

EDMD 5100-004

Media for Children

Spring 2010

EFLT

College of Education

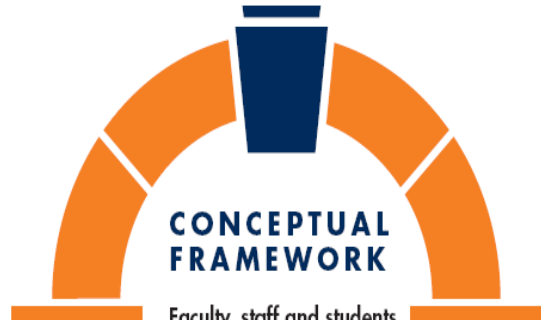
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## COLLEGE OF EDUCATION



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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## **EDMD 5100 Media for Children (3 semester credit hours)**

**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

**Prerequisites:** at least junior or senior level status as defined by Auburn University

**Class Meeting Times:** Wednesdays, 4:00-6:50 in Haley Center, rm 1454

**Special Accommodations.** Any participant needing special accommodations should contact the Director of the Program for Students with Disabilities, located in 1244 Haley Center, Telephone: 334-844-2096 (Voice/TDD). Office Hours: 7:45 – 11:45 a.m. and 12:45 – 4:45 p.m.

### **Required Texts:**

Allyn & Bacon Anthology of Traditional Literature. Edited by Judith V. Lechner. Pearson Education, Inc., 2004.

The Random House Book of Poetry for Children. Selected by Jack Prelutsky. Random House, 1983.

Babbitt, Natalie. Tuck Everlasting. Farrar, Straus, and Giroux, c 1975.

MacLachlan, Patricia. Sarah Plain and Tall. HarperTrophy, c 1983 (Newbery Award winner)

Morgenstern, Susie. Secret Letters from 0 to 10. Puffin Books, c 1998 (Batchelder Award winner).

Paulsen, Gary. Hatchet. Aladdin Paperbacks, c 1987 (Newbery Award winner).

Ryan, Pam Munoz. Esperanza Rising. Scholastic, Inc., c 2000 (Pura Belpre Award winner).

EDMD 5100 Media for Children (packet from Copy Cat)

### **Course Goals**

To become familiar with types of media and genres of literature available to children today;  
To be able to evaluate children's literature in all media formats based on literary/artistic quality;  
To be able to relate knowledge of child development, reading/writing development, and children's reading interests to the selection and utilization of children's literature in all media formats;  
To be able to apply children's literature across the curriculum;  
To develop an awareness of issues related to intellectual freedom.

## Course Objectives

1. Specify types of media and instructional rationale for each.
2. Evaluate books, videos and examples of other media, for use with children from preschool into junior high.
3. Distinguish: picture book and older children's book, and state uses of each.
4. List characteristic developments of childhood, the abilities, and needs of children, as related to media use.
5. Outline stages of children's interests and reading/viewing/listening habits.
6. Identify works by type (genre), such as fable, myth, epic and hero tale, folktale, fantasy, fiction (including historical), biography, nonfiction (informational/factual).
7. Discuss curricular uses of specific stories and genres.
8. State use, including limitations, of bibliotherapy/media therapy.
9. Define, name, and use selection and finding aids.
10. List the principles governing the selection of materials for school collections (classroom and media center).
11. Select materials on the basis of recommended criteria.
12. State the purpose of a materials selection policy.
13. Outline steps to defend intellectual freedom and handle citizens' complaints (censorship).
14. Promote literacy and stimulate children's reading interests by making displays, organizing media areas, reading stories aloud.

## EDMD 5100 Media for Children

\*\*\*\*GRADING SCALE: A total of 500 points is possible. A 10-percentage-point grading scale will be used: 90-100% - A (450-500 points), 80-89.9% - B (400-449 points), 70-79.9% - C (350-399 points), 60-69.9% - D (300-349 points), Below 60% - F (299 points or below).

## Method of Evaluation

• Media Critiques	140 Points
• Midterm	100 Points
• Final	100 Points
• Group Project Author Study	40 Points
• Literature Extension Project	40 Points
• Poetry project	40 Points
• Story reading	20 Points
• Professionalism/Participation	20 Points
	500 Points Total

## Assignments

1. **Media critiques** for 6 Picture Books, 2 Informational Books, 5 Chapter Books, 1 magazine. Total: 14
2. **Group project Author Study:** Work in a small group to develop an author-study for an assigned grade level. Instructor will assign grade level, allow class presentation time, and provide guidance.
3. **Literature Extension Project:** Share a picture book using an extension idea from pages 29-31. This is like an alternative to the book reports we all grew up with.
4. **Poetry project:** Booklet of ten poems around a theme of your choice which will demonstrate a range of poetic forms and poets. Poetry reading in class.
5. **Story reading:** In class, read aloud a story (5 minutes) of your choice.

\*For more information regarding the media critiques, author study, literature extension project, poetry project, & story reading assignment, please refer to the individual assignment pages.

### Class Policy Statements:

**Attendance:** Student attendance, thorough preparation, and active participation are expected at every session. Any foreseeable absences should be discussed with the instructor in advance. You are allowed one excused absence in this course. **An unexcused absence of any kind will result in a 15 point deduction 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 [http://www.auburn.edu/student\\_info/tiger\\_cub/index.html](http://www.auburn.edu/student_info/tiger_cub/index.html)).
- 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.
- Students who are sleeping or otherwise inattentive during class will be marked as absent.
- Students are responsible for initiating arrangement for missed work due to excused absences.

### **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 will be deducted from your professionalism points, an additional five points may be deducted for being more than 30 minutes late.

***Assignment Submission:***

1. Assignments are due by the end of the class period noted.
2. Absolutely **no work for the course will be accepted as an e-mail** and/or as an e-mail attachment or on a disk, unless specifically indicated differently by the instructor. **All graded work must be printed off by the student and submitted to the instructor in hard copy format.**
3. Any assignments turned in late, will receive half the original credit & must be turned in at the following class. Late assignments will not be accepted after one class has passed.

***Data Maintenance:***

- It is the *student's responsibility* to maintain backup copies of disks and 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. Floppy disks, zip disks, 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.

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

- Make-ups will be given only for University approved excuses as outlined in the Tiger Cub ([http://www.auburn.edu/student\\_info/tiger\\_cub/index.html](http://www.auburn.edu/student_info/tiger_cub/index.html)).
- 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 "incomplete" (IN) 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 Tiger Cub Student Handbook  
[http://www.auburn.edu/student\\_info/tiger\\_cub/index.html](http://www.auburn.edu/student_info/tiger_cub/index.html) for more specific information.

***Special notes:*** 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. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

## Media Critiques (140 points)

**Refer to pages -711 in Copy Cat packet for specific instructions and examples.**

Each media critique is worth 10 points for a total of 140 points. The following list shows the different types of critiques you will complete.

### **Six (6) picture books (PB)**

2 Caldecott award or honored

1 Coretta Scott King award or honored.

We will do one together in class that you can turn in.

You will do one in your Author Study group that you can turn in.

### **Five (5) chapter books (CB)**

Esperanza Rising, Tuck Everlasting, Hatchet, & Secret Letters from 0-10

The remaining book must be an award winner from one of the awards listed in the Media for Children packet.

### **Two (2) informational books (IB)**

Choose from the Orbis Pictus Award list and/or Robert F. Sibert Award list in the back of the Media for Children packet. Pg. 26 & 29

### **One (1) children's magazine (Mag)**

**Each media critique must be typed.** Follow the format in the examples from the Media for Children packet.

Write critiques as soon after reading/viewing as possible, while material is fresh in your mind.

**All selections must be published after 1980 and at least half of your choices must be published after 1990. Choose one book only per author or illustrator.**

Also, choose only quality literature. Furthermore, **do not use mass market books** such as Disney, Charlie Brown, Nancy Drew, Berenstain Bears, or books by Golden or Western Pub. See Media Critiques assignment page for details and models.

Do not critique: Where the Wild Things Are, or Sarah Plain and Tall.

The following rubrics will be used to grade the media critiques. You may include them with your assignments when turning in, but you are not required to include the rubric.

### **Rubric for Picture Book Media Critique**

Bibliographic Information	/5
Summary	/1.5
Evaluation of Text : Considered the plot, tone, theme, style, and language	/2
Included a direct quote to support claims about language	/1
Evaluation of Illustrations: Described layout, colors, style, and texture	/2
Appeal to the audience	/5
Uses	/5
Reader Response Question which elicits a personal response	/1
Mechanics/Spelling	/1
TOTAL	/10 Points

<b>Rubric for CB Media Critique</b>	
Bibliographic Information	/5
Summary: not more than one double spaced page ( p. 7 in Copycat)	/2
Evaluation of Text : Considered the author's use of theme, plot, characterization, setting, tone, point of view and style.	/3
Included a direct quote to support claims about language	/1
Appeal to the intended audience of the book grounded in knowledge about child development & reader interests	/1
Uses	/5
Reader Response Question which elicits a personal response	/1
Mechanics/Spelling	/1
<b>TOTAL</b>	<b>/10 Points</b>

<b>Rubric for Informational/Biography Books</b>	
Bibliographic Information	/1
Scope: Describe specific topics the author includes/focuses on. Types of illustrations; Other important features -glossary, index, etc. (p. 8 and 10 of Copycat)	/3
Evaluation: Explain how well the author engages the reader, how well the material is organized, & how the illustrations support the text	/4
Uses	/1
Mechanics/Spelling	/1
<b>TOTAL</b>	<b>/10 Points</b>

<b>Rubric for Magazine Critique</b>	
Bibliographic Information	/1
Summary: Purpose of the magazine, scope, regular features, special features	/3
Evaluation: Type and quality of articles and of illustrations. General appeal of articles	/4
Appeal to the intended audience	/5
Uses: List possible curricular uses	/5
Mechanics/Spelling	/1
<b>TOTAL</b>	<b>/10 Points</b>

## Magazine Critique

Purpose: To help students identify and evaluate a magazine intended for use with children.

1. Select one of the following magazine titles ( LRC, and the public library are good sources.):
  - Cricket
  - Cobblestones
  - Highlights
  - National Geographic Kids
  - Ranger Rick or Big Back Yard (preschoolers)
  - Baby Bug (preschoolers)
  - Ladybug
  - Spider
  - Calliope
  - Kids Discover
  - Muse
2. Get 2 or 3 recent issues of the same magazine title to peruse. Examine one in depth for the following:
  - Who is the publisher? Where can a subscription be ordered?
  - How frequently is the magazine published (quarterly, monthly, etc...)?
  - What is the approximate cost?
  - What is the purpose of the magazine?
  - What is the scope of the magazine (What kinds of articles do you find)?
  - What are the regular features/columns/departments of this magazine?
  - What are the special features of this issue?
  - What are the type and quality of the illustrations (color photographs, drawings, sketches)?
  - What are the strengths of this magazine and what will attract and keep children's interests?
  - What are some curricular uses of this magazine?
3. The magazine media critique should also have the following information:
  - Bibliographic information including the magazine grade level; Title of magazine. Publisher (subscription address), frequency (monthly, quarterly, etc...), approx. annual cost, date, issue number of the copy you examined in depth.
  - Summary: Purpose of the magazine, scope, regular features, special features
  - Evaluation: Type and quality of articles and of illustrations. General appeal of articles
  - Uses: List possible curricular uses



## Group Project: Author Study (40 Points)

You will be assigned to a small group with a specific grade level in mind (K-6). Select an author from the list provided by the instructor. This project will have the following components:

1. **Presentation-** Introduce us to your author! Think of yourselves as a salesperson for this author. Design a power point to cover the following information:
  - Personal background information
  - How he/she became a writer
  - Link to the author's website
    - Navigate through a couple of interesting features on the website.
  - Five featured books the author has written that fit in best with the assigned grade level. Hard copies of these books should be available & showcased. Explain why these books are appropriate and appealing to this age group. Make reference to your knowledge of child development for children at this level, (use your copy cat book). Don't just summarize them, make us want to read them!!! One of these will be the read aloud.
  - Explanation of prop/costume (fit this in naturally with discussion of author if possible—doesn't need to be a power point slide).
  - Why is he/she so well-loved?
2. **Hard Copy of Power Point & One Page Handout-** Submit a hard copy of the power point to the instructor on the day of the presentation. Provide classmates with a one page handout summarizing author information, the website address, and a list of featured books (can go beyond the five mentioned in class).
3. **Media Critique-** Your group will work together to write a media critique for one of the author's featured books, (this will count as one of your 6 picture book critiques). This will be turned in on the day of your presentation.
4. **Read Aloud:** Read aloud one of the five featured books. The one you read aloud should be the one you did the media critique on.
5. **Fun Props/Costume:** Each group member should think about a creative prop or costume element to bring or wear that symbolizes something about the author or his/her books.

<b>Rubric for Author Study</b>	
Peer Evaluation	/5
Media Critique-should meet requirements of picture book rubric	/10
Read Aloud- book was read with expression and was the same book used for the media critique	/5
Fun Props/Costume: each member participated in a creative way to further support and deepen understanding of the author. Prop/Costume was explained during presentation	/5
Presentation: Power Point included personal background, writing background, the website, & why he/she is well loved. Five Featured Books-were shown, discussed in inviting ways, and child development was referenced to explain how it fit in with the assigned grade level.	/12
Hard copy of Power Point & one page handout for classmates were provided	/3
<b>Total:</b>	<b>/40</b>

### Poetry Booklet (40 Points)

Select a theme. Select 10 poems from your anthology or any other published source whose subject is your theme. Copy each poem and arrange them in an attractive way in booklet form, with the theme lettered on the cover page. Be sure your booklet can be handled by children. Include for each poem the title (use the first line as title if there is none), followed by author (or anonymous, if this is the case) on the next line, then the poem, keeping poetic line and stanza pattern. **Make sure you have a variety** of poetic forms, types, and authors. Be sure to include one of the following types of poems:

- a humorous poem
- a narrative poem (i.e., a poem with a plot)
- a poem which lends itself to creative movement such as pretending to be the wind, an animal, rain, etc... or to dramatic reading using several voices, such as dialog, chorus, echoing, etc...
- a poem with a contemporary setting or situation
- a Mother Goose rhyme (use no more than two for this project)
- a poetic poem, i.e. one which has beautiful (not merely rhyming) sounds and imagery
- a poem by a contemporary poet

Booklets will be displayed in the classroom and will remain on display for a few weeks. Do take the time to read each other's choices for future ideas.

Poetry reading: We will have a Poetry Coffeehouse complete with snacks & coffee on the day of our poetry readings. Select a poem with appeal to your audience from your project to share with the class. Practice it! **Read aloud with expression.**

Rubric Used for Grading

Included 10 poems appropriate for children on a common theme in a booklet format	____/10
Used a variety of authors (no more than 2 by the same author)	____/4
Central theme clearly labeled	____/4
Written correctly-title then author, keeping poetic line & stanza pattern	____/5
Used a variety of poetic forms	
Humorous_____	
Narrative_____	
Creative movement_____	
Contemporary Setting _____	
Mother Goose_____	
Poetic Poem_____	
Poem by a Contemporary Poet_____	
	____/7
Booklet can be handled by children and shows evidence of care.	____/5
Poetry Reading: Selected a poem with appeal & read it aloud with expression,	
showed evidence of practice	____/5
<b>Total:</b>	<b>/40</b>

## Literature Extension Project (40 Points)

### Purpose:

The traditional book report is just one way children can respond to a book. Other ways to have children share stories should also be available. In this project, you should use your creativity to share about a picture book through one of the ideas listed on pages 29-31 of the Copy Cat packet.

### Criteria for Evaluation:

1. The project should be a medium a child could use to retell the big parts of the story.
2. The project must show a close relationship to the content and style of the book.
3. The project must be original/creative. No copies from the book. This should be something you could expect a child to be able to create too. Think about creative resources.
4. The project must be safe and practical/sturdy enough to be handled by children.
5. The project must have eye-appeal. It does not have to be elaborate or craftsmanlike, but should show evidence of care.
6. An index card should accompany the project. On this index card, write the following:

#### Project Information:

- Your name
- Complete bibliographic information
- A one sentence summary of the story
- A list of materials used and their costs
- An estimate of the amount of time it took to complete the project (plan on between two to four hours)
- A brief explanation of how a child could use this medium to retell the story.

### Rubric for Literature Extension Project

Book was included with project	/5
Medium used allowed for retelling	/10
Shows relationship to content of the book	/10
Original, creative, has eye appeal, & is safe, practical, & sturdy	/10
Index Card included with appropriate project information	/5
TOTAL POINTS	/40

### Story Reading Assignment (20 points)

1. Choose a quality literature, a book which makes a good read-aloud. Award winners are sure to meet quality standards. It must be worth reading and have appeal. Make sure you pre-read your book. Guidelines for selecting a good story include (good books for reading aloud have at least some of the following characteristics):
  - Plenty of dialog
  - Action
  - Suspense
  - Interesting/Vivid use of language
  - Repetition and other predictable or interactive qualities
2. Introduce the book by making a connection with the audience.
3. Vary tone, inflection, expression and read in a smooth, practiced manner.
4. Do not rush; vary pace to match the plot.
5. Maintain eye contact by picking out individuals (always different ones) rather than sweeping the audience.
6. Be sure to show all pictures to all in the audience. Turn the book from one side of the room to the other with a slow sweep. Hold book on top and turn pages from outer corners so pages do not tear.
7. Before the date of your story reading, practice reading the story over and try doing it aloud 2 – 4 times, so that you are comfortable, but not bored with it.

**\*\*EXTRA CREDIT\*\***- You may receive 2 points added to your grade for picking out a book that fits in with the genre we are currently studying.

Story Reading Assignment	
Introduced book by connecting with the audience	____/2
Selected quality literature with appeal as a read aloud	____/8
Read in a smooth practiced manner with expression	____/5
Read at an appropriate pace	____/3
Showed all pictures to the group	____/2
TOTAL: ____/20	
Extra Credit:	