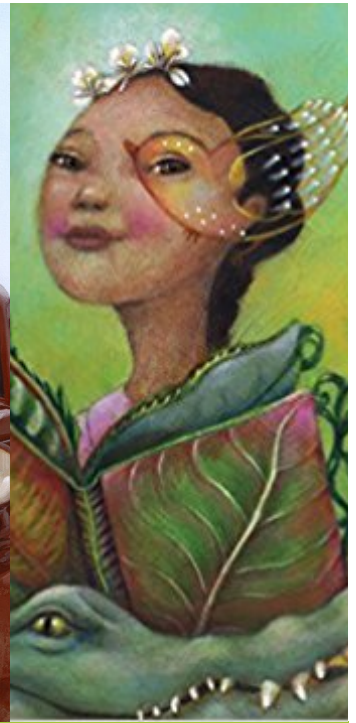




Dr. Meghann
Meeusen

ENGL 3820
Literature for the
Young Child



WMU Essential Studies
“Level II: Societies & Culture”
Learning Outcomes

Students will development of
creative and critical thinking by
engaging in-depth literary
analysis and demonstrate this
analytical approach using
effective and appropriate written
communication abilities.

Contact Info

meghann.meeusen@wmich.edu

Office Hours

Tuesday and Wednesday
12pm-4pm in WebEx

Course Objectives

Built from Michigan Standards for the Preparation of Teachers

Literacy Learning Environments and Curricular Design: Students will encounter a range of age appropriate contemporary and classical texts, including socially, culturally, and linguistically diverse texts (L.1), and they will **practice selecting texts** rich for instruction and discussion (L.3), practicing developing organized, safe and respectful **learning spaces**, including flexible grouping strategies and independent practice (L.1)

Culturally Responsive Practices: Students will analyze texts that reflect a **multidimensionality of diversity**, identifying themes and patterns that reflect social and cultural bias, and consider the importance of learners’ use of first or home languages and dialects (L.2)

Motivation and Engagement: Students will use children’s texts to promote motivation and engagement among readers, fostering meaningful interactions with individuals and information, including inquiry activities in which learners ask questions and seek answers (L.5).

Comprehension: Students will practice comprehension of oral, print, visual, and digital texts, recognizing the complex factors that play a role in comprehension, (e.g. language development, world knowledge development, development in fluency, written textual knowledge, comprehension strategies, metacognition, attitudes about language, working memory and executive functioning skills, etc) (L.16).

Vocabulary: Students will study vocabulary in children’s literature and practice analyzing multiple meanings across contexts, figurative language, and morphological structure of words. They will also consider ways vocabulary develops through oral language, wide reading, inquiry, experiences, explicit and implicit instruction, etc (L.14).

Speaking and Listening: Students will facilitate and foster discussion of texts in large and small groups that 1) promotes comprehension of complex information from multiple perspective, 2) communicates information, understanding, concepts, and ideas to diverse learners, 3) uses discussion moves that provide continuity and extend that discussion of the ideas in the text (L.18).



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

The Following Short Novels Are Required Texts

Crenshaw by Katherine Applegate
The Wild Book by Margarita Engle
Long Walk to Water by Linda Sue Park
Ghost Boys by Jewell Parker Rhodes

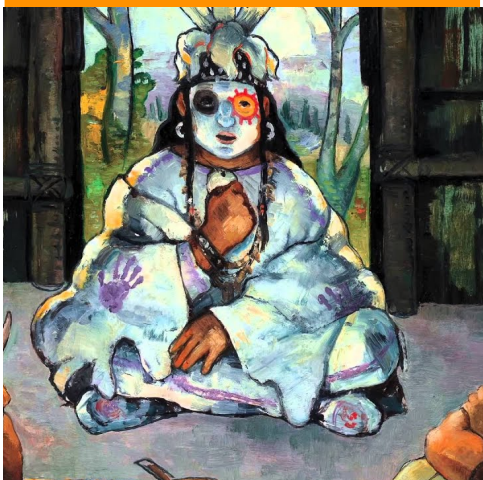
Birchbark House by Louise Erdrich
Heart and Soul by Kadir Nelson
George by Alex Gino
We Are America by Chris and Walter Dean Myers

The Following Picturebooks are Required Reading, but also available in Digital Format in E-Learning

Last Stop on Market Street by Matt De La Pena
King for a Day by Rukhsana Khan
Crown: Ode to the Fresh Cut by Derrick Barnes
Sophia Valdez, Future Prez by Andrea Beaty
Hiawatha and the Peacemaker by Robbie Robertson & David Shannon

Red: A Crayon's Story by Michael Hall
Dreamers by Yuyi Morales
Deep in the Sahara by Kelly Cunnane

Reading also includes materials available in e-learning as well as several self-selected picturebooks, children's texts, and movies/videos.



Daily Participation (30%)

Online Discussion: 200 pts

10 boards, 20 points each (10 points for initial post and 5 points for replies)

Quizzes: 100 points
(10-20 points each)

Read Aloud (20%)

Reading: 100 points
Lesson/Unit Plan:
100 points

Midterm Project (20%)

Teaching Guide &
Rationale: 200 points

Final Project (30%)

Project Proposal: 100 pts

Final Research Project &
Rationale: 200 points

ONLINE DISCUSSION BOARDS (20% of final grade):

Students will discuss class content and relevant readings with their colleagues via an online discussion board. For each module in e-learning, students should read/watch/review ALL materials and post in the discussion boards. For each forum, students should contribute an initial post plus at least two responses. For full credit, each post must:

- be at least 150 words in length
- quote the week's reading or associated online content
- end with a question that encourages colleagues to move discussion forward

QUIZZES (10% of final grade): Students will have regular opportunities to show their careful reading of class texts and lecture materials in short quizzes. Quizzes ask students to recount main elements from class materials; they help guide students in their reading and make connections that rely upon careful reading. While students may use their books or notes during a quiz, software blocks the use of other computer windows/browsers while answering quiz questions.

ANALYTICAL READ ALOUD & LESSON/UNIT PLAN

(20% of final grade): Students will sign up for an individual picture book related to class materials and create a video read aloud to share with their peers. Additionally, they will create a lesson or unit plan using this text as the basis to distribute to the rest of the class.

MIDTERM ANALYSIS AND TEACHING GUIDE

(20% of final grade): Students will create a teaching guide that reflects an original interpretation of a text for young readers and including a rationale that explains how the analysis frames the approach to the text.

Note: Students not pursuing a career in education may substitute the teaching guide for an appropriate career-related textual production.

FINAL RESEARCH PROJECT (30% 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 formal proposal (100 point) and a rationale (a written defense that explains how the project meets objectives, included as part of the 200 point final project).



Procedures & Resources

Late Work: 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 24 hours in advance, and we can discuss possible arrangements.

Resources: Please make yourself familiar with the following campus services and policies; if you have any questions, don't hesitate to ask:

- 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 accommodation in this or any other class, please call Disability Services at (269) 387-2116 or visit them at Woodlawn Place. 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.

Academic Integrity: 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 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.

Dr. Meeusen's private phone: 586-651-0289



Inclusivity

In my classroom, all are welcome. We listen to each other, and we practice respect, kindness, and compassion. We seek to understand each other, and we value everyone's perspectives, including (and especially) perspectives of those who are marginalized due to race, gender, sexuality, disability, ethnicity, religion, class, and any other construct that defines a person's sense of self. We strive to critically explore ideologies that prevail in our society, and we seek to consider the destructive nature of power dynamics that perpetuate inequality.

If anyone in the class behaves in a manner contrary to these values, I will respectfully address the behavior directly. I also encourage anyone who feels that these values have been disrespected or violated to respectfully speak up and/or speak with me privately. This includes instances in which my words or actions do not align with this statement of inclusivity, for I acknowledge that we are all human beings who make mistakes, and only in learning about how our behavior affects others can we become more positive members of society. If you have questions or concerns about this statement, please speak to me immediately.