

DR. MEGHANN
MEEUSEN

ENGL 3820:
LITERATURE
FOR THE
YOUNG CHILD



Spring 2019

Course Objectives



Contact Info

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Office Hours

921 Sprau Tower
Wednesday 2-4pm and
by appointment

*I am also available in the
graduate office (Sprau 625) on
Mondays from 2-5pm.*

Analytical Writing: Students will work to develop increased proficiency in engaging in-depth literary analysis and expressing ideas in writing and verbal forms.

Critical Approaches: Students will work to cultivate understanding the elements and terms associated with formal study of literature, including discussion of critical approaches and theories, especially related to visual texts.

Scholarly Discourse: Students will work to consider how contemporary scholars, teachers, and other invested individuals engage with literature for young children, including ways of locating texts and ascertaining reliable field-based resources and journals.

Historical/Cultural Context: Students will work to study texts in context, acknowledging and researching both historical and cultural components that impact and frame textual understanding.

Diversity and Multiculturalism: Students will work to explore the importance of diverse and multicultural texts for young people, working to develop critical understanding of multiple voices and perspectives.



93%-100% A
distinctive, exceptional,
outstanding work

88-92% BA
83%-87% B
strong, thoughtful work

78-82% CB
73%-77% C
average, complete work

68-72% DC
62%-67% D
problematic, sloppy work

Required Books and Materials

Raymie Nightingale by Kate DiCamillo

Dragons in a Bag by Zetta Elliott

Alvin Ho Allergic to the Great Wall, the Forbidden Palace, and Other Tourist Attractions by Lenore Look

Birchbark House by Louise Erdrich

The Wild Book by Margarita Engle

The Following Picturebooks are Required Reading, but also available on reserve at Waldo Library:

Last Stop on Market Street by Matt De La Peña

King for a Day by Rukhsana Khan

Red: A Crayon's Story by Michael Hall

We Are America by Chris and Walter Dean Myers

Schomburg: The Man Who Built a Library by Carole Boston Weatherford, Eric Velasquez

Hiawatha and the Peacemaker by Robbie Robertson & David Shannon

Crown: Ode to the Fresh Cut by Derrick Barnes

Dreamers by Yuyi Morales

Show Way by Jacqueline Woodson

Deep in the Sahara by Kelly Cunnane

Copy Card & Printing: Students will also need to purchase a \$5 Copy Card (available at the WMU bookstore) to cover the cost of printed in-class materials. For some assignments, students will need print copies for submission. If you would like something printed or copied by Dr. Meeusen (including assignments and copies for the class, etc), please email a digital version **at least 48 hours** before you need it.

Book Requirements: Students will also read **self-selected picturebooks**, which can be checked out from the Waldo or Kalamazoo Public library; please bring a copy of the text to class. Please bring a copy of all novels to class; picturebooks read on reserve require copied/digital images as part of ticket-in credit.



Daily Participation: 20%

Quizzes: 50 points

Exit Tickets: 50 points

Ticket-Ins: 100 points

(in-class point breakdown may change with class needs, but will total in 200 points)

Knowledge Sharing: 35%

Read Aloud/ Analysis:
100 points +

Lesson Plan: 50 points

Midterm Poster

Presentation: 200 points

Individual Writing: 45%

Writing Development:
200 total points (two
essays worth 100 pts each)

Project Proposal: 50 pts

Final Research Project &
Rationale: 200 points

ATTENDANCE/ READING ENGAGEMENT

(20% of final grade): Students will have regular opportunities throughout the semester to practice analysis through writing activities completed as homework or during class. These include (usually worth 10 pts each):

- Quizzes: demonstrate close reading of texts
- Exit Tickets: demonstrate understanding of in-class discussions, activities, and content
- Ticket-Ins: demonstrate preparation and reflective reading/analysis (instructions included in e-learning)

Note: Students can only earn credit for these assignments when present in class. This includes ticket-ins.

ANALYTICAL READ ALOUD & LESSON PLAN (15% of final grade):

Students will sign up for one picture book to read aloud to the class, writing a lesson that could accompany this reading and copying this handout to share with the rest of the class. Lessons will be turned in with a short analytical writing component to explain interpretation of images/text.

WRITING DEVELOPMENT (20% of final grade):

Students will practice formal analytical writing techniques in two short assignments based on prompts/specific instructions. These develop discrete skills that will lead to utilizing these approaches in a more independent way for the midterm presentation project.

MIDTERM ACADEMIC POSTER PRESENTATION (20% of final grade):

Students will create a professional poster presentation to share a specific literary interpretation, focusing on connection-making, trends/patterns, critical theory, social messages, etc. Posters may be digital or handmade and accompany a short presentation.

FINAL RESEARCH PROJECT (25% of final grade):

Scholars and teachers who study literature write in a variety of ways. The final project asks students to choose one of these approaches, purposefully creating a project that demonstrates understanding of the unique ways individuals think about literary texts. This project also includes a proposal and a rationale (a written defense that explains how the project meets objectives).



Procedures & Resources

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at

<http://catalog.wmich.edu/content.php?catoid=24&navoid=974>.

If there is reason to believe you have been involved in academic dishonesty, you will face academic penalty based on the infraction's severity, which can include a failing grade and/or referral the Office of Student Conduct. Please consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment.

In addition, please make yourself familiar with the following campus services and policies, and don't hesitate to let me know if you have any questions:

- Disability Services for Students
www.wmich.edu/disabilityservices
- Division of Student Affairs / Diversity Questions
www.wmich.edu/students/diversity
- Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy www.wmich.edu/sexualmisconduct
- Religious Observance
http://www.wmich.edu/facultysenate/downloads/MOA0702_religious_observances_final.pdf
- Office of Student Conduct www.wmich.edu/conduct
- Civility Statement
http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20Stmt.7-27-16_0.pdf

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, please call Disability Services at (269) 387-2116 or visit them at Woodlawn Place at 2210 Wilbur Ave. Please don't hesitate to speak with me about ways to meet your needs in this capacity.

Additionally, I am more than happy to discuss ways that this course could better meet any student's needs, and I encourage anyone who is struggling for any reason to contact me. I will do my very best to fairly accommodate all students who express concern in a respectful way.

Dr. Meeusen's private phone, for emergencies only: 586-651-0289



Attendance & Late Work

As active participants in an academic community, students must attend class every day. As part of the attendance policy, **attendance/response writing points (including quizzes) can ONLY be earned if a student is present in class.**

If a student must be absent, he/she is responsible for all missed content, including assignment due dates.

Please demonstrate professionalism by arriving to class on time and waiting until class concludes completely before packing up belongings in preparation for departure.

I do not accept late work. Although I reserve the right to make exceptions to this policy, this is only possible after a discussion with me. If you foresee a problem completing an assignment on time, please contact me at least 48 hours in advance, at which time I am far more open to making arrangements.