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**Professor, Speech Pathology**  
**EDSE 102, Fall 2009**

**SAN JOSE STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**Department of Communicative Disorders and Sciences (CDS)**

**EDSE 102: SPEECH AND LANGUAGE DEVELOPMENT FOR NORMAL AND  
EXCEPTIONAL INDIVIDUALS**

**MONDAY & WEDNESDAY: 9-10:15am**

**Office Hours: M:10-12am W:7-9am**

**Office: Sweeney Hall 113**

**Phone: (408) 924-3671**

### **COLLEGE OF EDUCATION MISSION STATEMENT**

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

### **DEPARTMENT OF CDS MISSION STATEMENT**

The mission of the CDS Department is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research findings which promote competent practitioners who participate in lifelong learning experiences. The program is enhanced through faculty, academic, and clinical expertise, transdisciplinary and family collaboration and technological advancements in assessment and intervention.

### **COURSE DESCRIPTION**

In this course the student will acquire knowledge concerning the language learning process and the theories as well as the factors that intervene in its normal development. Other information covered in the course will include linguistic terminology, components of language, stages of language development, and language diversity factors. The course will include information on first and second language acquisition and learning as well as general characteristics of speech and language disorders.

### **KNOWLEDGE BASE**

The course content is drawn from various fields which include linguistics, sociolinguistics, psycholinguistics, education, multiculturalism, communication disorders, and child development as well as technology. Various theories of language development will be discussed and contrasted such as the Behaviorist perspective (Skinner, 1957), Nativist (Chomsky, 1968), Bates (1987) and others which view language as developing in context. The debate between language and cognitive development will be addressed by reviewing the works of Piaget (1963) and Vygotsky (1962). First

language development will be studied through the works of Brown (1973), Clark (1973), Nelson (1974) and others. The importance of pragmatic development will be emphasized as well with the works by (Bloom and Lahey, (1978). Research on second language development will be reviewed by discussing the works of Cummins (1984, 1989), and Krashen (1981, 1989), along with others. Additionally, adolescent language will be studied referring to the work of Larson & McKinley (2003). Information on speech and language disorders will be reviewed as well.

### **PREREQUISITES**

Upper division standing or instructor consent.

### **STANDARDS**

This course is one of the required courses which fulfill core standards for all specialists and services credentials. It meets several of the components of Standard 12 and 20.

#### **Standard 10 – Professional, Legal and Ethical Practices**

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conducts.

#### **Standard 12 – Educating Diverse Learners with Disabilities**

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and appropriate to develop communication skills. Each candidate applies principles of equity and analyses the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

#### **Standard 13 – Special Education Field Experiences with Diverse Populations**

The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.

#### **Standard 17 – Assessment, Curriculum, and Instruction (Core for all credentials)**

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and

implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

**Standard 20** – Speech, Language, and Hearing Acquisition

Each candidate exhibits knowledge of the development and acquisition of speech, language and hearing skills, including language difference/dialectical variation and second language acquisition.

**Standard 22** – Assessment and Evaluation of Students

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, social/behavioral performance-based, social, communication, vocational, and community life skill needs of students, and the outcomes of instruction.

**Standard 25** – Characteristics and Needs of Individuals with Mild to Moderate Disabilities

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

**COMPETENCIES**

Upon completion of the course the student will be able to:

1. Define common linguistic terminology.
2. Understand the most prevalent theories of language acquisition.
3. Describe the stages of normal language development from preschool to the young adult years.
4. Understand the relationship between language acquisition and biological processes, cognitive development, and the environment.
5. Identify factors which influence language problems.
6. Understand linguistic diversity of different cultural groups.

**REQUIRED TEXT**

McLaughlin, S. (2006). *Intro to language development*. San Diego: Singular.

**REFERENCES**

Texts

Bernstein, D. & Tiegerman, E. (2003). *Language and communication disorders in children*. New York: Merrill.

Hulit, L. & Howard, M. (2002). *Born to talk* (3<sup>rd</sup> Edition). New York: Macmillan Publishing Company.

- Larson, V. & McKinley, N. (2003). *Language disorders in older students*. Eau Claire, WI: Thinking Publications.
- Owens, R. (2001). *Language development* (5<sup>th</sup> Edition). Boston: Allyn & Bacon.

#### Journals

*Child Development*

*Journal of Child Language*

*Journal of Multilingual and Multicultural Education*

*Journal of Psycholinguistic Research*

*Language Learning*

*Language, Speech, Hearing Services in Schools*

#### **REQUIREMENTS & ASSIGNMENTS**

1. Complete all reading assignments.
2. Understand information presented in class.
3. Participate in group discussions/assignments.
4. Pass 3 examinations (based on class lectures and assignments).
5. Obtain and analyze language sample of a toddler/preschool child without language problems.
6. Oral group presentation #1 – on a specific language age group with video-tape. The presentation is to include a video sample of the child's speech and language in a conversational situation. 15-20minutes/group including commentary. 3-4 members/group? Commentary will discuss areas of: phonology, morphology, syntax, semantics, and pragmatics, related to the video presentation.

#### AGE GROUPS:

Infancy

1<sup>st</sup> Word thru Kindergarten

Elementary School Age

High School Age

7. Oral presentation #2 – dealing with second language learning. Choose only ONE of the following activities. (Individual presentations).
  1. Personal experience with a second language learner/student.  
Interview an individual who has learned English as a second language/or an individual with a nonstandard English dialect. Discuss some of the difficulties the individual has experienced in school and in social environments, the type of bilingual education that was received, and other personal impressions from the individual. What specific strategies helped the individual learn English, what circumstances made it more difficult?
  2. Bilingual teacher information.  
Interview a teacher who works with bilingual children and share his/her experiences and impressions on what works best with these children, what techniques are valuable, and his/her overall impressions.
  3. Article summary.  
Select an article concerning second language acquisition or issues regarding bilingual education. The focus of the article may be theoretical or practical.

Articles may be selected from any journals in the areas of Language Development, Bilingualism, or Multiculturalism.

4. Obtain and analyze a language sample of an English as a second language learner.
5. Bilingual school observation.

Observe a classroom with a bilingual teacher using a bilingual method of education. Describe the techniques being used with the children and describe your personal reactions. Also focus on other classroom activities, and patterns of interaction.

6. Other option.

If you have a different idea or project please discuss with the professor before beginning to work on your idea.

### **GRADING CRITERIA**

Exams (3)	100 points each	300 points
Written Language Sample	100 points	100 points
Oral Presentations	50 points each	100 points

TOTAL: 500 points

A+ 98-100	A 94-97	A- 90-93
B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73
	D 60-69	
	F <60	

Examinations are expected to be taken on the dates indicated on the class schedule. Make-up exams are administered ONLY in case of emergencies with permission of the professor. Permission to take make-up exams will be granted when requests are accompanied by medical or legal documentation. All excused exam make-ups will be given in agreement with the professor.

### **GRIEVANCE PROCEDURE**

Students dissatisfied with course policies should refer to “Students Rights and Responsibilities” section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

### **PLAGIARISM**

San Jose State University policy forbids students to:

- a. submit the same projects in two different courses, except for permission of the instructor, and
  - b. to plagiarize previously written material.
- Consequences include an F in the course, and possible expulsion from the campus.

## ACCOMMODATIONS

If you need course adaptations, because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment with the professor as soon as possible, or contact the professor during office hours.

## COURSE SCHEDULE McLaughlin Chapters

8/24,26	Introduction	
8/31,9/2	Aspects of Communication	1,2
9/7,9	HOLIDAY/Theories – 1 <sup>st</sup> Language Acquisition	3,4
9/14,16	Family Patterns/Cultural Variations	10
9/21,23	<b>Exam #1</b> / 0 thru 1 <sup>st</sup> Word Stage	5,6
9/28,30	<b>0 thru 1<sup>st</sup> Word Stage *</b> / 1 <sup>st</sup> Word thru K	7,8
10/5,7	<b>1<sup>st</sup> Word thru K *</b> /Language Sampling	
10/12,14	Language Sampling Assignment – no class	
10/19,21	<b>Exam #2</b> / School-Aged	9
10/26,28	<b>School-Aged *</b> / High School	9
11/2,4	<b>High School *</b> / 2 <sup>nd</sup> Language Learner	10
11/9,11	<b>2<sup>nd</sup> language Learner*</b> /HOLIDAY	
11/16,18	<b>Exam #3</b> /Review	
11/23,25	Interviews for oral presentation– no class	
11/30	LD Disorders <b>Language Sample Analysis due</b>	
12/2,7	<b>Oral Presentations #2</b>	

**\* Oral group presentations #1**

**FINAL EXAM** \_\_\_\_\_