# EDMD 5100 – Media for Children and Youth

## Credit Hours

3 semester hours

Date Syllabus Prepared: August2023

## Professor

Dr. Sara Wolf (4066 Haley Center, wolfsa1@auburn.edu)

Office Hours (Individual web-conference): by Appointment

Zoom Room address: <https://auburn.zoom.us/j/81577094681>

## Text(s):

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| --- | --- | --- |
| **Award** | **Title, Author** | **Syllabus Shortcut** |
| 2024 Newberry Medal Honor Award | Mexikid, by Pedro Martin | Mexikid |
| 2024 Caldecott Medal Honor Award  | The Truth About Dragons, by Julie Leung/Hanna Cha | Dragons |
| 2024 Coretta Scott King (Author) Honor Award Winner | How Do You Spell Unfair, by Carole Boston Weatherford | Spell |
| 2024 Coretta Scott King (Illustrator) | An American Story, by Kwame Alexander/Dare CoulterHolding Her Own: J Ormez (Honor), by Traci Todd/Shannon Wright | Am. StoryHolding |
| 2024 Schneider Family Book Award | Henry, Like Always, by Jenn Bailey/Mika Song | Henry |
| 2024 Mildred Batchelder Award Winner | Houses With A Story, by Seji Yoshida | Houses |
| 2024 Odyssey Audiobook Honor Award 2024 Pura Belpre Award Winner | Mexikid, by Pedro Martin | Mexikid |
| 2024 Robert Sibert Informational Book Honor Award | Holding Her Own: J Ormez, by  | Holding |
| 2024 Stonewall Book Award | Cross My Heart and Never Lie, by Nora Dasnes/Matt Bagguley | Cross |
| 2024 Theodore Seuss Geiel Award Honor Award | Henry, Like Always, by Jenn Bailey/Mika Song | Henry |
| 2024 YALSA Award for Non-Fiction | Accountable: The True Story of a Racist Social Media Account and the Teenagers Whose Lives It Changed, by Dashka Slater | Accountable |
| 2024 Asian Pacific American Award Winner | The Truth About Dragons, by Julie Leung/Hanna Cha | Dragons |
| 2024 Sydney Taylor Book Award | Two New Years, by Richard Ho | 2 New Years |

*\*note: Coursepack will be available in Canvas.*

Other readings as assigned by the instructor

## Other Materials:

### Required:

*Electronic Storage media* (OneDrive use *strongly recommended*). Due to the risk associated with potential loss of portable storage media, I strongly recommend that students make use of the University provided OneDrive account that each Auburn Student may access. This account is accessible wherever you have access to the internet and can also potentially sync with your personal computer.

*Computing Device:* Due to the COVID-19 related campus closure, this class will be delivered using distance education technologies and methods. Students are expected to access course materials using a personal device that is capable of accessing internet-based materials (Canvas, web pages, documents, images, videos, etc.) that will be used for in-class activities.

### Recommended:

*3-ring binder*. Students who elect to print Canvas pages or other informational online resources are encouraged to use a binder to contain the pages.

*Software*.Students will be using a variety of software packages throughout the semester. Some of the pieces of software are available to students on the AU campus. Students should ensure that they have the skills and ability to permit trial versions of software to be loaded onto their personal devices (if appropriate).

## 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

## Course Objectives:

1. Distinguish between various formats of literature, including:  picture books, chapter books, graphic novels/comics, audio- and e-books and state uses and limitations of each.
2. Identify works by genre, such as fable, myth, epic and hero tale, folktale, fantasy/science fiction, fiction (including historical), biography, nonfiction (informational/factual).
3. Describe various uses of literature with children (e.g. reading for pleasure, reading to learn, bibliotherapy, etc.).
4. Define, name, and use selection and finding aids for literature as well as commentary on literature.
5. Select literature using stages of child interests, reading/viewing/listening habits, and  context-specific criteria as selection criteria.
6. Read, discuss, and analyze contemporary literature for children through lenses such as culture, perspective, and theme.
7. Evaluate contemporary literature for use with children.
8. Defend intellectual freedom as described in the American Library Association Library Bill of Rights and manage censorship issues as they arise within specific contexts.
9. Promote literacy and stimulate child reading interests.

## Course Requirements:

* Successfully complete all required assignments.
* Participate in activities and discussions in an active and collegial fashion.

***Note:***([https://sites.auburn.edu/admin/universitypolicies/
Policies/CreditHourPolicy.pdf](https://sites.auburn.edu/admin/universitypolicies/Policies/CreditHourPolicy.pdf)) 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. So, for EDMD5100 (a 3 credit hour course) students should expect to spend **9-10½ hrs** per week working on assignments, studying for quizzes and completing other activities for the class. As a rule, the 9-10½ hr expectation is an “average” expectation. Some weeks, the time required will be lighter than others. Some weeks, it will be heavier. Also, some students may require a fewer number of hours spent in class preparation.

## Course Content:

**Note1:** Consult the first page of the syllabus for full titles and authors of the books

**Note2:** While there are 10 reading quizzes listed on the calendar, students may CHOOSE which five (5) of the quizzes they would like to complete. Students should be aware that reading comprehension questions from all 10 books might appear on the midterm and final examinations. If students wish, they may complete up to all 10 of the reading quizzes as extra credit points.

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| **Mondays** | **Wednesdays** |
| **August** |
| **19** Syllabus Review Assignment Explanation Reading Histories – Intro | **21** Assignment Samples Begin Reading: Dragons & 2 New Years Begin Reading: Mexikid Reading Quiz Explanation |
| **26** Formats of literature Caldecott Award Sydney Taylor Award | **28** Discussion: Dragons & 2 New Years Due: Personal Reading History Due: Dragons Quiz Due: 2 New Years Quiz Begin Reading: Spell & Holding |
| **September** |
| **02** No Class – Labor Day | **04** Literary Terms Begin Reading: Cross |
| **09** Systematic Evaluation of Literature Coretta Scott King (Author) Award Sibert Award | **11** Discussion: Spell & Holding Due: Spell Quiz Due: Holding Quiz Begin Reading: Houses |
| **16** Genres Newberry Award Odyssey Award | **18** Discussion: Mexikid Due: Mexikid Quiz |
| **23** Uses of Literature Batchelder Award | **25** Discussion: Houses Due: Analytical Reading Log (I) Assign. Due: Houses Quiz |
| **30** Book Talks Stonewall Award | **Oct****02** Discussion: Cross Due: Cross Quiz Begin Reading: Henry |
| **October** |
| **07** Midterm Examination | **09** Reading Day Begin Reading: Accountable Begin Reading: American Story |
| **14** Developmental Stages Geisel Award Schneider Award | **16** Discussion: Henry Due: Henry Quiz |
| **21** Information Freedom  Coretta Scott King (Illustrator) Award | **23** Discussion: American Story Due: American Story Quiz Due: Book Talks Assignment |
| **p28** Selection Aids YALSA Non-Fiction Award | **30** Due: Analytical Reading Log (II) Assign. Reading Day |
| **November** |
| **04** Reading Day | **06** Reading Day |
| **11** Discussion: Accountable | **13** Discussion Accountable Due: Accountable Quiz Due: Annotated Thematic Bibliography |
| **18** Annotated Reading Log Work | **20** Annotated Reading Log Work |
| **25** No Class - Thanksgiving | **27** No Class – Thanksgiving |
| **December** |
| **02** Annotated Reading Log Work | **04** Due: Annotated Reading Log (III) Assign. |
| **11** Final Examination |

## Assessment:

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| --- | --- |
| Reading Quizzes 5 @ 10 pts each 50 pts | Grading Scale:225—250 pts A200—224.99 pts B175—199.99 pts C150—174.99 pts D<150 pts F |
| Personal Reading History 20 pts |
| Intellectual Freedom Essay 25 pts |
| Thematic Book Talk Collection 25 pts |
| Analytical Reading Log 3 @ 13.33 pts each 40 pts |
| Annotated Thematic Bibliography 40 pts |
| Midterm Examination 25 pts |
| Final Examination 25 pts |
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| **Total Number of Points 250 pts** |

([https://sites.auburn.edu/admin/universitypolicies/
Policies/FacultyPolicyonAssigningGradesofIncomplete.pdf](https://sites.auburn.edu/admin/universitypolicies/Policies/FacultyPolicyonAssigningGradesofIncomplete.pdf)) From time to time, students request a grade of IN (Incomplete) be assigned for the course. The University has a policy that describes the requirements for the assignment of IN grades. This policy will be followed when IN grades are requested.

## Class Policy Statements:

### Special notes:

* Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
* Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.
* 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. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or via the Canvas messaging options. Email originating from Hotmail, AOL, 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:*

* 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.

* In addition to professional written communication, EDMD 5100 students are expected to comport themselves in a professional manner during class meeting times as well as conferences with the instructors. Accessing non-class related websites during class (i.e. Face Book, wedding planning sites, etc.) demonstrates a lack of professionalism and respect for the instructor and others enrolled in the class. This type of web use during class should not occur.
* At times there will be guest speakers or guest lecturers invited to present to the class. When guests are present students should ensure that they comport themselves with the utmost professionalism. To do otherwise reflects poorly on Auburn University, the College of Education and themselves.

### Participation:

Participation is important in our classes as most of you are preparing to be teachers. Seldom do I have to remind you to engage in class activities. While some of you are not as gregarious as others, and some are more apprehensive than others (especially in a technology-oriented class like this) there are few common definitions of participation that I will use when evaluating it for your grade. A good rule of thumb is: “Tush time does not equal participation.” Basically, this means that in addition to *appearing* in any scheduled synchronous online activities each week, you must *contribute in a collegial manner* in order to achieve ‘participation’ status. To this end,

***Participation in EDMD 5100 is defined as:***

1. BEFORE the session:
	1. Completing preparatory work so that you are able to fully engage in the synchronous activities.
	2. Gathering information and or resources (e.g. image files, source files, handouts, etc.) and saving them to media or other locations so that they are available to you for use during synchronous activities.
	3. Completing vocabulary quizzes on-time
2. DURING the session: Regular, collegial contribution to discussions and activities:
	1. Giving guest speakers your full attention
	2. Providing assistance to classmates for “troubleshooting” purposes
	3. Treating classmates with respect and dignity
	4. Keeping off-task computer-based tasks (email, shopping, etc.) to a minimum during break time and non-existent during lectures or guest speaking engagements
	5. Cooperating with your team member(s) for team projects in a professional way
	6. Paying attention to your peers while they are speaking during the session. This is one way of indicating that you respect them as future colleagues.
	7. Using class/lab time responsibly.
3. AFTER the session: Attending to class expectations and tasks in a professional manner:
	1. Continuing discussions in such a manner that encourages others to participate rather than discouraging them.
	2. Following up on synchronous activities or assignments so that your work can be submitted in a timely fashion.
	3. Working on homework and projects on a regular basis
	4. Communicating with the professor and/or GTA about questions, problems, or other situations that might affect your performance in class.

**This list is by no means exhaustive.** There are many ways to participate in class and online. It is intended to be a basic list that can be expanded upon by you when appropriate. If you think of an item that you think should be added, please do not hesitate to let me know.

### Assignment Submission:

1. Assignments are usually due by noon on the date listed in the syllabus. Canvas has specific due date times listed for each assignment.
2. Late Assignments: As a general rule, late assignments are not permitted. Each assignment has been carefully constructed to provide a foundation on which future assignments rest. Therefore, late work tends to snowball throughout the semester. However, I acknowledge that there are times when having a bit of grace permits you to submit better work than if we were to be inflexible regarding due dates. To this end, late assignments are NOT permitted UNLESS prior arrangements have been made between the student and the instructor. Generally, 24 hrs. notice for the need of an extension is considered reasonable. I understand when things like power outages due to summer storms happen, as well. Please be sure to communicate with me as soon as possible after a storm has passed that disrupted your power, so that I know you’re safe and I can help you establish a timeline for the submission of any work that was due while you were unable to connect to the Internet.
3. EDMD 5100 instructors will utilize the Canvas assignment drop box for the submission of most work. **Students are strongly encouraged to keep paper and electronic archival copies of all work submitted. Additionally, any work that is returned to the students with a grade on it should be retained for record-keeping purposes.**

### Data Maintenance:

* + **We will be using Auburn University provided shared file space for some document sharing throughout the course of the semester. Be advised that this folder is NOT to be used for archiving of your work.**
	+ It is the *student's responsibility* to maintain backup copies assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their One Drive space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Cloud storage, backup removable media 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.
	+ Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.
	+ The instructor may request to see a student's backup copies of electronic files at any time during the semester in order to assess progress.

### Personal Electronic Device(s) Policy (based on the AU Classroom Behavior Policy)

(https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)

* As a future professional educator it is important that you are able to demonstrate an appropriate level of attentiveness during professional meetings such as faculty meetings, parent/teacher conferences, and staff development workshops. The parallel to those activities is demonstrated in your attentiveness during synchronous sessions. This includes instructional presentations by your instructor, your classmates and guest speakers as well as your ability to attend to activities or projects that you are directed to complete during synchronous sessions. **As such students are reminded that laptops, cell phones, Blackberries, iPods, iPhones, text messaging, E-mail devices or any forms of technology or technology related activities (i.e. “surfing” the Web) that are not pertinent to the lesson being conducted during class should be set to silent so that they do not disrupt synchronous activities.** If your device interrupts a synchronous session, I will request that you change its setting to “silent”. If I have to mention it again during that session, I will ask you to leave the session so that the other students are able to continue learning without interruption.
* Obviously, this is a technology utilization course, and there will be times when the use of such devices MAY be warranted (such as if you need to use your personal laptop to complete a project due to software that you have loaded on to it but might not be on the classroom computers). Also, I recognize that some students function very well in a “multi-tasking” mode. These students may be able to have a word processing document open to take notes, the specific software open that is being demonstrated in class to follow along, as well as possibly having related web-sites open for reference or further study. **I do not want to discourage this sort of learning activity.** HOWEVER, other than bona fide learning or class concept related sites, software and activities, all “surfing” and email checking and other forms of electronic communication should be confined to those times of “break” as may be provided by the instructor during the synchronous session. If the instructor asks, you may have to justify your use of any websites or software that are not being directly used during that class session’s lesson.
* Some examples of activities that you should not engage in during synchronous class sessions (unless specifically directed to do so by your instructor) include (but are not limited to):
	+ Visiting Social Network sites such as Facebook or Instagram
	+ Online shopping/ordering
	+ Wedding Planning
	+ Online gaming
	+ Completing or working on assignments or projects for classes other than this one
* Some examples of activities that you should feel free and are encouraged to engage in during class time include (but are not limited to):
	+ Following along with skills lessons
	+ Asking your instructor for technical help for projects of any sort (time permitting). We want you to ask questions, that’s how you learn. If you have a technology problem with a project or assignment for another class, we’re happy to help to the extent possible.
	+ Demonstrate to your instructor how you’ve implemented skills or concepts learned in one class session to projects/assignments for another class session.
	+ Submit to the instructor resources that may apply to skills, topics, or lessons that have been completed in class. If they’re good, we’ll include them on the class Canvas site.
	+ Use the technology resources available to you in the classroom in order to organize your own learning activities for class.
	+ During appropriate times, explore, try, learn, … put your hands on the software or other equipment and “get your hands dirty.” That’s also how you learn.
* Cell phones should be set to silent or vibrate and be kept in your bag or pocket during class time. Your instructor will not have a cell phone on, neither should you. If you have a compelling reason to have your phone visible and in a potentially distracting situation, you must receive permission from the instructor first. Otherwise, you will be asked to put the phone away as indicated in the first bullet point.

### Attendance Policy

(https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf)

* As future professionals, it is incumbent upon you to demonstrate that you are ready to begin meeting the demands of the teaching profession. When you are employed as a full-time teacher, you will be expected to be present in your classroom each of the days of your contract (typically 150-180 teaching days per year plus additional staff-only days, depending on the district). ***You cannot teach if you are not present!***
* Many school districts distribute “perfect attendance” awards to students and to staff each year. In this light, I will do the same thing for class. If you have perfect attendance (that means that you are present and on time TO SYNCHRONOUS CLASS SESSIONS each time there is a class meeting without leaving before the class is dismissed) you will receive 5 extra credit points at the end of the semester. This policy applies to both excused and unexcused absences.
* I will take attendance each synchronous class session. If you are unable to complete required work by the listed due date due to illness or other excused reason, you must be sure to let the instructors know as soon as you are aware that you aren’t able to meet the deadline. Then, when you are feeling better and are able to continue with your work, you should let your instructor know so that we can help you determine the best way to get back on track.
* Other unavoidable absences (e.g. pre-scheduled medical appointments, travel for university sponsored events/organizations, etc.) from scheduled synchronous class sessions must be documented and cleared with the instructor in advance. ***Please note:***  Simply informing the instructor of an absence does not automatically cause that absence to be considered “excused.” It is the student’s responsibility to provide appropriate rationale/support of excused absences for make-up purposes
* “Excused” absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be “Unexcused” until and unless the instructor is in possession of the appropriate communication or documentation for that absence.** Please be aware that the instructor will verify any or all medical or other documentation that is presented for absence verification purposes. *The falsification or forgery of medical documentation or other documentation for absence verification is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Student Policy eHandbook by the Academic Dishonesty Committee.* Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.

### COVID-19 Related Class Policy

* As this class is being delivered using distance technology, via Zoom, in-class meetings will not occur.
* Students are welcome and encouraged to request meetings with the professor to request assistance, clarification, or resolution of problems. Meetings may be held via zoom or in person, and will be scheduled at a time that works for the student’s and professor’s calendars. In-person meetings will be conducted in the professor’s office, with all participants wearing masks for the duration of the meeting. Zoom conferences will be scheduled at a time convenient for all parties involved.
* Web-conference appointments are available for students to request for meetings with the instructor and/or GTA in circumstances where wearing a mask is not possible or chosen.
* As the semester progresses, there may be instances where you, a roommate, or a member of your family or sports team become directly impacted by COVID-19. If that happens, and you find that your progress through the course is affected, make SURE that you reach out to the instructor so that an appropriate plan can be created to help you manage that situation.

### Make-up quizzes:

Make-ups for quizzes will be given **only** for University approved excuses as outlined in the Student Policy eHandbook. Arrangements to take a make-up quiz must be made in advance. Students who miss a quiz or an exam because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they are able to return to working on class activities. See above for specific information regarding the documentation of pre-scheduled absences from synchronous class activities.

### Make-up assignments:

Students who miss synchronous class sessions on days when assignments are due have two responsibilities. First, they must submit the work that is due *by the deadline listed* using the online submission procedure(s) (i.e. Assignment drop box, posting a discussion, or other as communicated by the instructor). Second, they must be sure to provide the instructor with appropriate documentation/communication/rationale when the absence should be considered “excused.” If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification *prior* to the absence.

Situations of “extenuating” circumstances (ie. Extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to working on class activities. Appropriate documentation **will** be required in order to make arrangements for special scheduling needs in these circumstances.

***Academic Misconduct:***

*The College of Education’s Honesty statement:* The University Academic Honesty Code Rules and Regulations pertaining to Cheating will apply to this class.
*EDMD 5100 Honesty statement:* 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 dishonesty in any work will result in a grade of "Pending" (PE) for the affected assignment for all parties involved until such time as the matter is resolved as per university policy. See the Student Policy eHandbook for more specific information. ([https://sites.auburn.edu/admin/universitypolicies/Policies/
AcademicHonestyCode.pdf](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf)) Each instructor will provide specific information regarding what constitutes acceptable and unacceptable practice regarding use of the work from others to the students of each class. Students who have questions regarding the acceptability of any action dealing with class-related work should contact the instructor prior to submitting the work for credit. Once the work has been submitted for evaluation and/or credit to the instructor, academic honesty standards will be applied to the work and the student.

### Information Security:

There will be times during the semester when students are asked to use the VIRTUAL MACHINE to access software for class activities. This requires the use of VPN connections. This helps ensure that the security of your computer at home is maintained. Please be sure to remember that while your Tigermail email account is an official method of communication with the university and professors, sending attachments that contain personally identifiable information such as your Banner number, grades, or other private data puts that information at risk of compromise. Therefore, if you need to have a discussion about this sort of information, please be sure to make an appointment to speak with us in real-time. If we need to see a document, or display a document, we are able to use screen sharing capabilities that permit that document to remain on the computer and not be sent through the Internet.

Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

### 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.*