**1. Course Number:** EDMD 5100-001   
**Course Title: Media for Children  
Credit Hours:** 3

**Professor:** Mr. Sid Harden

**Office Hours:** Haley 2316by appointment

**Email Address:** [sfh0007@auburn.edu](mailto:sfh0007@auburn.edu)

**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)

**2. Date Syllabus Prepared:** December, 2019

**3. *REQUIRED Texts*:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Author** | **Publisher** | **Publication Date** |
| *Through My Eyes* | *Bridges, Ruby* | *Scholastic* | *1999* |
| *Hidden: A Child's Story of the Holocaust* | *Dauvillier,Loic* | *First Second*  *Roaring Brook Press* | *2012* |
| *Wonder* | *Palacio, R.J.* | *Alfred Knopf* | *2012* |
| *The Graveyard Book* | *Gaiman, Neil* | *Harper Collins* | *2010* |
| *Lucky Broken Girl* | *Ruth Behar* | *Penguin/Random House* | *2017* |

**Other Materials:**

***Technology:*** The Midterm and Final will be administered online. If you do not have a laptop available for use please notify me as quickly as possible. In addition, **ALL major projects will be technology based**. You will need to be able to create multipage visual projects using PowerPoint, Prezi or some other type of presentation software.

**4. Course Description:** Examination and evaluation of current literature in print and other formats, including oral literature. This class focuses on literary and instructional criteria for selecting and utilizing media.

**5. Course Objectives:**

1. Specify types of media and instructional rationale for each.
2. Evaluate books and digital media, for use with children from preschool into junior high and possibly beyond.
3. Distinguish between: picture books, chapter books, graphic novels 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 and advantages of Audio Books & E-books..
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.

**6. Course Requirements:**

* Successfully complete all assignments and activities.
* Successfully master midterm and final covering concepts from textbooks, trade books and lectures/discussions.
* Attend each scheduled class as well as participate in activities and discussions in an active and collegial fashion.

***Note:*** 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.

**Assignments:**

1. **Media critiques & activities**
   * + 3-Picture Books (One Caldecott or one Coretta Scott King Award winners) **(ALL pictures books should be copyrighted within the past ten years)**
     + 1 - (Autobiography, **Through My Eyes**)
     + 1 – (General nonfiction, your choice **TECHNOLOGY BASED**)
     + 3 - Chapter Books **Lucky Broken Girl, Wonder, The Graveyard Book**
     + 1-Magazine Exploration Activity completed in small groups.
     + 1-Graphic Novel BOOK-TALK. **Peer Review**

Total: 10

1. **Outstanding Author Project:** Select a well-known American or English children’s author. Use PowerPoint, Prezi, Glogster or another digital program to create a digital poster providing details about your author.

3. **Informational Critique Project** (technology based): You will use technology to review and critique a general nonfiction book of your choice. Technology will be used to share information and provide evidence for the critique.

4. **Story reading**: Read one picture book to the class **(ALL pictures books should be copyrighted within the past ten years)**

**5. There will be a 10-point quiz on each of the required readings, prior to discussion of the book. These quizzes are *simple if you have read the book*, but can impact your final grade if you failed to fully read the assigned books.**

**Course Content (Calendar):**

| **Dates** | **Topic/Activity** | **Reading/ Assignments Due** |
| --- | --- | --- |
| **#1**  **JAN 10TH** | **Introduction/Welcome**  **Favorite Book**  **Discuss syllabus & projects**  **Discuss importance of EDMD Handbook & Canvas site**  ***A Story a Story!***  **Assign: Read Introduction in Handbook**  **Assign: Read Picture Books and Chapter Books** |  |
| **#2**  **JAN**  **15TH** | **The Importance of Reading Aloud**  **Plicker Activity**  **Story Reading Guidelines**  **Picture Books vs. Chapter Books** |  |
| **#3**  **JAN 17TH** | **RBD Juvenile Collection Overview**  **with Todd Shipman – Meet at RBD** | **MEET AT RBD**  **MELL CLASSROOM COMMONS** |
| **#4**  **JAN**  **22ND** | **Media Critique Guidelines & Rubric**  **Beginning Literary Terms**  **Terms for Illustrations**  **Sample PB Critique**  **Formative Class Critique Activity**  ***Little Blue Truck***  ***Assign: Chapter Book Critiques*** | **Critique #1**  **1st PB Critique**  **(In Class Activity)** |
| **#5**  **JAN 24TH** | **Literary Terms Review**  **Advanced Literary Terms**  **Chapter Book Critique Rubric** |  |
| **#6**  **JAN 29TH** | **Lucky Broken Girl Quiz**  **Discuss Lucky Broken Girl(Bring Book)**  **Pura Belpre’ Award**  **Discuss Literary Terms using Lucky Broken Girl**  **Summarizing Activity with partner**  **Setting, Protagonist, Antagonist, Plot, etc…**  **Assign: Read Fables** | **Lucky Broken Girl Quiz**  ***Critique # 2***  ***Chapter Book – Lucky Broken Girl***  ***(in class with partner)*** |
| **#7**  **JAN 31ST** | **Fables PLICKER Activity**  **FABLES PPT**  **Discuss Fables, characteristics & history**  **Countries of origin**  **Fable writing activity**  **Assign: Read Folktales** |  |
| **#8**  **FEB 5TH** | **Folktales PPT**  **Discuss Folktales**  **Discuss the Fairytale *Cinderella***  ***Cinderella Comparison Activity***  **Assign: Reader’s Theater**  **Assign: Child Development** | **Critique #3**  ***2nd PB Critique due***  ***(Book of your choice no more than 10 years old. No Biography or NonFiction)*** |
| **#9**  **FEB 7TH** | **Child Development**  **Reader’s Theater PPT**  **Reader’s Theater Activities using Fables & Folktales**  **Assign: Fantasy & SciFi** |  |
| **#10**  **FEB 12TH** | **Fantasy vs. Folktales**  **Folktale Review & Fantasy PPT**  **Hans Christian Anderson**  **Lewis Carroll / Alice in Wonderland**  **Science Fiction** |  |
| **#11**  **FEB 14TH** | **Outstanding Authors Presentations**  **Assign: Informational Books** | **Outstanding Authors Project due** |
| **#12**  **FEB 19TH** | **Discuss Information book awards**  **Story Reading: *Informational Book***  **Rubric for Information Books**  **Information Books and Beginning Info books,** | **Critique #4**  **3rd PB critique due**  ***(Book of your choice no more than 10 years old. No Biography or NonFiction)*** |
| **#13**  **FEB 21ST** | **Through My Eyes - discussion**  **1st Informational Critique – Small Group**  **Assign: Literature Circles**  **Give out Midterm Study Guide** | **Through My Eyes Quiz** |
| **#14**  **FEB 26TH** | **Midterm Study Guide Review**  **Reaching Reluctant Readers**  **LIT CIRCLES PPT**  **Literature Circles – Through My Eyes activity** | **Critique #5**  **1st Informational Critique**  **(AutoBiography)**  **Due *Through My Eyes*** |
| **#15**  **FEB 28TH** | **MIDTERM** | ***MIDTERM*** |
| **#16**  **MAR 5TH** | **Discuss/Review Midterm**  **Audio Books**  **Uses**  **Advantages / Disadvantages**  **Assign: E Books** |  |
| **#17**  **MAR 7TH** | **E Books**  **Uses**  **Advantages/Disadvantages**  **Digital Divide**  **Assign: Graphic Novels** |  |
| **#18**  **MAR 19TH** | **Graphic Novels**  **Discuss *Hidden***  ***Batchelder Award***  **Characteristics of quality graphic novels**  **Cautions** | **Hidden Quiz** |
| **#19**  **MAR 21ST** | **Graphic Novel Book Talks & Discussion** | **Critique #6**  **Graphic Novel BookTalk Presentations** |
| **#20**  **MAR 26TH** | **Informational Critique Project/Presentation**  **Assign: Mythology** | ***Critique #7 (technology based)***  ***2nd Informational Critique Project/Presentation (General NONFiction book of your choice. No more than 10 years old.)*** |
| **#21**  **MAR 28TH** | **Mythology PPT**  **Mythology Origins & Characteristics**  **Mythology Writing Activity** |  |
| **#22**  **APR 2** | **Mythology Reader’s Theater**  **Mythology Review**  **Native American Mythology**  **Assign: Epics & Hero Tales** |  |
| **#23**  **APR 4** | **Epics and Hero Tales**  **Odysseus Google Lit Trip** |  |
| **#24**  **APR 9** | **Discuss *Wonder***  **Lit Circle**  **Awards Review Activity** | ***Critique #8***  ***2nd Chapter Book critique due Wonder***  ***Wonder Quiz*** |
| **#25**  **APR 11** | **Magazine Exploration Activity in class, small group.**  **Alabama Virtual Library**  **ALEX**  **Assign: Poetry/Mother Goose** | ***Critique #9***  ***Magazine Exploration Activity Due***  ***(Completed in class)*** |
| **#26**  **APR 16** | **Poetry Introduction**  **Children’s Favorite Poetry**  **Mother Goose Rhymes**  **Assign: Poetry Terms & Elements** |  |
| **#27**  **APR 18** | **Give out Final Study Guide**  **Poetry PPT**  **Poetry Terms**  **Identifying Poetry Elements, Qualities and Imagery**  **Using Poetry in the Classroom**  **Open Mic Video**  **Assign: Selection Aids & Intellectual Freedom** |  |
| **#28**  **APR 23** | **Discuss - Selection Aids**  **Intellectual Freedom**  **Banned Books**  **Procedures for Handling Complaints**  **Plicker Activity** |  |
| **#29**  **APR 25** | **Discuss *The Graveyard Book***  ***Newbery Award***  ***Hugo Award***  ***Carnegie Medal***  **Final Exam Study Guide Questions** | **Graveyard Book Quiz**  **Critique #10**  **3rd Chapter book media critique due *The Graveyard Book*** |
| **TBA** | **FINAL EXAM** |  |

**8. Assessment:**

Students will receive points for assignments throughout the semester based on the following scale:

Media Critiques (10 papers or class activities at 10 pts each) 100 Points

Midterm ……………… 100 Points

Final …………...…. 100 Points

Outstanding Author Project ………………..40 Points

Informational Critique Project/Presentation……………………...40 Points

Required Reading Quizzes ………………..50 Points

Story reading ………………..20 Points

**…………………………………………………………. 450 Points Total**

**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)

**9. 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:*

**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 Canvas 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. ***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.**

**I invite and encourage questions and discussion. Do not be afraid to share your opinion…..just be respectful of other’s opinions….including the instructor’s. ☺**

***Assignment Submission:***

1. Critiques are due online in Canvas by the stated deadline.
2. Items turned in 1 class days late will be graded with a maximum score of 7/10 unless the student presents a valid medical excuse. 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.**

* 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.**

***Sending an email notifying me of an absence DOES NOT MEAN your absence is excused. You are allowed 1 NO EXCUSE absence. All other absences are only excused if you provide me with a valid medical excuse.***

***Students will earn 5 bonus points for perfect attendance and decreasing points for each absence, this includes excused absences.***

***29 days – 5 bonus points***

***28 days – 4 bonus points***

***27 days – 3 bonus points***

***26 days – 2 bonus points***

***25 days – 1 bonus point***

***You must be responsible and enter your attendance each day of class. If you fail to enter the assigned attendance code you will not receive credit for attendance.***

***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.***

***Sending an email notifying me of an absence DOES NOT MEAN your absence is excused. You are allowed 1 NO EXCUSE absence. All other absences are only excused if you provide me with a valid medical excuse.***

***Extra Credit is not available. Bonus point activities may be provided at the discretion of the instructor but they will be available to ALL students.***