

**AUBURN UNIVERSITY SYLLABUS**

**1. Course Number:**  EDMD 7106

**Course Titles:** Selection and Use of Media for Youth

**Credit Hours:** 3 semester hours

**Prerequisite:** Graduate standing

**Corequisite:** None

**2. Date Syllabus Prepared:** August 2016

**3. Texts:**

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

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

**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. Identify genres/types of literature for children and young adults.

2. Identify and evaluate literary and illustration elements in a variety of literature.

3. Identify factors to be considered when selecting materials that match educational/curriculum goals/standards and meet the diverse needs of school populations.

4. Reflect on the principle that intellectual freedom is a prerequisite to effective and responsible citizenship in a democracy.

5. Identify the attributes of and evaluate different information formats including print and non-print.

6. Identify major awards given for children's and/or young adult literature, purpose for each award, and examples of award winners/recipients.

7. Identify trends, issues, and research related to reading and/or reading research and role of school librarian.

8. Plan and develop collaborative strategies between school librarians and teachers to motivate students to read, listen, and view a variety of literature/media.

**6. Course Content and Schedule:**

**Week 1 -- Overview of EDMD 7106: Selection and Use (Aug. 24 & Module 1)**

1. Syllabus & Schedule
2. Canvas: Assignments & Pages

**Week 2 – Literature and the School Library Program (Aug 31 & Module 2)**

1. Trends in literature for children and youth
2. Genres of literature for children and young adults via Alabama authors

**Week 3 – Literature and the School Library Program (Sept 7 & Module 2)**

1. Literary elements (character; plot; setting; point of view; style and tone; and theme)
2. Evaluating Chapter Books
3. John Newbery and Michael Printz Awards

**Week 4 – Reading is a Window to the World (Sept. 14 & Module 3)**

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 – Selecting Media for Youth (Sept. 21 & Module 4)**

1. Trends in school library collection development and selection
2. Learner-centered collection and selection

C. Role of school librarian in collection and selection

**Week 6 – Selecting Media for Youth (Sept. 28 & Module 4)**

A. Intellectual freedom & challenged books

B. Selection policy and procedures

C. Selection resources and tools

**Week 7 – Evaluating Picture Books and Graphic Novels (Oct. 5 & Module 5)**

A. Overview of picture books (classic and postmodern picture books)

B. Types of picture books

C. Graphic novels – overview and trends

D. Evaluating and selecting picture books, picture story books, and graphic novels

E. Teaching and learning with picture books, picture story books, and graphic novels

F. Randolph Caldecott Award

**Week 8 -- Traditional Literature (Oct. 12 & Module 6)**

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 9 -- Poetry (Oct. 19 & Module 7)**

A. Sharing poetry with children - poetry preferences of children & YAs

B. Survey of outstanding poets who have written for children and YAs

C. Evaluating and selecting poetry

D. Teaching and learning with poetry

E. NCTE Award for Poet

**Week 10 – We Need Diverse Literature (Oct. 26 & Module 8)**

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. Diverse literature (cultural trends, values, etc.)

E. Evaluating and selecting multicultural, international, and diverse literature

F. Teaching and learning with multicultural, international, and diverse literature

G. Awards: Coretta Scott King, Batchelder, Pura Belpre’, and Stonewall

**Week 11 – Fantasy and Fiction (Nov 2 & Module 9)**

A. Modern fantasy

B. Fiction: Historical, Realistic, and Science

C. Evaluating and selecting fantasy and fiction

D. Teaching and learning with fantasy and fiction

**Week 12 – Nonfiction: Informational and Biographical Resources (Nov. 9 & Module 10)**

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 – Magazines and Media (Nov 16 & Module 11)**

A. Magazines and media for children, youth, and professional educators

B. Evaluating and selecting magazines and media

C. Teaching and learning with magazines and media

**No formal class the week of Nov 21 – 25 (Thanksgiving break)**

**Week 14 –**  **Work on Final Project (Nov 30)**

**Week 15 – Final projects due (Dec. 7)**

**7.**  **Course Requirements:**

**A. Resource Evaluations Project**. Evaluate different literature genres/format including print, graphic, video, audio, and electronic and their uses in curriculum

* Demonstrate knowledge of literary elements; study and compare literary elements with picture and chapter books selected to evaluate,
* Demonstrate ability to select and evaluate literature for children and young adults,
* Identify factors to be considered when selecting materials that match educational/curriculum goals/standards and meet the diverse needs of school populations.

**B. Award Presentation.** Identify one major award given for children's and/or young adult literature/media and prepare a presentation on the purposes for, history of, and recent examples of award winners.

**C. Selection Policy and Selection Tools Evaluation Assignment**: Analyze/critique a school selection policy and evaluate at least 2 selection tools/sources.

**D. Intellectual Freedom Assignment**. Reflect on the principle of intellectual freedom as a prerequisite to effective and responsible citizenship in a democracy.

* Identity and discuss major court cases on censorship and intellectual freedom that relate to schools/school libraries,
* Practice/model openness to the ideas and examine barriers to intellectual freedom,
* Interpret the process for responding to challenges to intellectual freedom

**E. Traditional Literature Presentation**. Identify one type of traditional literature for children and young adults and prepare a presentation on this type of traditional literature.

**F. Final Projec**t. Select one from the following:

* Recommend a learner-centered collection of diverse resources for an identified school library.
* Recommend uses of literature to support reading and text complexity required in “Common Core” Standards
* Plan and develop collaborative strategies with examples of how school librarians can collaborate with classroom teachers to motivate reading and/or viewing media.
* Author or illustrator study. Select and author/illustrator from provided list and prepare an author/illustrator unit that a teacher could use.

**G. Online discussions**. Students are expected to participate in weekly online discussions.

**8. Assessment:**

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

Literature/Resource Evaluations Project

(14 items @ 15pts ea.) 210 pts.

Award Presentation 20 pts.

Selection Policy & Selection Tools 50 pts.

Intellectual Freedom Assignment 20 pts.

Traditional Literature Presentation 30 pts.

Online Discussions 40 pts.

Final Project 100 pts.

TOTAL 470 pts.

The following grading scale will be used:

433 – 470 pts. = A (92 - 100%)

376 – 432 pts. = B (80 - 91%)

329 – 375 pts. = C (70 - 79%)

Below 329 pts. = D – course would need to be repeated for certification

**9. Class Policy Statements:**

A. Attendance. Although attendance is not required, students are expected to view recorded lectures and participate in the online discussions.

B. Excused absences. Students are granted excused absences 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 unit, 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. Make-up Policy. 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. Accommodations. 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 Form. 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. Academic Honesty. 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. 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