the instructor's office hours, an alternative time can be arranged. A copy of the Accommodation Memo and an Instructor Verification From. If you do not have an Accommodation Memo but need accommodations, please contact the Office of Accessibility, 1244 Haley Center, as soon as possible. Telephone: 334-844-2096 (V/TT)

E. <u>Academic Honesty</u>. All portions of the Auburn University Honesty Code will apply in this class. I expect you to complete your assignments individually, but collaboration techniques you are learning in this course are highly desirable and will be encouraged. While sharing your work and giving and receiving assistance from others in the class can be valuable for the learning community, I expect you to do your own work for evaluation and for the course grade. My major interest is in your learning which will best take place as we share questions, answers, and experiences. Reading on the scheduled topic from the textbooks and other sources should take

place before doing the assignments or attending class on that topic.

F. <u>Professionalism:</u> 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