

## AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDMD 5100-6100

**Course Titles:**

**Credit Hours:** 3 semester hours

**Prerequisite:** Upper Class Division Undergraduate

**Corequisite:** None

2. **Date Syllabus Prepared:** December 6, 2006

3. **Text:**

Lechner, J. *Course Notes: EDMD 6100 Media for Children; A Brief Overview*. Buy at Copy Cat in Foy Union

Prelutsky, J. (Ed.) (1983) *The Random House Book of Poetry for Children*.

Lechner. *Allyn & Bacon Anthology of Traditional Literature*.

DiCamillo, *The Tale of Despereaux*.

George, *The Missing Gator of Gumbo Limbo*

Ryan, Patricia Munoz. *Esperanza Rising*.

1 paperback chapter book for small group sharing to be chosen early in semester and obtained by students in libraries or bookstores. Instructor will introduce choices of books.

### **OTHER USEFUL RESOURCES ON LECHNER'S RESERVE IN LRC:**

*Scott, Foresman Anthology of Children's Literature*. Has lots of poems, including Mother Goose nursery rhymes.

Norton, Donna. *Through the Eyes of a Child*. Great basic textbook of children's literature.

4. **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.

5. **Course Objectives:**

**Media for Children** should help you with most of College of Education's goals to help you become a competent, committed and reflective professional as listed above in the Course Syllabus's cover page, but it should be especially helpful for goals 3, 5, 10, and 13. The following are specific objectives of the course:

1. Become familiar with a wide range of children's literature and authors, in a variety of formats and from diverse cultures within the United States and globally.
2. Evaluate books, videos and examples of other media, for use with children from preschool into junior high in order to be able to select materials based on recommended criteria.
3. Orally interpret literature with children [creative drama; reader's theater; book-talking; storytelling; and reading aloud to children], in order to develop children's language and literacy skills, as well as to help motivate children to become life-

long readers and learners.

4. Distinguish and know uses of different media formats of children's literature [picture books; chapter books; videos; electronic books; audiobooks; etc.] in order to be able to integrate them into the curriculum.
5. Know and apply characteristic developments of childhood, the abilities and needs of children, as related to media use.
6. Be able to outline stages of children's interests and reading/viewing/listening habits.
7. Identify works by genres: poetry, fables, myths, epic and hero tales, folktales, fantasy, fiction (including historical), biography, informational books.
8. Discuss curricular uses of specific stories and genres.
9. Promote literacy and stimulate children's reading interests by creating displays, organizing media areas, reading aloud stories, forming literature circles.
10. Define, name, and use selection and finding aids.
11. List the principles governing the selection of materials for school collections (classroom and media center) and know the purpose of a materials selection policy.
12. Outline steps to defend intellectual freedom and handle citizens' complaints (censorship).

## **6. Course Content and Schedule:**

### **Week 1 Course Introduction**

- A. Introduction
- B. Definitions
- C. Student reflection and discussion of their own reading history
- D. Overview of genres, awards

### **Week 2 Picture Books and Videos**

- A. Illustration in picture books
- B. Critiquing picture books
- C. Critiquing videos

### **Week 3 Child Development and Reader Motivation; Chapter Books**

- A. Child development
- B. Introduction to chapter books
- C. Reader Response and Literature Circles

### **Week 4 Poetry**

- A. Sharing poetry with children - poetry preferences of children
- B. Survey of outstanding poets who have written for children
- D. Mother Goose and other traditional rhymes - overview, history, uses
- E. Poetry presentations; posters or booklets created by students around a theme

### **Week 5 Traditional Literature**

- A. Traditional Literature – Overview of types, relation to students experiences
- B. Fables – Uses in school, types, international varieties

C. Folktales - Uses in school, types, international varieties

**Week 7 Traditional Literature**

- A. Myths - Uses in school, types, international varieties
- D. Legends and hero tales - Uses in school, types, international varieties

**Week 8 Midterm; Introduction to Informational Books**

- A. Midterm
- B. Biographies
- C. Informational/biography video

**Week 9 Informational Books: Magazines**

- A. Informational Books
- B. Informational Book Presentations by students
- C. Children's Magazines

**Week 10 Fiction; Literature Circles; Selection Aids**

- A. Introduction to Fiction
- B. Contemporary Fiction
- C. Selection Aids

**Week 11 Fiction: Group Projects and Literature Circles - Introduction**

- A. Identifying non-print media for specific curriculum uses related to Literature Circle books
- B. Evaluating non-print media
- C. Historical fiction

**Week 12 Group Projects Presentations; Multicultural Literature; Reader Motivation**

- A. Group Projects: Literature circle and non-print media presentations – multicultural themes
- B. International children's literature

**Week 13 Fantasy; Story Reading and Alternative Book Sharing (puppets)**

- A. Fantasy
- B. Introduction to value of reading aloud to students, use of visual interpretations of stories; dramatization
- C. Story Reading and Alternative Sharing projects

**Week 14 Intellectual Freedom/Censorship; History of children's Literature**

- A. The censors and the materials they challenge
- B. Selection policies, review processes, and defense of intellectual freedom
- C. History of Children's Literature
- D. Story Reading and Alternative Sharing projects

**Week 15 Reflecting on Reading to Children; Course Review**

- A. Reflecting on reading to a child or children

- B. Course review
- C. Student evaluations

**7. Course Requirements/Evaluation:**

- A. Attend all class sessions, participate in discussions (see attendance policy handout)
- B. Complete midterm
- C. Complete a final examination
- D. Write book, non-print media, magazine annotations to be handed in as hard copy and uploaded to TurnitIn before handing in hard copy:  
**8 picture books\* (PB)**(2 Must be Caldecott Medal or Honor winners, 1 must be a Coretta Scott King Award or Honor winner - see Awards List at end of *Course Notes*) DUE AS NOTED ON SCHEDULE ON A WEEKLY BASIS.  
**4 chapter books (CB) of 85+ pages\*** except as noted for CEC and HDFS students for informational book assignment only. You must include 1 Newbery Medal or Honor winner, 1 foreign book award winner: Hans Christian Andersen, OR Mildred L. Batchelder, or Carnegie Award - **see Awards List at end of Course Notes**) DUE AS NOTED ON SCHEDULE ON A WEEKLY BASIS.  
**3 non-print media**, 2 of which will be shown in class. DUE AS NOTED ON SCHEDULE.  
**1 children's magazine** DUE AS NOTED ON SCHEDULE.
- E. 1 Page Reflection on your Experiences Reading to a Child (children)\*\*
- F. Story-reading of a picture book or storytelling of a folktale, myth or other traditional story in class in your own words\*\*\* DUE AS NOTED ON SCHEDULE. **May use one of the PBs you've critiqued, but you still need 8PB critiques.**
- G. Visual prop for Sharing the PB that you are reading or telling in class. DUE AS NOTED ON SCHEDULE
- H. Participate in Group Project, selecting, critiquing, and presenting non-print sources for a curriculum application related to you Literature Circle book. DUE AS NOTED ON SCHEDULE
- I. Poetry booklet or poster and performance. DUE AS NOTED ON SCHEDULE

**\* Please read only 1 book per author or illustrator for the semester. ALL BOOKS MUST BE 1960+ BUT FOCUS ON 1985+ FOR MINIMUM HALF YOUR BOOKS.**

**\*\*Graduate** students taking this course must instead conduct a reading interest survey and interest profile for a group of children in a K-12 setting. **See instructor for survey instruments and write-up requirements. Undergraduates** need to read one time only to one or more children, recording the title read, the age of the child(ren), the setting (i.e. classroom, tutoring, home, etc.), and the response of the child(ren).

**\*\*\*Graduate** students must instead develop a booktalk using props or other means of involving the audience, with the purpose of stimulating reading interest among children. See instructor for models of booktalks.

7. **Assessment:**

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

Test 1	22%
Final Exam	22%
Critiques	20%
Reflection on Reading Experience to Child	1%
Story reading/Storytelling	10%
Visual sharing of story	10%
Group projects	10%
Poetry	5%
Total	100%

The following grading scale will be used:

90-100%=A  
80-89.9%=B  
70-79.9%=C  
60-69.9%=D  
Below 60%=F

8. **Class Policy Statement**

**PARTICIPATION:** In-class discussions, both in small groups and with whole class, are essential for learning in this course. To be ready to participate you must have read material by the date we're ready to discuss it and must have responded **in writing** to Reader Response Questions for Folktales, myths, legends, and the chapter book for your Literature Circle. For books of fiction and fantasy read by the whole class, create your own reader responses and bring them to class to aid in group discussions. You must also be ready to offer suggestions for curricular applications and critiques of materials brought to class, and be willing to share reading experiences you have had with children.

**ANNOTATIONS/MEDIA CRITIQUES:**

**1 book per author or illustrator for the semester. All books must be 1960 or more recent and minimum ½ should be from 1985 or more recent.**

Do NOT do over unless told to do so. **TO GET A GRADE IN THIS COURSE ALL ANNOTATIONS MUST BE DONE BY END OF SEMESTER.** Please hold onto all your annotations after I have returned them, as you will need to hand them back in as a package at the end of the semester for a final recheck. The final package needs to be organized by PB, CB, Media, Magazine, chronologically within grouping. I will return these on the last day of class.

**LATE ANNOTATIONS** - Even if late, critiques must be handed in to get credit in course. If later than three weeks I will give you credit but no grade for it.

**CHOICE OF BOOKS:** Do not use mass market books such as Disney, Babysitters Club, Goosebumps, Berenstain Bears or books by Golden or Western Publishers, etc.(as new series come out).

**These books need no introduction by you, the teacher - children recommend them to each other. They serve a purpose but they are not usually high quality literature, as they are written to a formula.**

**WHERE TO FIND GOOD BOOKS:** The University Library (RBDL) has an outstanding children's collection. Browse RBDL shelves at **Juv PZ7; PZ 8; PZ 8.1 for picture books**. Use lists (**Award winners, and Short and Easy Books lists, at back of EDMD 5100-6100 Course Notes,**) for suggestions for chapter books. The Juvenile section is on the second floor of RBDL; turn to the right after you pass the main entrance lobby on the second (Mell Street entrance) floor. Don't hesitate to get help at the Reference desk (center isle toward College St. on second floor). (LRC's children's collection is limited – use LRC for non-print media)

**Attendance/Absences:** No unexcused absences of any kind: 3 bonus points; 1 unexcused absence: 2 bonus points; 2 unexcused absences: 1 bonus point. No points lost up to 3 unexcused absences. After three unexcused absences 1 point off final grade for each additional day. Medical excuse or other documentation required for excused absence. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting.

Students are responsible for initiating arrangement for missed work due to excused absences (Tiger Cub p. 74).

**Make-up quizzes and exams** will be given only for University-approved excuses as outlined in the Tiger Cub (p. 74). Arrangements to take a make-up quiz or an exam must be made in advance. Students who miss a quiz or an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class and should schedule a make-up exam within 3 class days. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

**Exams: tests are based on assigned readings, Lechner's Course Notes, lectures, and WebCT power points.**

**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 Program for Students with Disabilities at 1244 Haley center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Definition of plagiarism: Any use of other people's words, even if rearranged, is considered plagiarism. Books and other media annotations are to be your own work, as no outside review sources are either needed or acceptable in this course. The point of this course is for you to develop skill in evaluating trade books and other media so that as a teacher or school librarian you will have good criteria for choosing to use or buy materials. To avoid inadvertent plagiarism, **do not read reviews** online or anywhere else. Subconsciously, one is likely to use the phraseology of writing that one has just read.

**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

## 9. **Justification**

EDMD 5100 is needed to fulfill Elementary Education required courses; Early Childhood Education and Human Development and Family Studies elective offering for undergraduates; EDMD 6100 is needed by graduate students in library media, elementary education or reading education who have never had a survey course in children's literature or who are unable to fit the EDMD 7100 into their schedules.