

## EDMD 7100

## Selection and Utilization of Media for Youth

**Instructor:** Judith Lechner, office - 4036 Haley Center, telephone - 844-3053: office hours as posted or by appointment. e-mail: lechnjv@auburn.edu

**Text:** Lukens, R. J. (1999) *A Critical Handbook of Children's Literature*, 6th ed. Addison Wesley Longman

### Reference Texts:

The following are basic textbooks of which every school library media practitioner should be aware. One or two of these should be made available at the school library media center as a reference work for the teachers' and school library media staff's use.

Cullinan, Bernice. Literature and the Child (1994) 3d ed. HBJ. \*

Donelson, Kenneth L., & Nilsen, Alleen Pace (1998) Literature for Today's Young Adults, 4th ed. HarperCollins.\*

Huck, Charlotte S., Hepler, Susan, & Hickman, Janet (1997) Children's Literature in the Elementary School. 6th ed. McGraw-Hill.\*

Norton, Donna E. Through the Eyes of a Child: An Introduction to Children's Literature, (1999) 5th ed. Merrill/Macmillan.\*

Reed, Arthea (1994) Reaching Adolescents: The Young Adult Book and the School. Merrill.\*

Southerland, Zena and Arbuthnot, May Hill (1996) Children and Books. (9th ed.) Scott, Foresman.\*

Temple, Charles, Miriam Martinez, Junko Yokota, Alice Naylor (1997) Children's Books in Children's Hands. Allyn and Bacon.\*

### Brief Overviews of Children's Literature:

The following are handy overview texts for your personal collection. These are especially useful for the practitioner who has not had an undergraduate survey course in children's literature or who needs a refresher.

Bushman, John H. and Haas, Kay Parks (2001) Using Young Adult Literature in the Classroom. 3d ed. Merrill.\*

Jacobs, James S. and Michael O. Tunnell (1996) Children's Literature Briefly. Prentice Hall. Well done brief overview - best for non-professional staff and as something to recommend to parents. Deals with the values of using different types of literature with children and addresses common

concerns.

Lynch-Brown, Carol and Carl Tomlinson (1999) Essentials of Children's Literature. (3d ed) Allyn and Bacon. Genres approach with emphasis on school applications \*

Rudman, Masha K. (1995) Children's Literature: An Issues Approach. 3rd ed. Longman. (Extensive Bibliographies) This is a specialized textbook focusing on problems and issues rather than genres.\*

Russell, David (1997) Literature for Children. 3d. ed. Addison Wesley Longman. Similar to Lynch Brown and Tomlinson's textbook, the emphasis here is more on literary criticism than classroom applications.

\* RBDL has this or an earlier edition.

## 1. 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.

## 2. Course Objectives:

Upon completion of this course, students will be able to:

1. Apply defined criteria for the evaluation of media for children. **Rule 2(a)#14**
2. Locate and select media appropriate for specific learning situations to meet school instructional needs and children's personal reading needs and interests. **Rule 2(a)#10; Rule 2(b)#5; Rule 2(b)#9**
3. Form a collection based on literary, graphic, and informational principles. **Rule 2(b)#9**
4. Plan strategies and activities for the promotion and use of varied materials. **Rule 2(a)#20**
5. Identify contemporary issues affecting the selection and use of children's media. **Rule 2(a)#3**
6. Select and utilize materials for multicultural, special and gifted education. **Rule 2(a)#14**

(Rule numbers and letters in bold refer to Alabama State Certification requirements)

### 3. Course Content:

#### I. Course Introduction (Week 1)

- A. Course description: The Text, The Reader, The Artists, The Curriculum
- B. University and other children's collections and bibliographies
- C. Professional journals - print and electronic

**Reading for next week:** Lukens, Ch. 1-2, review of children's literature basic. Chapter 3 Picture Books; P. Nodelman, "How Picture Books Work" **OR** R. Ammons "My Personal Writing Lesson from Astrid Lindgren" on e-reserve and on LRC reserve.

**Writing for next week:** 1 page (double spaced) response to Nodelman **or** Ammon article on picture books: What surprised you, what seemed self evident? How has the author changed your ideas about picture books?

#### II. Evaluating Picture Books (Week 2)

- A. Literary criticism and children's literature - Types of criticism
- B. Literature Circles; Readers' Choices - Picture Books
- C. We will select 4 chapter books to read and discuss in Literature Circles at a later date

**Due:** Written response to Nodelman or Ammons article

**Reading for next week :** Hearne, Betsy "Perennial Picture books Seeded by Oral Tradition" JOYS on e-reserve and LRC reserve

Select one of the picture books Hearne lists as a perennial favorite and 1 Selection Collection picture book. **Write a critique** of each using Lukens' criteria for successful picture books in terms of plot, characterization, theme, setting, and tone, as reflected through text and illustrations. When writing about the Selection Collection book, comment on whether it's likely to one day be included on a "perennial favorites" list. Explain.

#### III. Selection Aids and Children's Literature Reference Sources; Reading Promotion (Week 3)

- A. Sources of reviews - current and retrospective
- B. Reference texts
- C. Indexing sources including sources on Alabama Virtual Library
- D. Booktalking; Reader's Theater; Other Reading promotion techniques

**Due:** 2 Picture Book critiques: 1 from Hearne's list and one from Selection Collection.

**Reading for next week:** Chance, Rosemary. "SmartGirl.com Reading Survey. Please be ready to **discuss** (i.e. have some notes but I will not collect these) next week what you found surprising, what confirmed your expectations; the validity of the survey and the applicability of the researchers' findings to your situation (i.e. your students). Consider such questions as age,

your observations of your students' interests, the limits of your observations and knowledge of students' interests.

**Critique for next week:** Select one of the SmartGirl.com favorite books that you have never read before from the age group you are most likely to teach and **write a formal critique of it, (one page maximum)** : brief summary followed by analysis of factors that are likely to make the book appealing to young readers. Consider themes; author's ability to make characters and action believable and surprising or predictable; setting vivid or of little importance; style memorable, smooth, surprising, simple and unobtrusive, monotonous, etc. Give specific examples to support your claims.

#### **IV. Child Development and Reader Interests; Professional Development (Week 4)**

- A. The fit between child development and literature - Theory and Research
- B. Children's reading preferences and reading interests - surveys, questionnaires, interviews, profiles
- C. View Video/Film in class; Evaluating films/videos.

**Due:** 1 chapter book critique from SmartGirl.com list

**Reading for next week.** Lukens, chapter 11, "From Rhyme to Poetry"

Survey for next week the chapters 4-10 and be ready to select one chapter for in-depth study and text report for week 8. Let me know next week what chapter chose.

#### **V. Poetry (Week 5)**

- A. Sharing poetry with children - poetry preferences of children
- B. Survey of outstanding poets who have written for children
- C. Anthologies and collections
- D. Mother Goose and other traditional rhymes - overview, history, uses
- E. Select chapters in Lukens for text reports.

**Due:** Booktalks by 2 people; 1 critique of a video seen in class

**Critique for next week:**

This is a poet study: a) consult biographical sources, especially Something About the Author and Something About the Author Autobiographical Series, or do an ERIC or Library Literature search for a specific poet so you can do a brief report on the poet (50-75 words or less) then; b) critique 1 representative poem by your poet (see hand-out on critiquing poetry and Lukens' chapter) please type or xerox poem about which you are writing (100 words) ; c) do a brief annotation of one collection of his or her poem and one picture book (or two collections if they do not have a picture book version of their poem). The annotation should deal with types and number of poems included in the collection, illustrations, and overall appeal, and with how poem and illustration interact in PB (50 words each). The idea is

to become acquainted with a poet who writes for children and with a variety of their works. PLEASE DO NOT DO SILVERSTEIN AS HE IS THE ONLY CONTEMPORARY POET EVERYONE SEEMS TO KNOW.

**VI. Traditional Literature (Week 6)**

- A. Folktales/myths/legends etc.
- B. Issues in folklore collecting and retelling

**Due:** Poet biography and criticism of 3 works. Please bring actual works to share.  
Booktalk by 1 person

**Readings for next week:** Norton, "Introduction" to Multicultural Children's Literature on e-reserve and LRC reserve; Hearne, "Cite the Source" on e-reserve and LRC reserve

**Critique for next week:** 1 Myths/Legends AND 1 Folktale PB annotation

**VII. Criteria and Uses of Multicultural Children's and Young Adult Literature (Contemporary and Historical Fiction and Modern Fantasy (Week 7)**

- A. Multicultural literature in the United States - definitions, history, overview, values
- B. Critiquing multicultural literature
- C. Multicultural and international children's book awards - outstanding authors

**Due:** 1 Myths/Legends AND 1 Folktale PB annotation  
Booktalks by 2 people

**Critique for next week:** 1 picture book by an author from one of the cultures mentioned by Norton - See Kaleidoscope, Against Borders by Hazel Rochman or one of the other bibliographies on your multicultural resources handout for suggestions for good books to use.

**VIII. International Children's Literature (Week 8)**

- A. Text reports - oral - see description under course assignments
- B. English language literature from Australia, Britain, Canada, New Zealand - cultural similarities and differences
- C. Overview of award winning English language writers from outside the U.S.
- D. International (non-English) literature for children - overview, history, cultural trends and cross-cultural exchange

**Due:** Text reports; 1 multicultural picture book critique

**Critique for next week:** Your written response to your Literature Circle for your shared reading; 1 international book (select from the award winners -Hans Christian Andersen, Mildred Batchelder, Carnegie, Australian and Canadian award winners (see back of Lukens for lists), or look in Tomlinson, *Children's Books from Other Countries* for an annotated list with country index on reserve at RBDL.

**IX. Reader Response to shared reading; (Week 9)**

- A. Literature Circle discussion of shared reading
- A. Regional writers - characteristics
- B. Reader response theory and applications

**Due:** Shared reading - responses

1 critique

Booktalk by 2 people

Proposal (one paragraph) for research paper.

**X. Intellectual Freedom/Censorship (Week 10)**

- A. Trends in intellectual freedom - historical and current
- B. The censors and the materials they challenge
- C. Selection policies, review processes, and defense of intellectual freedom

**Due:** Written report of your Reading Preferences Survey or Reading Interests profile of your students; Booktalks by 3 people.

**Critique for next week:** Select a book that has been challenged (see Intellectual Freedom Newsletter in LRC or RBDL) and write a 1 page critique and discussion of reasons for controversy and how you would justify book's use for the intended audience.

**XI. Young Adult Fiction; Motivation for Life-Long Readers (Week 11)**

- A. History, Definitions, Research
- B. Adolescent development and literature
- C. Criteria for evaluating
- D. Outstanding writers

**Due:** Critique of challenged book; Booktalk by 2 people (if possible, select young adult books)

**Critique for next week:** 1 young adult chapter book (48+ pp.)

For next week have rough draft of final paper and initial bibliography ready

**XII. Biographies and Informational Books (Week 12)**

- A. Overview and criteria for selection
- B. Application across the curriculum
- C. Application for personal growth
- D. Outstanding writers

**Due:** 1 young adult chapter book critique

Rough draft of paper

**Critique for next week:** Critique of 2 biographies on the same person OR 2 informational books on the same topic (be sure to deal with style as well as accuracy and up-to-dateness. Style includes quality of illustrations and language).

**XIII. Electronic Media Formats (Week 13)**

- A. Electronic Books - Criteria for evaluating
- B. Literature sites on the World Wide Web
- C. Creating multimedia book critiques with children

**Due:** Booktalk by all people who have not yet given their booktalks.

#### **XIV. Student Reports and Final Paper (Week 14 and 15)**

**Due:** Final paper oral report. All final papers are due Week 14. This will give me enough time to read and if need be suggest final revision before assigning grade.

#### **4. Course Requirements:**

- A. Attend all class sessions and participate in all class discussions and exercises
- B. Text report on a concentrated study in one of the areas identified in the text (Lukens) - plot, theme, characterization, setting, tone, style, point of view.
- C. Reader interest case study or survey report.
- D. File of 14 librarian's annotations (100-150 words) and class reports on books and other media
- E. Reader response to shared reading and articles
- F. Book talk or other means of enhancing reader interest
- G. Major paper and presentation.

#### **5. Description of assignments:**

A. Text report (5-7 min): This is an oral and written report on a concentrated study in one of the areas identified in the text (Lukens) - plot, theme, characterization, setting, tone, style, point of view. Students will select one area to study and will then select three or more middle-grade level recent fiction or fantasy titles to read and evaluate as exemplars of the chosen area. In class, students will present the area and discuss how the specific titles exemplify the concepts presented. Eg. Explain types of plots, uses of devices such as cliffhangers, foreshadowing etc. and how to evaluate plots for coincidence, sentimentality, lack of conflict. Then apply these concepts and ideas to three specific titles. **Write approximately ½ - 1 page on each book showing how they exemplify the concepts you presented in class.**

B. **File of librarian's annotations** (100-150 words) and class reports on:

- a) recent (15 years old or newer) books in Selection Collection and main collection of LRC and of Ralph Brown Draughon Library. These will include picture books, anthologies of myths/folktales and poetry, fiction/fantasy books, adolescent novel, challenged

books, books by American writers from divergent cultures, and books from other countries.

- b) films/videos viewed in class.
- c) children's magazine.

C. **Book talk or other means of enhancing reader interest** - could include author celebration with author biography and activities; reader's theater with "costume" or "setting." The objective is to sell a book to a child reader (specify age range).

D. **Reader interest survey or Reader profile:** Use one of the surveys or interest profile forms from class. You could also adapt these questionnaires to suit your purposes, do an observational study of how students use books in the media center, do two case studies of students' reading development (self reporting) as the child reports how their interests in stories (heard and read) have changed from the time they can remember to today.

**Write-up:** Briefly describe type of study - survey, profiles, observation, case study? Audience (ages, number of students\*, where they were studied - school, church, club, home, etc). Methodology: What kind of questions were asked (include a sample questionnaire), how many actually answered all your questions, what did you observe, etc.). Findings: Number (frequency) and percent of students who selected specific choices, patterns of choices that you observed or patterns that you noticed when interviewing your case studies. Close with your conclusions as to decisions you might make based on your findings and limitations of your study which would force you to be cautious about final conclusions without further study. (2 page write-up plus questionnaire). You should think of this as a pilot study, i.e. you can have as few as 6 in your survey or observation.)

E. **Research Paper/presentation:** 5 - 7 page paper on an area of interest or concern to the student. The paper must be researched through indexes such as ERIC, Library Literature, EBSCOHost, ProQuest, Children's Literature Abstracts (this is especially useful for articles on criticism), bibliographies, library catalogs, and by browsing current professional journals.

Topics: Any researched topic relating to media for children or young adults is acceptable. The following are possibilities but don't limit yourself to these suggestions:

- biocritical study of an author - research the author's life,



especially as it relates to his or her work, and critical discussion of a representative sample of the works.

- bibliography with brief annotations of minimum 15 items on a specific theme, about a specific subject, or from a specific culture, in a specific format (e.g. comic book novels; electronic picture books; wordless picture books, etc.) with a three page researched introduction justifying the need for such a bibliography.
- Children's reading interests -- recent research: comparisons of methods and findings
- Children's literature online : what's available and how is it used

**Contents:**

Briefly introduce by explaining what your topic is, why it is of interest to you or what your thesis (your position) is on a specific issue. Explain why the topic and/or bibliography are of interest to others (who?) and what the professional literature says regarding needs, research findings, the importance of an author or illustrator or trend, etc. Base this part of paper on literature search in indexes, abstracts, and reference sources (including reference textbooks). End with your personal conclusions (not summary) if this is a paper researching an specific question or issue, or with your annotated bibliography if this is an annotated bibliography on a specific subject, theme, or from a specific culture. Give proper citations (APA style). LRC has a copy of the APA Manual.

**10. Assessment:**

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

Text report	15%
Book talk	10%
Reader Interest Report	15%
Major paper/presentation	30%
Annotations/evaluation/reader response	30%

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

**11. Class Policy Statement**

Students are expected to attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reason, please contact the class instructor before missing that class meeting.

Students are responsible for initiating arrangements for missed work due to excused absences.

**Research Paper/presentation:** 5 - 7 page paper on an area of interest or concern to the student. The paper must be researched through indexes. such as ERIC, Library Literature, EBSCOHost, ProQuest, Children's Literature Abstracts (this is especially useful for articles on criticism), bibliographies, library catalogs, and by browsing current professional journals.

**Topics:** Any researched topic relating to media for children or young adults is acceptable. The following are **possibilities but don't limit yourself to these suggestions** :

- biocritical study of an author - research the author's life, especially as it relates to his or her work, and critical discussion of a representative sample of the works.
- bibliography with brief annotations of minimum 15 items on a specific theme, about a specific subject, or from a specific culture, in a specific format (e.g. comic book novels; electronic picture books; wordless picture books, etc.) with a three page researched introduction justifying the need for such a bibliography.
- children's reading interests -- recent research: comparisons of methods and findings
- children's literature online : what's available and how is it used - you'll need to define and research types of materials available, who uses them and how. Eg. actual books in the public domain; interactive sites such as Between the Lions from the PBS and the New York Public Library; bibliographies, author pages, lesson plans, chat groups (eg CCBC's literature discussion group), etc.
- Reading motivation

**Contents:**

Briefly introduce by explaining what your topic is, why it is of interest to you or what your **thesis** (your position) is on a specific issue. Explain why the topic and/or bibliography are of interest to others (who?) and what the professional literature says regarding needs, research findings, the importance of an author or illustrator or trend, etc. Base this part of paper on literature search in indexes, abstracts, and reference sources (including reference textbooks). End with your personal conclusions (not summary) if this is a paper researching a specific question or issue, or with your annotated bibliography if this is an annotated bibliography on a specific subject, theme, or from a specific culture. Give proper citations (APA style). LRC has a copy of the APA Manual.

## Resources:

Browse current periodicals to a) get ideas on topics of interest to the profession; b) read most recent articles on your topic. See *Professional Journals* list - handout. Most significant among these for children's literature:

*ALAN Review* (young adult)

*Book Links* (for thematic annotations and interviews with authors/illustrators)

*Bookbird* (International lit)

*Horn Book Magazine*

*Journal of Children's Literature*

JOYS (applications in libraries)

*Language Arts* for reading interests and applications

*Lion and the Unicorn* (online on MUSE database in AUBIE - full-text for criticism)

*New Advocate*

*Reading Teacher* applications in classroom

*School Library Journal* (annotations and issues)

VOYA (for young adults)

Use indexes online and print to find articles (all but the latest): ERIC, *Library Literature*, EBSCOHost - these are all online in AUBIE Cat and AVL (AVL doesn't have *Library Literature*; *Children's Literature Abstracts* (print only, available in RBD - important resource);

For Biocritical articles start with *Something About the Author* for basic bio information, and GALE Literary Sources for possibly (not likely) full-text articles from *Contemporary Authors*, or *Scribner's* or *Twayne* series. *Biography and Genealogy Master Index* (also on GALE) can lead you to printed biographical sources. For criticism articles start with *Children's Literature Review* (both *Something About the Author* and *Children's Literature Review* are available only in print (for us) at RBDLibrary 2<sup>nd</sup> floor reference shelves (low shelves near encyclopedias). Follow up with information from journals (see above for browsing and indexes).



**JUSTIFICATION FOR EDMD 7100**  
**SELECTION AND USE OF MEDIA FOR YOUTH**

At the graduate level literature for children and youth is taught in a seminar format with students bringing their readings, research, and experiences as teachers to bear on the discussions. The course, unlike the undergraduate course, takes an issues approach rather than a survey approach. Topics are explored at a greater depth and from a different angle than in the undergraduate program and research into reading preferences and interests of children as well as reading promotion are emphasized. The undergraduate course is aimed at preservice teachers while this course is for practicing teachers, prospective school media specialists, and doctoral students in reading and secondary English education.