

AUBURN UNIVERSITY SYLLABUS

1. Course Number: EDMD 7106

Course Titles: Selection and Use of Media for Youth

Credit Hours: 3 semester hours

Prerequisite: Graduate standing

Corequisite: None

2. Date Syllabus Prepared: May 2015

3. Texts:

Lukens, R. J., Smith, J. J., & Coffel, C. M. (2013). *A critical handbook of children's literature*. Boston: Pearson. **[required]**

Lechner, J. V. (Ed.) (2004). *Allyn & Bacon anthology of traditional literature*. Boston; Pearson. **[required]**

Recommended: A recent text on children's and/or young adult literature is recommended for further reading. (See *Texts and Resources* Page in Canvas.)

4. Course Description:

Evaluation, selection, and use of print and non-print media for youth, including materials for multicultural, special, and gifted education. Emphasis is on contemporary issues, themes, and current materials.

5. Course Objectives:

The student will be able to:

1. Identify genres/types of literature for children and young adults.
2. Identify literary elements and compare each to literary elements used by E. B. White in *Charlotte's Web*.
3. Identify factors to be considered when selecting materials that match educational/curriculum goals/standards and meet the diverse needs of school populations.
4. Reflect on the principle that intellectual freedom is a prerequisite to effective and responsible citizenship in a democracy.
5. Identify the attributes of and evaluate different information formats including print, graphic, video, audio, and electronic.
6. Identify major awards given for children's and/or young adult literature, purpose for each award, and examples of award winners/recipients.
7. Identify trends, issues, and research related to reading and/or reading research and role of school librarian.
8. Plan and develop collaborative strategies between school librarians and teachers to motivate students to read, listen, and view a variety of literature/media.

6. Course Content:

Class #1 -- Overview of Selection and Use of Media for Youth (May 19)

- A. Brief history of children's and YA literature
- B. Genres/types of literature/media
- C. Alabama authors & illustrators
- D. Trends in collection development/selection
- E. Selection resources and tools
- F. Selection policy and procedures

Class #2 – Trends and Issues with Media for Youth (May 26)

- A. Child and young adult development and literature/media
- B. Trends in media for youth
 - 1) Issues related to diversity in literature
- C. Intellectual Freedom
 - 1) Censorship
 - 2) Restricted access and labeling books
 - 3) Challenged books/media
 - 4) Reconsideration process
- D. Awards
 - 1) Camellia Award (Alabama's children's choice award)
 - 2) Stonewall Award

Class #3 – Picture Books and Graphic Novels (June 2)

- A. Overview of picture books and graphic novels
 - Types of picture books
 - Graphic novels
- B. Evaluating and selecting picture books and graphic novels
- C. Teaching and using picture books and graphic novels
- D. Awards:
 - 1) Randolph Caldecott (illustrator for children's picture book)
 - 2) Coretta Scott King for Illustrator

Class #4 – Literary Elements and Chapter Books (June 9)

- A. Literary elements (character, plot, setting, point of view, style and tone, and theme)
- B. Evaluating chapter books
- C. Awards:
 - 1) John Newbery (for children's literature)
 - 2) Michael L. Printz (for young adult literature)
 - 3) Coretta Scott King for literature

Class #5 – Poetry (June 16)

- A. Sharing poetry with children and YAs
- B. Outstanding poets for children and YAs
- C. Evaluating and selecting poetry, anthologies, and collections
- D. Teaching and learning with poetry
- E. Award: NCTE Award for Poetry

Class #6 --Traditional Literature (June 23)

- A. Overview of traditional literature types
 - 1) Fables
 - 2) Folktales
 - 3) Myths
 - 4) Legends
 - 5) Hero tales
 - 6) Epics
- B. Evaluating and selecting traditional literature
- C. Teaching and learning with traditional literature

Class #7 – International and Multicultural Literature (June 30)

- A. Multicultural world of literature in the U.S.
- B. International literature
- C. Evaluating and selecting multicultural/international literature
- D. Teaching and learning with multicultural/international literature
- D. Awards:
 - 1) Mildred Batchelder (international literature)
 - 2) Pura Belpre' Awards
 - a.) 1 award to Latin American illustrator
 - b.) 1 for Latin American author

Class #8 – Fantasy and Fiction (July 14)

- A. Modern fantasy
- B. Fiction
 - 1) Historical fiction
 - 2) Contemporary realistic
 - 3) Science fiction
- C. Evaluating and selecting fantasy and fiction
- D. Teaching and learning with fantasy and fiction
- E. Award: Scott O'Dell Historical Fiction Award

Class #9 – Nonfiction: Biographies and Informational Resources (July 21)

- A. Nonfiction formats for children and young adults
 - 1) Biographies
 - 2) Informational resources for social sciences, science and humanities
- D. Evaluating and selecting nonfiction
- E. Teaching and learning with nonfiction
- F. Awards and Lists:
 - Orbis Pictus Award
 - Robert F. Seibert Informational Book Award
 - Boston Globe-Horn Book Nonfiction Award
 - Outstanding Science Trade Books for Students K-12 (NSTA)
 - Notable Social Studies Trade Books for Young People (NCSS)

Class #10 – Multimedia and Magazines (July 28)

- A. Magazines for children, youth, and professional educators
- B. Evaluating and selecting nonprint and electronic/technology
- C. Teaching and learning with magazines, nonprint and electronic/technology
- D. **Final Project Presentations (Individual)**

7. Course Schedule:

Date	Topic	Readings/Assignments
#1 May 19	Overview of Selection and Use of Media for Youth <ul style="list-style-type: none"> Brief history of children's & YA literature Genres/types of literature/media Alabama authors & illustrators Trends in collection development/selection Selection resources & tools Selection policy & procedures 	READ: <ul style="list-style-type: none"> Lukens: Preface & To the Reader pages and Chapter 1 Lukens: Chapter 1 <i>Charlotte's Web</i> Canvas Pages ASSIGNMENT: <ul style="list-style-type: none"> Youth development & types of literature presentation Identify a challenged book and read it Review a selection source Review school selection policy (use checklist provided)
#2 May 26	Trends and Issues <ul style="list-style-type: none"> Youth development and literature/media Trends in media for youth Intellectual Freedom <ul style="list-style-type: none"> ❖ Censorship ❖ Restricted access and labeling ❖ Challenged books/media ❖ Reconsideration process Awards (presented by Bannon) <ul style="list-style-type: none"> ❖ Camellia Award ❖ Stonewall 	READ: <ul style="list-style-type: none"> Lukens: Chapter 2 Canvas Pages ASSIGNMENT: <ul style="list-style-type: none"> Present on a stage of youth development & literature for that stage Intellectual Freedom exercise Evaluate a challenged book from list DUE on MAY 26: <ul style="list-style-type: none"> Chart of youth dev. & literature Review of 1 selection source Selection policy checklist

Date	Topic	Readings/Assignments
#3 June 2	Picture Books and Graphic Novels <ul style="list-style-type: none"> History, types, trends, etc. Evaluating/selecting PBs/graphic novels Teaching/learning with PBs/Graphic novels Awards (presented by students) <ul style="list-style-type: none"> ❖ Caldecott Award ❖ Coretta Scott King for illustrator 	READ: <ul style="list-style-type: none"> Lukens: Chapter 3 Canvas Pages
		ASSIGNMENT: <ul style="list-style-type: none"> Evaluate 1 classic PB (from list) Evaluate 1 Caldecott PB (≥2005) Evaluate 1 King Award PB (≥2005)
		DUE on JUNE 2: <ul style="list-style-type: none"> Awards presentations: <ul style="list-style-type: none"> ○ Randolph Caldecott ○ Coretta Scott King (illus.)
#4 June 9	Literary Elements and Chapter Books <ul style="list-style-type: none"> Literary elements Evaluating chapter books Awards: <ul style="list-style-type: none"> ❖ John Newbery (for children's literature) ❖ Michael L. Printz (for young adult literature) ❖ Coretta Scott King for literature 	READ: <ul style="list-style-type: none"> Lukens text Chapters 5 – 10
		ASSIGNMENT: <ul style="list-style-type: none"> Evaluate 1 Newbery CB (≥2005) Evaluate 1 Printz CB (≥2005)
		DUE on JUNE 9: <ul style="list-style-type: none"> Literary Element(s) Presentations 3 PB evaluations <ul style="list-style-type: none"> ○ 1 classic PB from list ○ 1 new Caldecott PB ○ 1 new King PB Awards presentations (by students): <ul style="list-style-type: none"> ○ Coretta Scott King (author) ○ John Newbery ○ Michael Printz
#5 June 16	Poetry <ul style="list-style-type: none"> Sharing poetry with children & YAs Outstanding poets for children & YAs Poetry preferences of children & YAs Evaluating/selecting & teaching/learning with poetry Award: NCTE Award for poetry 	READ: <ul style="list-style-type: none"> Lukens: Chapter 11
		ASSIGNMENT: <ul style="list-style-type: none"> Evaluate 2 poetry PBs (≥2000) or 1 novel in verse (≥2000) – use award books if at all possible
		DUE ON JUNE 16: <ul style="list-style-type: none"> 2 CB evaluations <ul style="list-style-type: none"> ○ Challenged book ○ Newbery CB ○ Printz CB

Date	Topic	Readings/Assignments
# 6 June 23	Traditional Literature <ul style="list-style-type: none">• Overview of traditional literature (fables, folktales, myths, legends, hero tales, and epics)• Selection Sources (Social Studies Teach.)• Evaluating/selecting & teaching/learning with traditional literature	<u>READ:</u> <ul style="list-style-type: none">• Lukens: Chapter 4 pp. 78-83• Lechner: Assigned pages
		<u>ASSIGNMENT:</u> <ul style="list-style-type: none">• Evaluate 2 traditional literature PBs (≥2000)
		<u>DUE ON JUNE 23:</u> <ul style="list-style-type: none">• Traditional Literature Presentations by students• 2 PBs (poetry) <u>or</u> 1 prose CB
#7 June 30	International and Multicultural Literature <ul style="list-style-type: none">• Multicultural literature in U.S.• International literature• Selection Sources (Social Studies Teach.)• Evaluating/selecting & teaching/learning with multicultural & international literature• Awards:<ul style="list-style-type: none">❖ Coretta Scott King❖ Margaret Batchelder❖ Pura Belpre’❖ Carter G. Woodson❖ South Asia Book Award❖ American Indian Youth Literature Awards	<u>READ:</u> <ul style="list-style-type: none">• Canvas <i>Pages</i>• Readings assigned by Bannon
		<u>ASSIGNMENT:</u> <ul style="list-style-type: none">• Evaluate 1 CB (≥2005) for Batchelder Award• Evaluate 1 CB (≥2005) <u>or</u> 2 PBs (≥2005) for Pura Belpre” Award
		<u>DUE ON JUNE 30:</u> <ul style="list-style-type: none">• Awards presentations (by students)<ul style="list-style-type: none">○ Batchelder○ Pura Belpre’• 2 PB evaluations (traditional literature ≥2000)
NO FORMAL CLASS MEETING ON TUESDAY, JULY 7		
#8 July 14	Fantasy and Fiction <ul style="list-style-type: none">• Modern fantasy• Historical, realistic and science fiction• Evaluating/selecting & teaching/learning with fantasy and fiction• Award:<ul style="list-style-type: none">❖ Scott O’Dell Award for Historical Fiction	<u>READ/STUDY:</u> <ul style="list-style-type: none">• Lukens: Chapter 4, pp 83-85 & 88-98• Canvas pages
		<u>ASSIGNMENT:</u> <ul style="list-style-type: none">• Evaluate 1 CB (≥2005) – this can be either fantasy or fiction
		<u>DUE ON JULY 14:</u> <ul style="list-style-type: none">• 1 CB Batcheldor• 2 PBs or 1 CB Pura Belpre’

Date	Topic	Readings/Assignments
#9 July 21	Nonfiction: Biographies and Informational Resources <ul style="list-style-type: none"> • Nonfiction for children & YA • Selection sources (Social Studies and Science Teachers) • Evaluating/selecting & teaching/learning with nonfiction • Award: <ul style="list-style-type: none"> ❖ Robert F. Sibert for Information ❖ Selection lists from NSTA and NCSS) 	READ: <ul style="list-style-type: none"> • Lukens: Chapter 12 • Lukens: Chapter 13
		ASSIGNMENT: <ul style="list-style-type: none"> • Evaluate 2 PBs <u>or</u> 1 CB (≥2005) – nonfiction
		DUE on July 21: <ul style="list-style-type: none"> • 1 CB either Fantasy <u>or</u> Fiction (≥2005)
#10 July 28	Magazines and Media <ul style="list-style-type: none"> • Magazines and media for children & YA • Evaluating and selecting magazines/media • Teaching and learning with magazines/media • Awards for media Final Project Presentations	READ/STUDY: <ul style="list-style-type: none"> • Canvas <i>Pages</i>
		ASSIGNMENT: <ul style="list-style-type: none"> • 1 Magazine • 1 media item
		DUE ON JULY 28: <ul style="list-style-type: none"> • Final Project Presentations (by students) • 2 PBs or 1 CB Nonfiction (≥2005)
Thursday, July 30	FINAL ALL ITEMS DUE: <ul style="list-style-type: none"> • 1 Magazine evaluation • 1 Media evaluation • 2 PBs or 1 CB Nonfiction (≥2005) • Written Final Project 	

8. Course Requirements:

- A. **Literature Evaluations Project.** Evaluate different literature genres/format including print, graphic, video, audio, and electronic and their uses in curriculum
- Demonstrate knowledge of literary elements; study and compare literary elements; share information about a literary element with peers (**June 9th**)
 - Demonstrate ability to evaluate literature and resource materials (**Due dates vary**)
 - Identify factors to be considered when selecting materials that match educational/curriculum goals/standards and meet the diverse needs of school populations.
- B. **Youth Development and Literature Needs Presentations. (May 26)** Identify genres/types of literature for children and young adults. Identify factors to be considered when selecting materials that match educational/curriculum goals/standards and meet the diverse needs of school populations.

- C. **Intellectual Freedom Assignment (May 19 & 26):** Reflect on the principle of intellectual freedom as a prerequisite to effective and responsible citizenship in a democracy. (**class activity on May 26**)
- (a) Identify and discuss major court cases on censorship and intellectual freedom that relate to schools/school libraries
 - (b) Practice/model openness to the ideas and examine barriers to intellectual freedom
 - (c) Analyze/critique a school selection policy (**class activity on May 19**)
 - (d) Interpret the process for responding to challenges to intellectual freedom
- D. **Literary Elements Presentations (Due June 9)** Identify literary elements and compare each to literary elements used by E. B. White in *Charlotte's Web* and literary elements in the CBs you are reading (1 challenged CB, 1 Newbery CB, and 1 Printz CB).
- E. **Award Presentations (Due dates vary)** Identify major awards given for children's and/or young adult literature and make an oral presentation on the purposes for, history of, and recent examples of award winners.
- F. **Traditional Literature Presentation (Due June 23).** Identify types of traditional literature for children and young adults and present one type to class peers.
- G. **Final Project and Presentation (Due July 28):**
- (a) Identify trend, issues, and/or research related to literature/media for youth and role of school librarian.
 - (b) Plan and develop collaborative strategies between school librarians and teachers to motivate students to read, listen and view a variety of literature/media.
 - (c) Share findings and suggestions with class peers

This project will take the place of a final comprehensive exam, and it will consist of a written report and an oral presentation to class peers.

9. Assessment:

The final grade for the course will be based on the following assignments:

Literature Evaluations 15 @ 15 pts each	225 pts.
Youth development and literature presentation	15 pts.
Intellectual Freedom Assignment	45 pts.
Literary Element Presentation	20 pts.
Awards Presentations	20 pts.
Traditional Literature Presentation	20 pts.
Final Project and Presentation	100 pts.
TOTAL	445 pts.

409 - 445 pts. = A (92 - 100%)
356 – 408 pts. = B (80 - 91%)
312 – 355 pts. = C (70 - 79%)
Below 312 pts. = D – course would need to be repeated for library media certification

I anticipate that you all will do excellent work in this class, but I do have views on what “excellent” means.

- A means excellent work that shows you have not only met the requirements of the assignment, but also you are challenging yourself and displaying reflection, creativity, and initiative in your work.
- B means good work that adequately meets the requirements of the assignment in a thoughtful and adequate way.
- If I feel that your work does not meet the level of either an A or B, I will request a conference so we can discuss ways to improve your performance in the class.

If you are unsure about any assignment or other aspect of the class, I invite you to schedule a conference and/or phone call with me.

10. Class Policy Statements:

- A. Attendance. I expect students to attend/participate in all synchronous class sessions. You are responsible for accessing the course content in Canvas and/or Scopia/Panopto recordings for any content you may have missed in the event of an absence.
- B. Excused absences. Students may be granted excused absences from a synchronous class meeting for the following reasons as outlined in the [Auburn University Policy on Class Attendance](#):
- 1) illness of the student or serious illness of a member of the student’s immediate family,
 - 2) the death of a member of the student’s immediate family,
 - 3) trips for student organizations sponsored by an academic units, trips for university classes, trips for participation in intercollegiate athletic events,
 - 4) subpoena for a court appearance, and
 - 5) religious holidays.

Should you need to have an excused absence for any other reason, please contact me well in advance to request an excused absence.

- C. Make-up Policy. Make-up course work/assignments will be given only for University-approved excuses as outlined in the [Auburn University Policy on Class Attendance](#). **Arrangements to make-up missed assignments/exam must be made in advance.** Students who miss a synchronous class meeting because of illness will need to send me a scanned copy of a doctor’s statement for verification of sickness to

clear the absence. Other avoidable absences from a synchronous class meeting must be documented and cleared with the instructor **in advance**.

- D. Accommodations. If you need any special accommodations, please arrange to discuss these with me as soon as possible or provide me a copy of your Accommodation Memo and an Instructor Verification Form. If you do not have an Accommodation Memo but need accommodations, please contact the Office of Accessibility, 1244 Haley Center, as soon as possible. Telephone: 334-844-2096 (V/TT)
- E. Academic Honesty. All portions of the [Auburn University Honesty Code](#) will apply in this class. I expect you to complete your assignments individually, but collaboration techniques you are learning in this course are highly desirable and will be encouraged. While sharing your work and giving and receiving assistance from class peers can be valuable for the learning community, I expect you to do your own work for evaluation and for the course grade. My major interest is in your learning which will best take place as we share questions, answers, and experiences. Readings on the scheduled topics from the textbooks and/or other sources should take place **before** doing the assignments and/or attending a synchronous class session on that topic.
- F. 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