**EDMD 5100 – MEDIA FOR CHILDREN**

**Instructor:** Bevin Roue **Class Sessions:**

Email: blr0023@auburn.edu Section 001: Tue/Thur 12:00pm – 1:15pm

Office: Haley 4095

**Office hours**:

Tue/Thr 9:30am-11:30am or by Appointment

**COURSE OVERVIEW**

Welcome to EDMD – *Media for Children***:** This course focuses on the examination and evaluation of current literature in print and other formats, including oral literature. We will also concentrate on literary and instructional criteria for selecting and utilizing media. Children’s media are cultural products, meaning they are created in and influenced by the entirety of the culture in which they are produced. Therefore, we will also discuss literary, social, and pedagogical issues encountered in the study of children's literature. Our course readings, activities, and projects are designed to help you explore and learn about the following key ideas:

* Specify types of media and instructional rationale for each.
* Evaluate books and digital media, for use with children from preschool into junior high and possibly beyond.
* Distinguish between: picture books, chapter books, graphic novels and state uses of each.
* List characteristic developments of childhood, the abilities, and needs of children, as related to media use.
* Outline stages of children’s interests and reading/viewing/listening habits.
* Identify works by type (genre), such as fable, myth, epic and hero tale, folktale, fantasy, fiction (including historical), biography, nonfiction (informational/factual).
* Discuss curricular uses of specific stories and genres.
* State use, including limitations and advantages of Audio Books & E-books.
* Define, name, and use selection and finding aids.
* List the principles governing the selection of materials for school collections (classroom and media center).
* Select materials on the basis of recommended criteria.
* State the purpose of a materials selection policy.
* Outline steps to defend intellectual freedom and handle citizens’ complaints (censorship).
* Promote literacy and stimulate children’s reading interests by making displays, organizing media areas, reading stories aloud.

**TEXTBOOK, LITERATURE & COURSE PACK (all are required)**

**Course Textbook**: *EDME 5100 Handbook*

**Discussion Literature:** The following are required. While it is not required that you purchase the books, you must have your own copy in class on the days we discuss them. In other words, there must be 25 different copies in the class on the days they are due. However, each of the books make wonderful additions to any classroom library so purchasing your own copies are a good investment for any teacher.

* *El Deafo* – Cece Bell
* *Invention of Hugo Cabret* – Brian Selznick
* *Inside Out and Back Again* – Thanhha Lai
* *One Crazy Summer* – Rita Williams-Garcia
* *A Tale Dark and Grimm* – Adam Gidwitz

**COURSE GRADING**

The final course grade will be determined as follows:

**Assessment:**

* Students will receive points for assignments throughout the semester based on the following:
  + Media Critiques (10 papers or class activities at 10 points each) - 100 Points
  + Final - 100 Points
  + Boxing Authors Project - 50 Points
  + Poetry project - 50 Points
  + Story reading - 100 Points
  + Professionalism/Participation - 50 Points
    - **………………………………………………………….450 Points Total**

**Assignments**

* Media critiques – all books must be published within the past ten years
  + 3-Picture Books (One Caldecott or one Coretta Scott King Award winner) (Your 3rd Picture Book Critique should be a book by the author you choose for your Boxing Author Project below)
  + 2-Informational Books (1 biography and 1 general nonfiction, your choice)
  + 3-Chapter Books
  + 1- of your choice
  + 1-Graphic Novel Evaluation completed in small groups.
    - Total: 10
* Boxing Authors Project: You will select a well-known Picture Book children’s author from the list provided by the instructor. Create a Shadow Box using a shoe box or similar box to provide details about his/her life and interests; or, you may create a classroom poster/bulletin board for your desired grade level; or, you may choose to use Glogster or another digital program to create a digital poster providing details about your author. In addition, you will submit a 3 page muse/ponder/wonder about your author. Your 3rd PB Critique will be a book by your selected author. Short presentation in class.
* Poetry project: You will conduct a read aloud analysis of 10 poems around a theme of your choice which will demonstrate a range of poetic forms and poets. Poetry reading in class.
* Story reading: Read three picture books to the class. Two will be in small groups. The third will be to the whole class or you may video tape yourself reading the story to a group of children (at least 5).
* Final Exam

Details about each assignment will be reviewed in class.

Course grading scale:

A total of 450 points is possible. PLEASE NOTE: An 8-point grading scale will be used:

A (418-450 points) (100% - 93%)

B (382-417 points) ( 92% - 85%)

C (342-381 points) (84% - 76%)

D (306-341 points) (75% - 68%)

F (305 points or below). (67% or below)

**Class Policy Statements:**

**Special notes:**

Auburn University has provided students with email accounts (Tigermail and Canvas.) These accounts are used as the official communication medium between the university and the student. Email originating from Hotmail, Yahoo, Gmail or other non-Auburn sources will not be opened by the instructor.

**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:**

Your **participation grade** is based on this preparedness, this attentiveness, and your contributions to the class.

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. This means email communication and, of course, written assignments must be carefully thought out, organized, edited, and proof read. Instructor will deduct participation points from student grades if there is a consistent problem with professional written communication. In addition, spelling errors and excessive grammatical errors will negatively impact scores on media critiques or other assigned work.

Completing all assigned papers, projects and exams is demonstrating professional behavior.

In class, it is possible to do almost everything with paper and pen.  You may bring your laptop to class for taking notes or other online activities connected to the topic of the day. However, I will let you know when you can use your laptop. During most of the class, your laptops will be closed. Consistent with expectations for participation, we will all respect and be present with each other in this course; thus, sending and checking email, social networking, searching the Web, or reading or completing tasks other than those at hand in the course are not permitted and such activities will affect your participation grade. Additionally, cell phones and other electronic media should be turned off and put away during class.

**Assignment Submission:**

1.Assignments are due by the end of the class period noted.

2. All graded work must be printed off by the student and submitted to the instructor in hard copy unless otherwise noted. Work will only be accepted via an e-mail or Canvas when specifically agreed to by the instructor.

3. Assignments may be turned in 1 class day late for full credit 10/10. (Please note repeatedly turning in assignments late will affect your Professionalism and Participation score) Items turned in 2 class days late will be graded with a maximum score of 7/10. Assignments presented after 2 class days will not be accepted and will receive a grade of zero (0).

**Data Maintenance:**

It is the student's responsibility to maintain backup copies of 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. Data storage devices and multiple copies of files should also be used to guard against data loss. Failure to submit assignments due to data loss or printer problems is not an acceptable excuse.

**Attendance Policy**

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 requirements to use this day is to let me know ahead of time that you will be absent because you are using your one (1) “no questions asked” day and that it cannot be taken on a day on which the class is making presentations. 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. An unexcused absence of any kind will result in point deductions 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 which can be found at: http://www.auburn.edu/student\_info/student\_policies/
* 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.
* Sleeping or being inattentive during class is unprofessional.
* The use of a cell phone during class is unprofessional, except as designated by the instructor.
* Students are responsible for initiating arrangement for missed work due to an absence.

**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 may be deducted from your professionalism points; additional points may be deducted for being more than 30 minutes late or being repeatedly late for class, unless you have discussed the reason for this with the instructor.

**Make-up exams and late projects:**

* Make-ups will be given only for University approved excuses as outlined in the Tiger Cub at: http://www.auburn.edu/student\_info/student\_policies
* 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 “NR” 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 Student Policy e-Handbook for more specific information. http://www.auburn.edu/student\_info/student\_policies/

**Accommodations:** Students who need 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 you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Accessibility Office at 1244 Haley Center, 844-2096 (V/TT).

**Other Class Policy Statements:**

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.

EDMD 5100 – Fall 2017 COURSE SCHEDULE

* Unless noted, readings and assignments are due on the day they are listed.
* This is subject to change at the discretion of the instructor. Any changes made will be posted via Canvas and emailed and, when possible, announced in class.

| **Date** | ***Readings* & Topics** | **Assignments1** |
| --- | --- | --- |
| Week 1  Aug. 22/24 | Course Overview  *Syllabus*  Intros  Assumptions About Children’s Literature  Due by Thursday – *CMH* pp. 4-5 | ***ALL READINGS WILL BE DISCUSSED IN CLASS ON THE SESSION THEY ARE POSTED. READINGS SHOULD BE COMPLETED PRIOR TO THE START OF CLASS.***  *CMH – Children’s Media Handbook*  *CMH AA – Children’s Media Handbook: Activities & Applications*  **Note: all other readings will be available on Canvas.** |
| Week 2  Aug. 29/31 | *Joy: Chapter 4 – Picturebooks* pp. 72-92  *CMH –* pp. 8-11  *CMH AA –* pp. 3-4  Assumptions About Children’s Literature cont. |  |
| Week 3  Sept 5/7 | *Nodelman chapter 2: How to Respond*  *CMH –* pp. 6-7 |  |
| Week 4  Sept 12/14 | **Invention of Hugo Cabret – Selznick**  *Swaggerty – Using Postmodern Picturbooks* | **Invention of Hugo Cabret – Selznick**  Picturebook critique 1 due, Thursday |
| Week 5  Sept 19/21 | *Nodelman Ch. 4 - Strategies for Reading a Literary Text* | Read Alouds 1 |
| Week 6  Sept 26/28 | **A Tale Dark and Grimm - Gidwitz**  *CMH* ch. 4 *–* Traditional Children’s Literature  *Joy: Chapter 5 – Traditional Lit* pp. 118-135 | **A Tale Dark and Grimm - Gidwitz**  Read Alouds 2  PB critique 2 |
| Week 7  Oct 3/5 | *Hintz & Tribunella* – Ch. 1 Models of Childhood | Begin class read alouds  PB critiques 3 & 4 |
| Week 8  Oct 10  12 –  fall Break | *CMH* ch.3*–* Poetry  Read alouds – Choose 1 Elliot-Johns and Puig; Giroir et. al.; or Stead. | Author Boxing project |
| Week 9  Oct 17/19 | **One Crazy Summer – Rita Williams-Garcia**  *Hintz & Tribunella* – Ch. 7 Historical Fiction | **One Crazy Summer – Rita Williams-Garcia**  Chapter book critique 1 |
| Week 10  Oct. 24/26 | *CMH* ch. 5 – Informational Books  *Tunnell et. al*. – Ch. 13 & 14 Biography and Informational books | Informational book critique 1  Poetry reading in small groups |
| Week 11  Oct. 31 –Nov 2 | **Inside Out and Back Again - Lai**  *Diverse Perspectives in Children’s Literature* | **Inside Out and Back Again - Lai**  Chapter book critique 2 |
| Week 12  Nov 7/9 | *Tunnell et. al*. – Ch.11 Contemporary Realistic Fiction | Informational book critique 2 |
| Week 13  Nov 14/16 | **El Deafo – Cece Bell**  *Rudiger, H. (2006) Graphic Novels 101*  *CMH ­*graphic novel section pp. 112-116 | **El Deafo – Cece Bell**  You choice critique |
| Nov 24/26 | **Thanksgiving Break. No classes** | |
| Week 14  Nov 28/30 | *Alexi – Written In Blood*  *Gurdon – Darkness Too Visible* | Revisit *Tale Dark and Grimm* and *One Crazy Summer*  Poetry reading in class |
| Week 15  Dec 5/7 | *Hade, D. (2002) Storyselling…*  *Kohn, A. – A Lot of Fat Kids….* | Poetry reading in class  Graphic novel critique |
|  | FINAL EXAM  Monday, Dec. 11  12 noon – 2:30pm | |