California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2021	Course: CSAD 199 Multicultural Children's Literature	Section: 07
Meeting Days: Wednesdays	Meeting Times: 4:00-4:50PM	Location: Web Online
Instructor: Tonia Davis, PhD, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278-6679
Office Location: Folsom Hall 2316 Suite 2404D	Office Hours/Appointments: Tuesdays and Thursdays, 11AM - 12:30PM and by appointment	

Course Learning Outcomes:

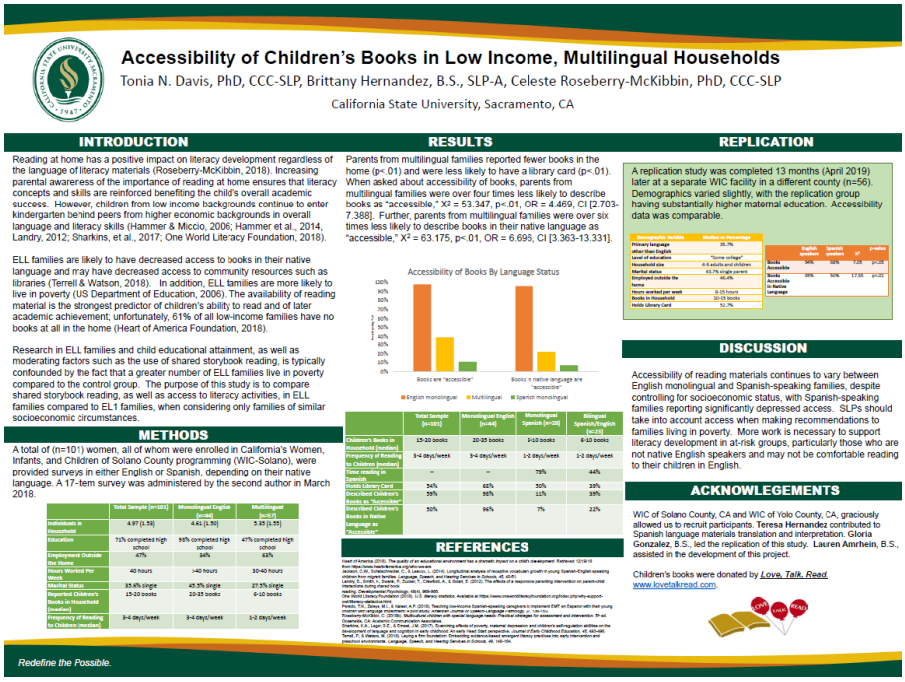
The purpose of the Multicultural Children's Literature 199 is to emphasize the importance of multicultural and cross-linguistic representation within children's books as a means for a positive early literacy experience.

Students will:

1. Discuss the effect of culture on narrative, storytelling, holidays, and children's songs.
2. Analyze the disparities within children's books and actively promote diversification of children's literature.
3. Analyze the effect on children from minority backgrounds who grow up without seeing their culture and/or only seeing their culture in a historical aspect in storybooks.
4. Develop materials relating to one children's book for telepractice.
5. Collaboratively, create a portfolio of children's books and activities that will be made available to all students in the course.

How did this project come to be?

In spring 2018, Sacramento State student Brittany Hernandez chose to complete her undergraduate research project (CSAD 148) examining trends of reading to children in low-income populations by going to the WIC program. She found that monolingual English speaking families reported that books were four times more accessible than did parents of multilingual or monolingual Spanish speaking families. In addition, she found that monolingual English speaking families reported that books in their native language were six times more accessible than did multilingual monolingual Spanish speaking families. Brittany is now an SLP-A in Northern California and has presented her research at the California Speech Language Hearing Association and the American Speech Language Hearing Association conventions.



ASHA 2019 Research Symposium Poster

In summer 2020, NSSLHA students Savannah Carter, Monica Campos, and Caitlyn Keene came together to develop a multicultural children's literature project. Their goals were to highlight and celebrate children's literature that promotes diversities of cultures, experiences, and viewpoints. Additionally, they desired to actively design therapy materials using multicultural children's literature that can be used by clinicians working with a diverse background of clients.

The current semester, Spring 2021, Junior students Allysa Chin and Ollie Borishkevich, are continuing the project and building upon it with Dr. Davis' guidance to incorporate awareness about other areas that are influenced by culture such as nursery rhymes and holidays. Their hopes for the semester was to provide an opportunity for the continued discussion about the importance of having diverse multicultural materials available in therapy.

Textbooks and Materials:

Each student will be required to purchase at least one children's book for the project (students will choose their own books). Students are not required to purchase all of the books that will be discussed in the course.

All students will need access to Canvas (to upload materials) and to Zoom (due to the nature of virtual learning in Spring 2021).

Grading Policy:

1. Participation and discussion (25%)
2. Reflection assignment (25%)
3. Children's book project (50%)

This course will be graded on a pass/fail basis. All items must be turned in for a passing grade (reflection & book project).

Course Policies and Procedures:

Attendance and Participation

Students are expected to attend each Zoom session and to maintain "cameras on" as much as possible to promote an environment of positive intent in the classroom. It is much easier to have difficult conversations face-to-face. It is very uncomfortable to share personal experiences when you are not sure if anyone is really there. It is expected that students attend at least 14/15 class sessions.

Recording

There will be absolutely no recording of sessions. Screenshots are not permitted.

Add/Drop Dates

There are no prerequisites to participate. Students should email Allysa (allysarchin@csus.edu) and Ollie (oborishkevich@csus.edu) and provide their name, CSUS email, and student ID number by February 5th (after the first class meeting on February 3rd). All students will then be added to the course. Students who attend the first class and do not wish to participate must drop by the census date, February 19th. Students can drop the course from My Sac State by themselves and do not need to notify the department. Students may only enroll in two 199 courses in a given semester.

Commitment to a Safe Learning Environment

I am committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a

personal and meaningful bond with peers and faculty within the program. Please don't be a bystander to acts of harassment, discrimination, or hatred.

Inclusion and Access

As we transition to virtual teaching, you may find ways in which this course does not meet your accessibility needs or you may identify ways in which course access can be improved for others. I encourage you to speak up when you see room for improvement. For formal accommodations, students should seek support through Services for Students with Disabilities (see Additional Information below).

Online Learning

For additional information, please review the CSAD Handbooks website https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

- Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
- Students may not post or use the recordings in any other setting (e.g., social media, shared Google drive) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a non secure digital platform.

Technical Assistance

- Seek help when you can't access Canvas or class materials.
- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during open hours to speak with the IRT Service Desk Team, or call (916)278-7337. IRT website.
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: Don't Fall for a Phishing Scam
- Use anti-virus, anti-spyware, and anti-malware software. Sac State's Software and Tools available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.
Visit the Mobile section of the Canvas Guides website for more information

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."
Read more about Sac State's Academic Honesty Policy & Procedures at the following website:
http://www.csus.edu/umanual/student/stu-0100.htm

Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she needs to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start**. Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is available. The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website.

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: https://www.csus.edu/center/
- Testing Center: https://www.csus.edu/student-affairs/centers-programs/testing-center/
- Library: https://library.csus.edu/ for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/
- Student Health and Counseling Services at The WELL: https://www.csus.edu/student-life/health-counseling/
- Student Academic Success and Education Equity Programs: https://www.csus.edu/student-affairs/retention-academic-success/
- Crisis Assistance and Resource Education Support (CARES): https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/
- CHHS Student Success Center: https://www.csus.edu/college/health-human-services/student-success/
- Reading & Writing Center: https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html
- Peer & Academic Resource Center: https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/
- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

Course Schedule

Week 1 1/27	No Class
Week 2 2/3	Introductions The Windows and Mirrors of Your Child's Bookshelf - Grace Lin (TEDx Talk)
Week 3 2/10	Drawn Together By Minh Le
Week 4 2/17	We Are Water Protectors By Carole Lindstrom
Week 5 2/24	Your Name is A Song & Mommy's Khimar By Jamilah Thompkins-Bigelow
Week 6 3/3	Where Are You From? By Yamile Saied Méndez "The Children Of An Oscuro Pasado" By Xóchitl Morales (Poem)
Week 7 3/10	The Turnip by Olha Tkachenko (tentative)
Week 8 3/17	Holiday Conversation Harvesting Hope: The Story of Cesar Chavez By Kathleen Krull
3/22 - 3/26	Spring Break
Week 9 3/31	No Class - Cesar Chavez Day
Week 10 4/7	Children's Music Conversation
Week 11 4/14	Children's Book Project Ollie and Allysa Presenting
Week 12 4/21	Children's Book Project
Week 13 4/28	Children's Book Project
Week 14 5/5	Children's Book Project
Week 15 5/12	Final Words
Finals Week 5/19	Reflection