



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE/GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 199/299	Section: Sac State Literacy Connection
Meeting Days: TBA	Meeting Times: TBA	Location: TBA
Instructor: Dr. Robert Pieretti	Email: rpieretti@csus.edu	Phone: (916) 278-6759
Office Location: Folsom Hall 2316	Office Hours/Appointments: Please schedule office hours at the front desk in the Department of Communication Sciences and Disorders, Folsom 2316, or by calling (916) 278-48671. Appointment times are available on Tuesdays between 3:00 and 4:00 and on Wednesdays between 2:00 and 4:00.	

Catalogue Course Description:

CSAD 199. Special Problems.

Term Typically Offered: Fall, Spring

Individual projects or directed reading. Open only to students competent to carry on individual work.

Note: Departmental petition required.

CSAD 299. Special Problems.

Term Typically Offered: Fall, Spring

Individual projects or directed reading. Open only to students who appear competent to carry on individual work.

Note: Departmental petition required.

Prerequisite: Declaration of major in our department, previous participation in Storytime and/or instructor permission, attendance at orientation session.

Place of Course in Program

The purpose of this elective independent study is to introduce students, through service learning, to current research and best practice in the area of child language and literacy and, when possible, the prevention of delays in these areas.

The Sacramento State Literacy Connection is a collaboration of Dr. Robert Pieretti and students in the Applied Communication Sciences Lab (ACSL) in the Department of Communication Sciences and Disorders at Sacramento State. The Literacy Connection is involved in three ongoing community-based projects that involve practical service learning that is directly tied to our undergraduate curriculum.

“The Sac State Storytime Connection” trains undergraduate students in our program to provide weekly literacy encouragement through interactive storybook reading and associated craft activities to increase concept exposure to low-income children and their families participating in local programs, including Sacramento Food Bank & Family

Services (SFBFS) programs. Each child leaves every session with a free book (courtesy of Dr. Roseberry-McKibbin’s *Love, Talk, Read* book drive).

Regular parent training in the area of literacy encouragement is provided biannually in English, Spanish, and Dari in a series of four classes designed by Dr. Pieretti and presented by supervised graduate and undergraduate students in our program in collaboration with the Volunteer Education Program at SFBFS. Parents leave every class with 3-5 free books (courtesy of Dr. Roseberry-McKibbin’s *Love, Talk, Read* book drive) appropriate for their child and the topic being discussed (*Reading to Engage, Reading for Sounds, Reading for Words, and Reading to Understand*).

A website dedicated to literacy materials for families is maintained and updated regularly and can be found at <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/faculty-research-centers.html>. The site includes “Questions to Ask Children When Reading” available in 11 languages, techniques for parents to encourage language and literacy growth at home in several languages, links and resources regarding language and literacy, and red flags indicating the need for language and/or literacy assessment.

Service Learning:

The main focus of this course is “learning by doing” – I want you to participate in activities at a community partner site that are educationally beneficial to you and that also support the work of the community partner. This process is also called “Service Learning.” Specifically, Service Learning helps students to:

- Deepen their understanding of course material
- Make connections between the work they are doing at a community partner site and ideas and concepts discussed and taught in our core CSAD curriculum
- Put into practice the skills they are learning in the classroom.

Service Learning also supports community partners by providing students to assist with:

- Direct service with clients
- Special event/program planning and/or project development
- Both direct service and project/program development

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y

Course Learning Outcomes:

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 199 Sac State Literacy Connection Specific student learning outcomes:

Students completing this course will develop the following clinical abilities that are directly related to practice in the field of speech-language pathology:

1. Review and understand provided material at a level sufficient for instruction to others
2. Develop activities and materials to promote comprehension and carryover of information presented in CSAD coursework into real-life situations in the community
3. Think critically and creatively about ways to collaborate with parents, caregivers, and community partners on topics related to language and literacy development
4. Coordinate and develop curricula and training sessions for children and adults in the area of language and literacy enhancement

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Attendance at weekly planning meetings (100%); Participation at partner site(s) (100%); Reflection-On-Action Assignments (25%)	
2	Attendance at weekly planning meetings (100%); Participation at partner site(s) (100%); Reflection-On-Action Assignments (25%)	
3	Attendance at weekly planning meetings (100%); Participation at partner site(s) (100%); Reflection-On-Action Assignments (25%)	
4	Attendance at weekly planning meetings (100%); Participation at partner site(s) (100%); Reflection-On-Action Assignments (25%)	

Textbooks and Materials:

All materials are provided.

Online Resources:

Support materials will be posted on the course CANVAS page.

Course Requirements/Components:

Assignments:

1. Complete assigned training and orientation at Sacramento Food Bank & Family Services (SFBFS) by assigned due date (if applicable)
2. Complete department training and orientation for the Sac State Literacy Connection by assigned due date
3. Complete Livescan required by SFBFS by assigned due date
4. Complete the Sacramento State Service Learning module and time log by assigned due dates:

At Sacramento State, Service Learning and other community service activities are supported by the Community Engagement Center (CEC): www.csus.edu/cec. We will be talking more about Service Learning in orientation and you will be required to complete some on-line paperwork to ensure that you are covered by SAFECLIP, a general and professional liability for students enrolled in service-learning courses for which they receive academic credit. Once you and your partner choose your site, I will “place” you at the site through the CECconnect website (found at www.csus.edu/cec) and then you will log-in with your Sac Link ID so that you can:

- Review and sign off on a Code of Conduct;
 - Review and sign off on “Informed Consent, Agreement, Release, Waiver of Liability and Assumption of Risk” form;
 - Review and sign off on “FERPA” waiver;
 - Print out an Emergency Contact form to be given to your community partner
 - Print out a Time Log and keep track of your time throughout the semester, make a copy for yourself and submit the original to the Community Engagement Center at the end of the Semester (4028 Library). **NOTE:** You must log at least 16 hours of direct service learning (Orientation and requirements, Storytime sessions, teaching, and/or coordination support and preparation) over the course of the semester. You do not need to log all of your independent practice and preparation, although a total of 45 hours of total hours of work is required for this unit. Roll will be taken at both SFBFS sessions and curriculum development sessions in the lab to ensure attendance in order to support your progress towards the 45 hours.
5. Attend weekly curriculum development meetings
 6. Lead A MINIMUM of three parent-training sessions at Sacramento Food Bank & Family Services (SFBFS) AND/OR
Lead a MINIMUM of three Storytime sessions as SFBFS AND/OR
Coordinate and moderate sessions, update website, create and monitor schedules, provide for translation, and prepare Storytime and/or parent-training curricula and materials preparation for peers, fill in for parent training or Storytime sessions as needed.
 7. Submit a semester-end reflection, using the standardized form that has been provided, reporting on personal successes and challenges and ideas for program growth and development. You must type the form, print it out, and submit it in hard copy. ***The Reflection must be submitted by the Monday of finals week.***

Grading Policy:

A total of 300 points are possible. Your final grade will be calculated as a % of points out of 300 points. Points possible are assigned as follows:

Assignments 1-5	100 points
Assignment 6	100 points
Assignment 7 (<u>Due by the Monday of Finals Week</u>)	100 points
Total Points Possible	300 points

Letter grades are assigned according to the following scores:

%	Letter
100-96%	A
95-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
Below 60%	F

Course Policies/Procedures:

Students will formally participate in Sacramento State Literacy Connection program work for approximately 3 hours per week, including formal training meetings, informal organizational meetings, review and revision of assigned teaching units, activity and curriculum development, materials preparation, practice for Storytime etc. Please note that there are no official meetings scheduled during any University-recognized holiday, break, dead week, or finals week. Students must complete Assignments 1-4 prior to beginning any work at partner site(s).

Absences during scheduled Storytime or Parent Training Sessions must be on an emergency-basis only once you have committed to the date. You MUST inform the Coordinators immediately to see if a substitute student instructor can be found. You MUST provide documentation to Dr. Pieretti regarding the reason for the absence.

More than one absence from weekly planning meetings will require approval from Dr. Pieretti in order for the absence to be considered “excused.” Dr. Pieretti will require documentation for any conflict that requires your absence. Students will lose 20 points for Assignment 5 for more than one unexcused absence.

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/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Conduct, Division of Student Affairs.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer 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.

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 in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

A passing grade in this course means that you have completed pre-training that supports the following KASA competencies: IV-D Current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates in the following areas: Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing.