

EDMD 6100 MEDIA FOR CHILDREN

Spring 2001

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Office Hours T-R 9:30-11 AM or by appointment

TEXTS:

- Lechner, J. Course Notes: *EDMD 6100 Media for Children; A Brief Overview*.
Buy in HC 3454 (i.e. LRC's duplicating office)
- Prelutsky, J. (Ed.) (1983) *The Random House Book of Poetry for Children*. Random House.
- Yolen, J. (Ed.) (1986) *Favorite Folktales from Around the World*. Pantheon.
- Russell, W. (Ed.) (1989) *Classic Myths to Read Aloud*. Crown.
- Babbitt, Natalie. *Tuck Everlasting*.
- Curtis, Christopher. *The Watsons Go To Birmingham, 1963*.
- Paulsen G. (1987) *Hatchet*. Macmillan.
- 1 paper back chapter book for small group sharing to be chosen early in semester and obtained by students in libraries of bookstores. Instructor will introduce choices of books.
- Jacobs, J. *Aesop's Fables*. (Gutenberg Project on Internet) - **Three printed out copies are on Reserve in LRC in yellow file folders**
- *Panchatantra Tales* - **Three printed out copies are on Reserve in LRC in yellow file folders.**
- Bruchac, Joseph. *Native American Stories*. **On Lechner's reserve in LRC.**
- Osborne, Mary Pope. *Favorite Norse Myths*. **On Lechner's reserve in LRC.**

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.

COURSE OBJECTIVES:

Upon completion of this course students will be able to:

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. Orally interpret literature with children [creative drama; reader's theater; book-talking; storytelling; and reading aloud to children]
4. Distinguish and know uses of different media formats of children's literature [picture books; chapter books; videos; electronic books; audiobooks; etc.]

5. List characteristic developments of childhood, the abilities and needs of children, as related to media use.
6. Outline stages of children's interests and reading/viewing/listening habits.
7. Identify works by genre such as fable, myth, epic and hero tale, folktale, fantasy, fiction (including historical), biography, nonfiction (informational/factual).
8. Discuss curricular uses of specific stories and genres.
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 creating displays, organizing media areas, reading aloud stories.

COURSE REQUIREMENTS:

- A. Attend all class sessions, participate in discussions (see attendance policy handout)
- B. Complete 1 Quiz and Midterm
- C. Complete a comprehensive final examination
- D. Book, video, magazine critiques:
8 picture books* (2 Must be Caldecott Medal or Honor winners, 1 must be a Coretta Scott King Award winner - see Awards List at end of Course Notes) DUE AS NOTED ON SCHEDULE ON A WEEKLY BASIS.
5 chapter books of 85+ pages* except as noted for CEC and HDFS students for informational books. (1 Must be a Newbery Medal or Honor winner, 1 must be foreign book award winner: Hans Christian Andersen, Mildred Batchelder, or Carnegie Award - see Awards List at end of Course Notes) DUE AS NOTED ON SCHEDULE ON A WEEKLY BASIS.
2 videos which will be shown in class. DUE AS NOTED ON SCHEDULE.
1 children's magazine DUE AS NOTED ON SCHEDULE.
- E. 7 Reader Responses to shared readings **DUE THE DAY SHARED READING IS DUE** (*Folktales; Myths; Epics; Hatchet; Watsons Go to Birmingham, 1963; Tuck Everlasting; Book you read with your Literature Circle*)
- F. 1 Page Reflection on your Experiences Reading to a Child (children)**
- G. Storyreading 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
- H. Visual prop for Sharing the story that you are reading or telling in class. DUE AS NOTED ON SCHEDULE
- I. Participate in Group Project selecting and critiquing and presenting non-print sources for a curriculum application DUE AS NOTED ON SCHEDULE
- J. Poetry cards/posters and performance. DUE AS NOTED ON SCHEDULE

* Please read only **1 book per author or illustrator for the quarter. All books must be 1960 or more recent and ½ should be from 1980 or more recent.**

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**Graduate students taking this course must conduct a reading interest survey and interest profile for a group of children in a K-12 setting. 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 in the School Library Media program must instead develop a booktalk with the purpose of stimulating reading interest among children.

GRADING AND EVALUATION PROCEDURES:

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

Quiz	5%
Midterm	18%
Comprehensive final examination	22%
Critiques	15%
Reader Response Questions	7%
Reflection on Reading Experience to Child	3%
Story reading/Storytelling	8%
Visual sharing of story	10%
Group projects	7%
Poetry	5%

Any assignment presented or turned in late will be penalized 10% for each class period that it is late. Late assignments presented or turned in late after two class meetings will not be accepted.

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

CLASS POLICY STATEMENT:

ATTENDANCE: No absences of any kind: 3 bonus points; 1 absence: 2 bonus points; 2 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. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

TESTS ARE BASED ON ASSIGNED READINGS, LECHNER'S COURSE NOTES, AND LECTURES

MEDIA CRITIQUES/ANNOTATIONS: Write annotations for free choice books, videos and magazine as soon after reading/viewing as possible, while material is fresh in your mind. **No book older than 1960 without instructor's permission. At least half the books must have been published since 1980** Read date on back of title page and check for first as well as latest printing. **ONE BOOK ONLY PER AUTHOR OR ILLUSTRATOR.** *CB must be 85+ pages.

See Media Critiques handout for details. Description and models in *Class Notes*.

Do NOT do over unless told to do so. **TO GET A GRADE IN THIS COURSE ALL CRITIQUES MUST BE DONE BY END OF SEMESTER.** Hold onto all your critiques after I have returned them, in case I need to see them again.

LATE CRITIQUES - ½ point will be taken off from end of quarter Critiques' total for each late critique. Critiques which are 15 days late, earn no points, but must still be handed in to get credit for the course.

CHOICE OF BOOKS: Use quality literature written for children. **Do not use mass market books** such as Disney, Babysitter Club, Animorphs, Berenstain Bears or books by Golden or Western Pub.

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, *Hatchet*, *Tuck Everlasting*, *The Watsons Go to Birmingham, 1963* and the chapter book for your Literature Circle. 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.

WEEKLY SCHEDULE AND ASSIGNMENTS

WEEK 1 Introduction; Discuss own reading/story experiences; Why do you read? Define children's literature; Genres; Awards

WEEK 2 How to critique children's picture books and videos. In class reading of Sendak's *Where the Wild Things Are*. BRING Course Notes to Class; view video *Rosie's Walk* in class; Illustration in picture books.

Jan 18 R. DUE: 1st PB critique (practice) *Where the Wild Things Are*

WEEK 3 Child Development (Preschool - 6th grade) and Oral/Visual/ Literary Experiences and Needs; Bibliotherapy; Booktalking; Select in class chapter book for Literary Circle

Jan 25 R. DUE: 2nd PB critique - own choice; 1st VR critique *Rosie's Walk*

WEEK 4 Quiz on Child Development; Critiquing Chapter Books; Poetry

Jan 30 T. DUE: Quiz on Child Development (based on class lecture and Course Notes)

Feb 1 R. DUE: 3rd PB - own choice

WEEK 5 Poetry; Traditional Literature (i.e. Fables, Folktales, Myths, Legends)

Feb. 6 T. DUE: Poetry posters or booklets; Poetry performance

Feb. 8 R. DUE: 1st CB - own choice (85+ pages); 4th PB - own choice

WEEK 6 Traditional Literature continued: Fables - Aesop, Panchatantra; Folktales - types, themes, why/how use, sources; Oral performance with children

Feb.13 T. DUE: Reader response to folktales –for questions, see Course Notes end of Folktales.

Feb.15 R. DUE: 2nd CB; 5th PB - a folktale (see PZ 8.1 section in RBD Library for choices)

WEEK 7 **Traditional Literature, cont. :** Myths; Legends, epics, oral history
MIDTERM

Feb.20 DUE: Reader response questions to Myths and Epic/hero tales - see handouts

Feb.22 :

MIDTERM

WEEK 8 Biographies and Informational Books

March 1 R. DUE: Student presentations of biographies and informational books

2nd VR- Fritz; 3rd CB an Info or Bio book of **minimum 48 pp. If you are in HDFS or CEC only** you may substitute two informational/biography PBs for one 48 +p. CB; Bring book(s) to class and be prepared to demonstrate and discuss

WEEK 9 Critiques of Curriculum Related Non-print Media; Selection Aids; International children's books; Selection Aids with Tour of LRC and int

March 8 R. DUE: 6th PB - own choice

WEEK 10 Preparation for Group Project - in class

March 15 R. DUE: 4th CB - International or Foreign award winner (Hans Christian Andersen Award or Mildred L. Batchelder Award or Carnegie Award - see Course Notes - Awards section.

WEEK 11 Multimedia Resources -- Group Project Presentations

March 20-22 Group Presentations

March 22 R DUE: 7th PB - related to your group topic; 5th CB - own choice

WEEK 12 Realistic Fiction; Story Reading and Visual Sharing of stories - introduction of assignment

April 3 T DUE: Oct 31 Test 2; Nov 2. *Hatchet* by Gary Paulsen - written reader response - see Course Notes for questions in Fiction section.

WEEK 13 Historical Fiction; Story Reading

April 10 T DUE: *Watsons Go To Birmingham, 1963.* - written reader response - see Course Notes for questions in Fiction section.

April 12 R. DUE: Story for reading aloud or storytelling and Visual prop for sharing story along with a write-up of materials used and author bio of story; 1 Children's Magazine critique; 8th PB - own choice.

WEEK 14 Story Reading continued; Modern Fantasy

April 17 T. DUE: Story for reading aloud or storytelling and Visual prop for sharing story along with a write-up of materials used and author bio of story.

April 19 R. DUE: Natalie Babbitt's *Tuck Everlasting* - written reader response - see Course Notes for questions under Modern Fantasy.

WEEK 15 Literary Circles with Chapter Book; Intellectual Freedom/Censorship; Discussion of Reading Experiences with Children

April 24 T. DUE: 1 page Reflection on Reading Experience with Child(Children); All missing critiques should be handed in. (Check to make sure you have 8PB, 5CB, 2VR, 1 Mag. You should have no duplicates of authors, 2 Caldecott and one Coretta Scott King Award winning picture book; 1 Newbery award CB of your choice; 1 Hans Christian Andersen OR Mildred L. Batchelder OR Carnegie Award winning CB of your choice.)

April 26 R. DUE: Group's Literature Circles responses according to your role in the Lit. Circle; be ready to discuss your group's book;

WEEK 16 Review for Final (Week 15)

May 1 T DUE: Selection Aids portion of Final; View video as part of Final

FINAL: Tuesday, May 8, 2 - 4:30 PM in HC 1454