

College of Education At Auburn University Conceptual Framework

Mission

The mission of the Auburn University College of Education is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

Vision

Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world; identifying and addressing critical issues related to the education of all people; and using technology to broaden and support learning opportunities. Ours is a vision of change embracing the inclusive, collaborative and technological aspects of our mission, thereby establishing us as a college representing educational advocacy and innovation in the 21st century.

Philosophy, Purpose and Goals

Our philosophy of learning and teaching emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible and self-regulating ways.

The keystone, the topmost stone of an arch, serves as a visual reminder of our mission and our goals. Just as the keystone supports and holds an arch together, education holds intact the promise of a better future for all. We believe that education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. It is the critical building block that enables individuals and societies to flourish in a global community.

Auburn University 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

Building a Better Future for All

Auburn University is an equal opportunity educational institution/employer.

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

Instructor: Elizabeth Lundey
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887-2974 (home)
Website: <http://www.auburnschools.org/carywoods/MediaCenter/>

Please contact me should you need an appointment.

Class Meeting Times: Mondays @ 5:00 in Haley Center, rm 1454

Special Accommodations. Any participant needing special accommodations should contact Dr. Kelly Haynes, Director of the Program for Students with Disabilities, located in 1244 Haley Center, Telephone: 334-844-2096 (Voice/TDD). Office Hours: 7:45 –1145 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 and Objectives for EDMD 5100

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 Method of Evaluation

- Annotations (Media Critiques) 15%
- Alternate story sharing projects with visuals and author biography 7% (each)
- Participation 7%
- Poetry project 7%
- Story reading 7%
- Midterm 25%
- Final 25%

All quizzes and tests are based on assigned readings and lectures.

Attendance: Those students with no absences (excused or unexcused) will receive 3 bonus points added to their average. Students who arrive late five times or more will not receive this benefit (the additional 3 points for attendance). Students with three or fewer unexcused absences will not lose points; however, students with more than three unexcused absences will have 2 points taken off of their final grade for each day absent. Illness with a **medical excuse** or other documentation constitutes an excused absence.

Annotations (Media Critiques): Write annotations 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.** To receive a grade in this course all critiques must be completed. 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.

- Eight (8) picture books (PB) (2 Caldecott award or honored and 1 Coretta Scott King award or honored)
- Five (5) chapter books (CB) (titles and awards chosen by instructor)
- Three (3) non-print media (often these are video [VR] titles)
- One (1) children's magazine (Mag)

For more information regarding the Annotations/Media Critiques, Group Projects, Story Reading Assignment, Alternate Story Sharing, Poetry, please refer to the individual assignment pages.

EDMD 5100 Media for Children
Lundey
Additional Class Policy Statements:

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 or via the WebCT email option. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

Assignment Submission:

1. Assignments are due by the end of the class period noted.
2. Due to the potential incompatibility of word processing and other software programs and formats, 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.

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.

Attendance: Attendance at each scheduled class meeting is mandatory.

- 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).
- 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.
- *Students* who are late are responsible for notifying the instructor that they were present during the class.

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).
- 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 for more specific information.

Media for Children
EDMD 5100
Assignments

1. Read outside of class selected readings in texts, as listed in syllabus, and be ready to discuss in class.
2. Read and evaluate outside of class 7 picture books (PB), at least two of them Caldecott honored and one of them Coretta Scott King honored. We will also read and evaluate in class one more PB (practice).
3. Read and evaluate outside of class 5 books for older readers (CB), grades 2-7. Four of the five CBs are assigned reading for this class. The remaining book must be an award winner from one of the awards listed in the Media for Children packet.
4. View and evaluate children's films/videos shown in class.
5. **Media critiques** for 8 PBs, 5 CBs, 1 magazine, and 3 non-print media.
6. **Poetry project:** Poster or booklet of ten poems around a theme of your choice, which will demonstrate a range of poetic forms and poets. Poetry reading in class.
7. **Story reading:** In class, tell or read aloud a story (5 minutes) of your choice.
8. **Alternate story sharing projects:** Share picture books using a variety of alternate forms of sharing (i.e., art, games, puppets, felt board, etc...)
9. Participate in class discussions daily concerning readings, videos, etc ...

EDMD 5100 Media for Children Poetry Assignment

Poetry Poster or Booklet:

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 on poster board or in booklet form, with the theme lettered at the top or on the cover page. If you wish to decorate your poster or booklet for future use with your students, you may do so, but it is not a requirement. 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 (rhyming couplets, diamants, free verse, etc...), types, and authors. Use the list below for types to include:

- 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 living poet

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

Poetry reading: Select a poem from your project to share with the class. Practice. In class, write the name of the author (or anonymous), title on the board, and **read aloud with expression**. Explain why you chose this topic and these poems and why you feel this grouping is good to use with children.

EDMD 5100

Alternate Story Sharing through Visuals

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 a picture book through puppets, felt board, masks, hats, or other visual means.

Criteria for Evaluation:

1. The project must show a close relationship to the content and style of the book and allow the child to use the medium to retell the story.
2. The project must be original/creative. **No coloring book or other stereotyped or commercial sources.** Be wary of printing something from the internet and presenting it.
3. The project must be safe and practical/sturdy enough to be handled by children.
4. The project must have eye-appeal. It does not have to be elaborate or craftsmanlike, but should show evidence of care.
5. An index card should accompany the project. On this index card, write the following:
 - 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)
6. Also include on a separate piece of paper the author information:
 - The author's full name and his/her date and place of birth and where he/she grew up and studied
 - What inspired him/her to go into the field of children's book writing or illustrating or what inspires them about their work.
 - A list of 5 recent books they wrote or illustrated (recent title information can be found in LUIS at RBD)

Sources for author information include:

- Something About the Author (RBD)
- Junior Authors series (published by H.W. Wilson)
- Talking with the Authors (published by HarperCollins)

If you cannot find anything on your author/illustrator, look up a Caldecott or Coretta Scott King award winner in Something About the Author. Hand in this information with your project.

EDMD 5100
Media for Children

Story Reading Assignment

Criteria for evaluation

1. Choose a book which makes a good read-aloud. 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.
 - A unit of breath should be no longer than 10-12 syllables. If it is your own book, mark the pauses so that you can glance down and read ahead (to yourself) to the next pause. This allows you to look up and maintain eye contact.
5. Keep pitch low by relaxing the throat.
6. Maintain eye contact by picking out individuals (always different ones) rather than sweeping the audience.
7. If a picture book, 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.
8. 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.

EDMD 5100 Media for Children Magazine Assignment

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

1. Select one of the following magazine titles (RBD, LRC, and the public library are good sources.):
 - Cricket
 - Cobblestones
 - Highlights
 - National Geographic
 - Ranger Rick or Big Back Yard (preschoolers)
 - Baby Bug (preschoolers)
 - 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:
 - Mag Grade Level:
 - Title of Magazine. Publisher (subscription address), frequency (monthly, quarterly, etc...), approx. annual cost, date of issue 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

EDMD 5100
Media for Children

Media Critiques

Definitions:

Picture Book (PB)

1. for preschool through 3rd grade (Pre-K / 1-3)
2. read to rather than read by
3. pictures and text are equally important

Chapter Book (CB):

1. for grades 2 through 7, mostly 4 through 6 grades
2. read by children themselves
3. may have some pictures, but they are of minor importance compared with the text

Usually the hero of a children's book is the same age or somewhat older than the reader, but this is not always true.

Purpose: To create a professional file of media critiques of print and non print media which can provide you or any colleague with sufficient summary, critical observations about the work's literary/artistic merit and child appeal, and suggestions for classroom applications to be able to use as a resources now and in the future.

Requirements: Write 8 PB media critiques (7 on your own and 1 practice in class), 5 CBs (each must be at least 90 pages in length), 3 non-print (normally VRs), and 1 magazine.

Read and write media critiques on recent books. Half of your choices must be published on or after 1990 and none may be pre 1980, except with permission. Each title must be by different author or illustrator.

Sources for books include the LRC (3rd floor, Haley), RBD (main campus library), and the public library.

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

Each media critique must be typewritten. To earn a grade in this course, you must complete all of your media critiques.

Please note that a VR media critique is much the same as a PB media critique, but the added elements of sound (music, narrator's voice, etc...) and motion must be included/discussed in the media critique.

Picture Book Media Critique

PB

Interest level expressed in terms of grade

Bibliographic information: Author (last name, first name). Title. Publisher, date of first and latest copyright. # of pages (or the word “unpaged”). Illustrator. Award received (if any).

Summary:

One paragraph of approximately 70 – 90 words, summarizing the plot (plot includes events described through both text and illustrations)

Evaluation:

Critical description of the text: discuss theme, plot, and tone; discuss interesting or appealing use of language as well as level of vocabulary and sentence structure, using quotations to support claims

Also describe the illustrations and their overall effect as well as how the illustrator achieves that effect through lay-out scale, color, lines, shapes, and texture. Be specific so that even someone who has not seen the book can visualize it.

Also evaluate the success or failure of the book and its ability to appeal to its intended audience and support your opinion.

Lastly, write a statement that begins “I like this book because...” or “Children will like this book because...”

Uses:

- A) List/Discuss curricular applications; B) Write one reader response type question (not recall) which would allow children to respond creatively or personally to the book.

Chapter Book Media Critique

CB

Interest Level (expressed in terms of grade)

Use Fry Readability Formula to

Calculate (see EDMD 5100 packet)

Bibliographic information (same as for PB)

Summary:

a plot summary that is detailed, comprehensive, and coherent

Evaluation:

Provide a critical description of the text. Describe and evaluate the author's use of literary elements: theme, plot, characterization, setting, tone, point of view, and style to make you see hear, feel, and think while reading this book. Give specific examples and quotes to support your opinions. You need not deal with every literary element. Instead focus on those that are most important and/or most lacking in this work.

Also, describe the aspects of the story (other than the skillful use of literary elements mentioned above) that would appeal to the intended audience of the book. Base your comments on what you know of child development and reader interests.

Lastly, write a statement that begins "I like this book because...." or "Children will like this book because..."

Uses:

B) List/Discuss curricular applications; B) Write one reader response type question (not recall) which would allow children begin a discussion.

Sample Media Critique (PB)

PB

Grade: Pre-K / 2nd

Sendak, Maurice. Where the Wild Things Are. Harper & Row, c1963, 1984. 38 pp.
Caldecott Medal

Summary: When Max oversteps the limits of civilized behavior, his mother calls him a “wild thing,” and send him to his room. Max, however, finds solace and adventure as he journeys “in and out of weeks” to where “the Wild Things” are. In spite of their terrible claws and gnashing teeth, Max easily controls them, frolicking with them in their blue-green jungle, till he realizes that home and the love of his parents are worth the price of having to live by the rules. He then sails for home and his still hot supper.

Evaluation: Sendak presents a safe adventure which allows Max to explore his rebellious inner wildness through fantasy. The language is poetic as “an ocean tumbled by with a private boat for Max.” The language also helps to build suspense through the repetition of words, “they roared their terrible roars and gnashed their terrible teeth...” Several one or two syllable words that are most familiar to preschoolers are used, “wolf,” “wore,” “mischief.”

Max starts out in the dark confines of his home, boxed in by a wide border of white space. As Max sallies forth, the borders disappear and the dark areas are replaced by dreamy pinks with yellow palms and flowers. The mood is joyous as Max and the Wild Things, with their silly expressions, frolic across three double-spread, ink-filled pages.

I like this book because....

Uses: a) families, reasonable rules b) Describe one thing you do to feel better when you have been punished.

Sample CB Media Critique

CB

I: Grade 4 – 6 R: Gr. 2

MacLachlan, Patricia. Sarah Plain and Tall. Harper & Row, c 1984. 58 pp. Newbery Medal.

Summary: Nine year old Anna and her little brother Caleb long for a mother and hope that Sarah, who has answered their father's advertisement for a wife and mother, will like them and their prairie home well enough to stay. Each tries to make Sarah feel at home as winter turns into spring. When homesick Sarah goes to town, the children are fearful that she may never come back, but when she returns with pencils to color her picture of the sea, they know she will be their new mother.

Evaluation: Told in spare, plain language, this story of what makes a family and how we define home, moves the reader as much by what is said as what is left unsaid. When preparing for Sarah's arrival, Caleb anxiously asks, "Is my face clean? Can my face be too clean?" Sarah's homesickness is poignantly brought out through her comparing the colors of the sea and of the prairie. The prairie setting of the 1870s is made vivid through talk of plowing, cow ponds, and Indian paintbrush. Youngsters could easily identify with the children's feelings, but they may require additional discussions about pioneer life, mail order brides, etc... to fully appreciate the book.

I like this book because...

Uses: a) pioneer life, farm life, the Midwest, Maine, sea and prairie animals and plants, families b) What would make a place seem like home to you?