

EDUC 121: MULTICULTURAL CHILDREN'S LITERATURE

In Workflow

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Approval Path

1. Fri, 22 Sep 2023 20:27:00 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 12 Oct 2023 22:21:56 GMT
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3. Tue, 17 Oct 2023 19:23:52 GMT
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4. Wed, 01 Nov 2023 23:14:18 GMT
Katie Hawke (katiedickson): Approved for Academic Services

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Changes proposed by: Angela Leslie (101058889)

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Catalog Title:

Multicultural Children's Literature

Class Schedule Title:

Multicultural Children's Lit

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

121

Course ID: (For administrative use only.)

200639

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The purpose of this course proposal is to update the catalog information (course description). EDUC 121 is a highly coveted course in the Department because it is one of the few courses that meet not only Writing Intensive (WI), but Race & Ethnicity (RE), and Humanities (Area C2). With about thirteen sections offered each term, the purpose of this proposal is to update the course structure, objectives, and curriculum to thoughtfully reflect CSUS's commitment to antiracism and inclusion.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course provides an overview of children's literature focused on the diversity in the United States and fosters an understating of the cultural values, and identity of those populations. Students will analyze how historical, contemporary, social, and political forces have shaped diversity within children's literature. This course will examine portrayals of race, ethnicity, sexuality, gender, ability, and intersecting social-cultural identities within children's literature. The course will evaluate how social justice themes within children's literature advocate for anti-racism, diversity, and inclusion.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Students will illustrate how social justice themes in children's literature challenge U.S. dominant cultural ideals, white supremacy, and stereotypes and distortions of historically underrepresented identities.	- Book Reflections - Reading Discussion posts - Written Essays 1, 2, & 3 - Final Project - Course Discussion
2	2. Students will compare and contrast portrayals of intersecting identities such as race, ethnicity, gender, sexuality, disability, and culture within children's literature.	- Book Reflections - Reading Discussion posts - Written Essay 2 - Course Discussion
3	3. Students will analyze how historical, contemporary, social, and political factors impact the representation of diversity, anti-racism, culturally sustaining practices, and social justice within children's literature.	- Book Reflections - Reading Discussion posts - Written Essay 1 & 2 - Final Project - Course Discussion
4	4. Students will show improvement in their analytical and written skills by examining children's literature for groups that have been traditionally underrepresented and stereotypically portrayed in texts in no less than 5,000 words of clear and logical prose throughout the semester.	- Reading Discussion posts - Written Essays 1, 2, & 3

Attach a list of the required/recommended course readings and activities:

EDUC 121 GENERIC SYLLABUS.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)
Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

EDUC 121 GENERIC SYLLABUS.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

Most readings and all assignments in this course will be used in all sections.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Like other EDUC courses, all instructors will review the objectives and curriculum of the course to collaborate and update this course accordingly.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

periodically review syllabi from instructors who teach the same courses and hold meetings every semester to ensure goals are being met.

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

Is broad in scope or survey in nature.

This course surveys diverse children's literature from groups that have been traditionally underrepresented and their intersecting identities such as race, ethnicity, gender, sexuality, disability, and culture within children's literature as an expression of American culture, philosophy, and politics. Please also refer to the recommended reading list attached to the Form A to see how different groups are represented in the curriculum.

Develops an understanding of and appreciation for the diversity of the human community.

Historical and contemporary themes within children's literature serve as social transcripts of American life and therefore children's books serve as the primary source for examining human culture and its diversity across historical and contemporary settings. The course is centered in the study of humanities and uses children's books as a tool to examine how racial and ethnic groups and intersecting identities are portrayed. Students write book reflections, analyze diverse children's books and examine how human culture is portrayed in literature.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

Students will examine diverse children's literature and engage in discussions of cultural authenticity and the importance of culturally relevant representations of traditionally excluded communities such as Black, Indigenous, Latina/o/x, Asian, Pacific Islander, and Middle Eastern and intersecting identities such as gender, disability and religion. The course schedule begins with a focus on moving beyond a Western normative narrative of race/ethnicity, gender, disability, and religion and each subsequent week focuses on a particular group. In addition, students will have the opportunity to compare and contrast the portrayals of each group and the curriculum with their own reflections through various written exercises (Book Reflections, Reading Discussion Posts, Essay #1, Essay #2, Essay #3, the final project, and course discussions).

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Students will investigate how different racial/ethnic groups and their intersecting identities have been portrayed within historical and contemporary children's literature. Students will have the opportunity to use the curriculum to describe and analyze the diverse racial/ethnic groups and their intersecting identities, with a focus on children's literature as a tool for diversity, anti-racism, culturally sustaining practices, and social justice through various written assignments (Book Reflections, Reading Discussion Posts, Essay #1, Essay #2, Essay #3, the final project, and course discussions).

Compare and analyze various conceptions of humankind.

Each week the course will examine children's literature from various racial and ethnic communities, such as Black, Indigenous, Latina/o/x, Asian, Pacific Islander, and Middle Eastern, and intersecting identities such as gender, disability, and religion. This course will compare and analyze literary works from various groups and students will reflect on the role that children's literature plays in the comprehension of the human experience for the diverse groups by reading culturally authentic children's books in addition to scholarly literature.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

This course surveys children's literature from a historical to a contemporary time frame to examine various genres and how they served to express ideas, values, and representation of diversity within children's literature. The course starts with a unit on the background and state of diversity within children's literature to demonstrate the historical activism to transform children's literature.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

This course addresses various themes of intersecting identities such as race, ethnicity, gender, sexuality, disability, religion, and culture within children's literature.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term

paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students will write approximately 5,000 words of formal writing throughout the semester and an additional 1,050 words of informal writing. Students will write three formal research-based essays in APA (1,000 words each) over the course of the semester. Students will write 14 weekly formal discussion posts (175 words each) in which they will analyze arguments presented in course readings and make connections with course themes. The essays and reading discussions require students to write in academic tone and clear prose. Additionally, students will write 14 weekly short informal reflections on an assigned children's book (75 words each). In sum, students will complete 3 essays (3,000 words total) + 14 discussions (2,450 words total) + 14 Book Slams (1,050 words total) = 6,500 words. Papers will be related to diverse issues within children's literature and will be evaluated based on grammar, structure, and content.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

See syllabus

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

#This course presents an overview of social justice themes in children's literature and how they challenge U.S. dominant cultural ideals, white supremacy, and stereotypes and distortions of historically underrepresented identities. Students will analyze how historical, contemporary, social, and political factors impact the representation of diversity, anti-racism, culturally sustaining practices, and social justice within children's literature. In addition, students will compare and contrast portrayals of intersecting identities such as race, ethnicity, gender, sexuality, disability, and culture within children's literature. Please also refer to the recommended reading list attached to the Form A to see how different groups are represented in the curriculum.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

Students will compare and contrast the narratives and portrayals of intersecting identities such as Black, Indigenous, Latina/o/x, Asian, Pacific Islander, and Middle Eastern and intersecting identities such as gender, disability, and religion within children's literature.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

Students will have the opportunity to analyze the concepts of ethnicity, ethnocentrism, and racism every week. A central goal of the course to for students to analyze how historical, contemporary, social, and political factors impact the representation of diversity, anti-racism, culturally sustaining practices, and social justice within children's literature.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

Students will compare and contrast portrayals of intersecting identities such as race, ethnicity, gender, sexuality, disability, and culture within children's literature and will have a chance to reflect on their own identities through reading discussion responses throughout the course session.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

Each week students will explore how Black, Indigenous, Latina/o/x, Asian, Pacific Islander, and Middle Eastern children's literature has contributed to culture in the United States through reading discussion responses and book reflections.

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course will build on various GE skills. This course will expand on students' understanding of various cultures and minoritized populations (Black, Indigenous, Latina/o/x, Asian, Pacific Islander, and Middle Eastern and intersecting identities such as gender, disability, and religion) and explore how their representation (or lack thereof) in children's literature impacts social experiences. Students will learn how children's literature has the potential to either foster prejudice or dismantle it. Additionally, the research essays assigned in this course will require students to engage in specialized library research, compiling arguments from experts in the field of children's literature.

The course must expand students' knowledge by examining complex issues.

Throughout the course (in essays, discussion boards, and oral discussion), students will critically examine the historical and contemporary representation of different identities in children's literature and consider how that representation (or lack thereof) impacts power structures in society. Students are assigned to read research that examines issues from multiple perspectives allowing them to articulate research-supported arguments in discussion boards and essays.

The course must expand students' abilities to reason logically and to write clearly in prose.

Students in this course are tasked with critically evaluating and apply research from scholarly articles in their essays, and class discussions. Students are required to present arguments in discussions using research to support their ideas. Students are also asked to respond to peers' discussion posts citing scholarly literature. APA style is introduced early in the semester, and students increasingly apply APA format to their writing assignments as the semester progresses. Students are required to write three formal APA research-based essays.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

Students will write discussion approximately 5,000 words of formal writing throughout the semester and an additional 1,050 words of informal writing. Students will write three formal research-based essays in APA (1,000 words each) over the course of the semester. Students will write 14 weekly formal discussion posts (175 words each) in which they will analyze arguments presented in course readings and make connections with course themes. The essays and reading discussions require students to write in formal academic tone. Additionally, students will write 14 weekly short informal reflections on an assigned children's book (75 words each). In sum, students will complete 3 essays (3,000 words total) + 14 discussions (2,450 words total) + 14 Book Slams (1,050 words total) = 6,500 words. Papers will be related to diverse issues within children's literature and will be evaluated based on grammar, structure, and content.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Writing assignments are devised to promote critical thinking by tasking students to evaluate and apply research in their essays and discussion posts. Assignments are dispersed throughout the semester tactically to allow the instructor time to provide feedback that supports students' development of APA writing skills (grammar & syntax, structure, APA format) and analytical thought. Students are expected to incorporate instructor feedback into subsequent assignments.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

Students are assigned a variety of writing assignments that are evenly spaced throughout the semester. Students will write three formal APA research essays, assigned once every five weeks. Each week students will also write a 175+ word formal discussion post (for 14 weeks), which requires them to examine course readings and make connections with course themes. Additionally, students will write a weekly 75+ word reflection (for 14 weeks) on a culturally authentic children's book. Out of the 6,500 words students are assigned throughout the semester, students will complete 5,500 words before the last two weeks of instruction.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

Instructors will provide timely feedback on assignments. For essays, feedback will be provided to students no less than one week before the next essay is due. Instructor feedback for each assignment will focus on providing students assistance with writing development (thesis development, structure, grammar & syntax, and APA style) as well as on the development of critical thinking, application of course material, and ensuring students are using research to support sound arguments.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

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