

**San José State University**  
**Department of Communicative Disorders and Sciences**  
**EDSP 222-01, Navigating Oral and Written Connections: Theory and Applications, Spring 2019**

**Course and Contact Information**

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<b>Office Hours:</b>	Thursday 12:45 PM to 1:45 PM Or by appointment
<b>Class Days/Time:</b>	Tuesdays 9:00 AM to 11:45 AM
<b>Classroom:</b>	Sweeney Hall 433

**Course Description**

This course explores and discusses connections between listening, speaking, reading and writing with applications in assessing and planning intervention programs for monolingual and bilingual individuals who have a variety of language-learning disabilities.

**Learning Outcomes and ASHA Standards**

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

- (1) Describe the connections between oral and written language.
- (2) Explain reading and writing development and instruction.
- (3) Explain the importance of language in the prevention of reading disabilities.
- (4) List various classifications of reading disabilities and their relationships to oral language performance and learning.
- (5) Demonstrate understanding for the relationship between language (school discourse) and learning in the classroom.
- (6) Explain the role of social interactions in the learning process.
- (7) Demonstrate knowledge of the core curriculum standards in language arts, reading, writing, math, social studies and science from Preschool to 12th grade that need to be incorporated in writing IEPs.
- (8) Be knowledgeable about literacy issues around the globe.

- (9) Demonstrate understanding of reading and writing disabilities and evidence-based strategies in working with students for whom English is their second language.
- (10) Demonstrate ability to collaborate with school staff on meeting the needs of students with diverse reading and writing disabilities using various models of service delivery.
- (11) Illustrate strategies to assess and plan evidence-based interventions for students who have various reading and writing disabilities including ELL students.

### **ASHA Standards**

This course meets the following Standards for the Certification of Clinical Competence:

**Standard III-D:** The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

- Receptive and expressive language (phonology, morphology syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities.
- Cognitive aspects of communication (attention, memory, sequencing, problem- solving, executive functioning)

**Standard III-E:** The applicant must demonstrate knowledge of the principles and methods of prevention and assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

### **Required Textbook**

Stone, A. C., Silliman, E. R., Ehren, B. J., Wallach, G. P. (2014). *Handbook of language and literacy. (2nd Ed.)*. New York: The Guildford Press.

### **Other Readings**

- **Additional readings/materials:** Lecture outline and additional materials will be available on [Canvas course website](https://sjsu.instructure.com), located at <https://sjsu.instructure.com>.
- **Canvas messages:** Receive email notifications from Canvas (*recommended*) or check Canvas course website regularly for announcements and messages. Notification setting and email address can be edited under “Setting” on Canvas.

### **Other equipment / material requirements**

- Laptop, Internet access and software for data management (e.g., Excel/Numbers) are required to complete this course. See Student Technology Resources below for available computer/laptop/device on campus.

### **Useful Resources**

- [ASHA’s Practice Portal](http://www.asha.org/Practice-Portal/) at <http://www.asha.org/Practice-Portal/>
- American Psychological Association (APA, 6<sup>th</sup> Ed.) style: APA style is required for all written assignments. Look under “In-text Citation” and “Reference List” sections for guidelines on [Purdue Online Writing Lab \(OWL\)](http://owl.english.purdue.edu/owl/resource/560/01/) at <http://owl.english.purdue.edu/owl/resource/560/01/>

## Library Liaison

Suzie Bahmanyar, [suzie.bahmanyar@sjsu.edu](mailto:suzie.bahmanyar@sjsu.edu)

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

*That is, expect to work six additional hours outside the classroom each week for a three-unit course.*

- Complete the **assigned readings** prior to class.
- **Exams and Assignments.** See the attached Course Calendar for exam/due dates, and assignment documents posted on Canvas for more specific instructions.
  - **In-class assignments (15%):** There will be various in-class activities throughout the semester to enhance learning. Participation is graded based on successful, on-time submission of the in-class activities.
  - **Exams (30%; 15% each):** There will be two exams during the semester to assess various aspects of course materials in small chunks.
  - **Final paper:** Students will collaborate in groups of 2-3 to write a paper on some aspect of language and literacy development and/or disorders. The paper project includes the following submissions:
    - **Paper proposal (15%):** 2-page brief proposal in which students will introduce their research topic and summaries of eight studies that relate to their question. Each summary will include the study's topic and key findings.
    - **Integration of findings (10%):** Each group will choose two studies they reviewed and analyze the way their findings conflict, support, or complement one another. Special focus will be on how this integration of findings contributes to the paper's topic.
    - **In-class presentation (10%):** Students will present their work during class time, including introduction of their research topic, findings from the relevant studies, and their conclusion based on the integration of the findings. Discussion among students is encouraged.
    - **Written submission (20%):** Following the in-class discussions, each group will write up a final paper, including a general introduction of the research topic, summaries and integration of the findings of the relevant studies, and a concluding section with directions for further research.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

## Grading Policy

Grades will be determined based on the percentage (earned points out of the possible total points), using the percentage rating system detailed below.

A+	100 to 98	A	97 to 94	A-	93 to 90
B+	89 to 87	B	86 to 84	B-	83 to 80
C+	79 to 77	C	76 to 74	C-	73 to 70
D	69 to 60	F	59 and below		

- Late assignment penalty: One point will be deducted each day past the deadline.
- There is no extra credit opportunity for this course.
- There is no make-up exam, quiz or in-class activity, except for documented illness, emergency and observed religious holiday (see Classroom Policy below).
- Assignment weighting:

ASSIGNMENT	WEIGHT (%)
In-class Assignments	15
Exams	30
Paper proposal	15
Integration of findings	10
In-class presentation	10
Final paper	20
TOTAL	100

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## Classroom Protocol

- **Respect the learning environment.** Because every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All mobile/electronic devices that generate sound must be turned off when you enter the room. Disruption of class, whether by *latecomers, noisy devices, websurfing, or inconsiderate behavior* will not be tolerated. Repeated violations will be discussed with the individual(s) and may result in an administrative withdrawal.
- **Adhere to SJSU student conduct code and ASHA code of ethics for all work in this class.**
- **Illness/emergency:** At the discretion of the instructor, make-up exams, quizzes and/or assignments will be given in cases of documented illnesses and personal/family-related emergencies. **Inform me within 24 hours** of the missed deadline, and **submit documentation within one week**. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required.
- **Observe religious holidays:** Inform me of your absence **before the add deadline or three days before the absence, whichever is earlier**, to make any necessary arrangement.

- **Accommodations for disabilities:** Inform me of the necessary accommodations with documentation from [Accessible Education Center](#) in a timely manner (see Campus Policy in Compliance with the American Disabilities Act below).

## College and Departmental Policies

### Vision Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

### Mission Statements

*College of Education:* The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that: Students have access to an excellent and equitable education; educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education; stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

*Department:* The mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

### HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

### Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

### University Policies

#### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety

of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# EDSP 222-01, Spring 2019, Course Calendar

The schedule is tentative, and subject to change with advance notice in class and/or via course website.

## Course Schedule

Week	Date	Topics, Readings	Assignments Deadlines
1	1/29	<b>Course overview</b> <b>Approaches to language and literacy development</b> <ul style="list-style-type: none"> <li>• Ch. 1</li> </ul>	
2	2/5	<b>Genetic and environmental factors in language and literacy development and disorders</b> <ul style="list-style-type: none"> <li>• Ch. 2, 10, 11</li> </ul>	
3	2/12	<b>Research practices in language and literacy studies</b> <ul style="list-style-type: none"> <li>• Ch. 3 and 5</li> </ul>	
4	2/19	<b>Policy and practice issues</b> <ul style="list-style-type: none"> <li>• Ch. 6</li> </ul> <b>Language and literacy in digital environments</b> <ul style="list-style-type: none"> <li>• Ch. 7</li> </ul>	
5	2/26	<b>Phonological processing</b> <ul style="list-style-type: none"> <li>• Ch. 13</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Ch. 9, 14</li> </ul>	<b>Paper proposal</b>
6	3/5	<b>Exam 1</b> <b>Vocabulary (cont'd)</b> <ul style="list-style-type: none"> <li>• Ch. 21-23</li> </ul>	<b>Exam 1</b>
7	3/12	<b>Morphology and syntax</b> <ul style="list-style-type: none"> <li>• Ch. 15, 16</li> </ul>	
8	3/19	<b>Learning across academic disciplines and text genres</b> <ul style="list-style-type: none"> <li>• Ch. 17, 18</li> </ul> <b>Metacognition in literacy</b> <ul style="list-style-type: none"> <li>• Ch. 19</li> </ul>	
9	3/26	<b>Reading comprehension</b>	<b>Integration of findings</b>

Week	Date	Topics, Readings	Assignments Deadlines
		<ul style="list-style-type: none"> <li>Ch. 24-26</li> </ul> <b>Writing composition</b> <ul style="list-style-type: none"> <li>Ch. 27-29</li> </ul>	
	4/2	<i>SPRING RECESS (CAMPUS CLOSED)</i>	
10	4/9	<b>Bilingual language and literacy development</b> <ul style="list-style-type: none"> <li>Ch. 8, 20</li> </ul>	
11	4/16	<b>Second Language Learners</b> <ul style="list-style-type: none"> <li>Ch. 4, 35</li> </ul>	
12	4/23	<b>Exam 2</b> <b>Catch up on previous classes</b>	<b>Exam 2</b>
13	4/30	<b>In-class presentation preparation</b>	
14	5/7	<b>In-class presentations</b>	<b>Presentation</b>
Final Day	5/14	<b>Friday 5/14, by 5:00 PM</b>	<b>Submission of Final Paper on Canvas</b>