

Course and number

Course Title

EDMD 7100/7106

Semester and Year

Spring 2009

Department

EFLT

College of Education

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COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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Auburn University is an equal opportunity educational institution/employer.

AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDMD 7100/7106
Course Titles: Selection and Use of Media for Youth
Credit Hours: 3 semester hours
Prerequisite: Graduate standing
Corequisite: None
2. **Date Syllabus Prepared:** January 6, 2009
3. **Text:**
Lukens, R. J. (2007) *A Critical Handbook of Children's Literature*, 8th ed. Addison Wesley-Longman
Lechner, J. V. (2004) *Allyn & Bacon Anthology of Traditional Literature*. Allyn & Bacon.

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.

Donelson, Kenneth L., & Nilsen, Alleen Pace (2008) *Literature for Today's Young Adults*, 8th ed. Allyn and Bacon.*

Galda, Lee and Bernice Cullinan (2001). *Literature and the Child*. 5th ed. Wadsworth Publishing.*

Huck, Charlotte S., Kiefer, Susan Hepler, & Janet Hickman. (2006) *Children's Literature in the Elementary School*. 9th ed. McGraw-Hill.*

Mitchell, Diana (2003). *Children's Literature: An Invitation to the World*. Allyn and Bacon.

Norton, Donna E. (2007). *Through the Eyes of a Child: An Introduction to Children's Literature*, 7th ed. Prentice Hall.*

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

Temple, Charles, Miriam Martinez, Junko Yokota, Alice Naylor (2005) *Children's Books in Children's Hands*. 3d. ed. 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.* Especially good for Secondary English teachers.

Jacobs, James S. and Michael O. Tunnell (2003) *Children's Literature Briefly*. 3rd ed 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.

Tomlinson, Carl & Lynch-Brown, Carol. (2008). *Essentials of Children's Literature*. Allyn & Bacon. This is the handiest overview of children's literature and it is especially useful because the authors have K-12 school setting in mind. This is not a substitute for a large reference text for the school media center, but this is the one I recommend for your private or classroom collection. * (Some editions have Tomlinson as first author, so look by title if looking for it in RBDL catalog.)

Nodelman, Perry and Mavis Reimer. (2002). *The Pleasures of Children's Literature*. 3d. ed. Allyn and Bacon. Looks at children's literature with a focus on literary, culture and reader response theories and at controversial issues in the field of children's literature.

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

Russell, David (2008) *Literature for Children*. 6th. ed. Allyn & Bacon. Similar to Lynch- Brown and Tomlinson's textbook, the emphasis here is more on literary criticism than classroom applications. Complements Lynch-Brown and Tomlinson.

Tomlinson, Carl and Carol Lynch-Brown. (2007). *Essentials of Young Adult Literature*. Allyn and Bacon/Pearson Education. This is the handiest overview of young adult literature and it is especially useful because the authors have K-12 school setting in mind. This is not a substitute for a large reference text for the school media center, but this is the one I recommend for your private or classroom collection. * (Some editions have Tomlinson as first author, so look by title if looking for it in RBDL catalog.)

* RBDL has this or an earlier edition.

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:

College of Education statement on Competent, Committed Reflective Professionals for Graduate Students

a) Demonstrate advanced knowledge, content and skills related to the profession; b) Actively participate in the profession; c) Participate in scholarly forums for the exchange of ideas; d) Lead the education dialogue; e) Explore goals and methods for improvement of schooling; f) Provide leadership in collaborative efforts; g) Support and value the production and dissemination of scholarly works; h) Practice informed decision making.

The course objectives below should reinforce the College of Education's vision of what makes for a "competent, committed, reflective professional," whether in the classroom or the school library media center. The "**Rule**" numbers refer to **Alabama State Certification requirements for School Library Media certification.**

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

1. Identify factors to be considered when selecting materials that match instructional goals and meet the needs of a multicultural school population. **2(a)#14**
2. Identify the attributes of and evaluate different information formats including print, graphic, video, audio, and electronic . **Rule 2(a)#16**
3. Plan strategies and activities for collaboration between teachers and librarians in the teaching learning process. **Rule 2(a)#20**
4. Motivate students to read, listen, and view a variety of appropriate resources. **2(a)#20**
5. Identify issues of intellectual freedom and how to respond to challenges to intellectual freedom. **Rule 2(a)#3**
6. Identify opportunities for continuous professional development through professional literature **Rule 2(a)#5**

6. Course Content and Schedule:

Week 1 Course Introduction

- A. Course description
- B. University and other children's collections and bibliographies
- C. Genres of children's literature Realistic and Historical fiction; Modern Fantasy/Science Fiction; Poetry; Traditional Literature; Informational Books/Biographies –
- D. Introduction of genres through Alabama authors

Most important U. S. national awards Newbery, Caldecott, Coretta Scott King, Pura Belpré; Michael Printz, Mildred Batchelder;

Week 2 Evaluating Picture Books / Videos ; Literary Criticism; Literature Circles

- A. Evaluating picture books and videos based on picture books
- C. Literature Circles; Readers' Choices - Picture Books
- D. Booktalking; Reader's Theater; Reading Aloud; Other Reading promotion techniques
- E. We will schedule booktalks for rest of semester

Week 3 Selection Aids and Children's Literature Reference Sources

- A. Sources of reviews - current and retrospective
- B. Reference texts; Professional journals – print and electronic
- C. Indexing sources including sources on Alabama Virtual Library
- D. Literary criticism and children's literature - Types of criticism
- E. We will select chapter books to read and discuss in Literature Circles at a later date

Week 4 Child Development and Reader Interests; Reading Promotion

- A. The fit between child development and literature - Theory and Research
- B. Children's reading preferences and reading interests - surveys, questionnaires, interviews, profiles; Children's Choices; www.guysread.com; Series Books; Graphic novels
- C. Mother Goose and other traditional rhymes - overview, history, uses
- D. Select chapters in Lukens for text reports.

Week 5 Traditional Literature

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

Week 6 Reading Interests, Reading Preferences, and Reading Behavior

- A. Research findings regarding children's reading interests, reading preferences, and reading behavior
- B. Children's reading preferences and reading interests - surveys, questionnaires, interviews, profiles
- C. During class students will discuss their proposed 'subjects' and the purposes they might have in surveying them
- D. We will select appropriate survey instruments

Week 7 Criteria and Uses of Multicultural Children's and Young Adult Literature (Contemporary and Historical Fiction and Modern Fantasy; Picture Story Books)

- 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

**Week 8 International Children's Literature
(Contemporary and Historical Fiction and Modern Fantasy)**

- A. Text reports - oral - see description under course assignments
- B. English language literature from Australia, Britain, Canada, New Zealand - cultural similarities/differences (See Awards lists in Lukens and Awards list in WebCT)
- 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 (See Awards list in WebCT for Hans Christian Andersen and Mildred L. Batchelder awards)

Week 9 Intellectual Freedom/Censorship

- 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

Week 10 Poetry

- A. Sharing poetry with children - poetry preferences of children
- B. Survey of outstanding poets who have written for children
- C. Anthologies and collections
- D. Guest speaker – poetry in the classroom

Week 11 Student Reports on Reading Interest Surveys

Week 12 Work on final papers/surveys – individual consulting online in chat, or in person with professor – schedule times.

Week 13 Young Adult Fiction; Motivation for Life-Long Readers

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

Week 14 Biographies and Informational Books

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

Article I. Week 15 Final papers and Presentations

7. Course Requirements/Evaluation:

- 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. (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 two or more middle-grade level and one picture book of recent fiction or fantasy titles to read and evaluate as exemplars of the chosen area. Students will electronically post **1 page précis and 3 annotations** relating to this assignment in Discussion Board
- C. Alabama Authors – lesson plans for tie-in with Alabama course of study in language arts or social studies or sciences. Send copy to instructor electronically to post under Student Lesson Plans in Blackboard and to send to Alabama Literary Map – Teacher Resources at www.alabamaliterarymap.org
- D. File of 14 librarian's annotations (Minimum 150 words, maximum 250 words) and class reports on books and other media to be chosen by students around specified genres. A hard copy of the annotation is to be brought to class for discussion.
- E. Reader response to shared reading and articles.
Using a Literature Circles model, students will prepare written discussion questions and comments for selected articles and specified books for youth. Literature Circles will discuss their books/articles in class.
- F. Book talk or other means of enhancing reader interest
This is an oral performance project whose objective is to ‘sell’ a book to a group of children or young adults. Booktalks are to include visual props or other means of ‘enacting’ a character, situation, or scene. Oral presentations will be given in class.
- G. Paper and presentation on a children’s or young adult author or illustrator whose contributions to the field merit a biographical /literary criticism entry in an encyclopedia such as Wikipedia. Students have to justify their choices based on preliminary research and must have well chosen, authoritative sources to support their encyclopedia entries.
Papers will be submitted electronically to instructor as word document and as a Power Point presentation. The entries will also be submitted to Wikipedia after preliminary approval.

Assessment:

The final grade for the course will be based on the following:
Text report 15%

Book talk	10%
Reading Interest Survey	15%
Paper/presentation	30%
Annotations/evaluation/reader response	30%*

*Annotations and in class/discussion board participation together =30% of grade

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

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 arrangement for missed work due to excused absences (Tiger Cub p. 74).

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

Needed for certification, this seminar course helps students explore the findings of research into children's and young adults' reading interests, literature, reading/media promotion, and the impact of societal forces on literature.