San Jose State University

Lurie College of Education/Communicative Disorders & Sciences

EDSP 120 Communication Disorders in Children Sec. 1 & 2,

Spring 2018

**Course and Contact Information**

**Instructor:** Dr. Jean M. Novak, PhD, CCC-SLP

**Office Location:** Sweeney Hall 118B

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

**Email:** [Jean.novak@sjsu.edu](mailto:Jean.novak@sjsu.edu)

**Office Hours:** Tuesday & Thursday 8-9, 12-1; and by appointment

**Class Days/Time:** Tuesdays (section 1) & Thursdays (section 2), 9:00-11:45AM

**Classroom:** Dwight Hall 243

**Prerequisites:** EDSP 102, EDSP 110, EDSP 111, EDSP 113, or instructor consent

**Course Format**

This class is a primarily in-class lecture.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas.

**Course Description**

# Overview of various language, articulation, and phonology disorders of children from a variety of etiologically defined groups.

**Course Learning Outcomes (CLO)**

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

CLO 1: Demonstrate understanding of speech, language, and hearing disorders in children;

CLO 2: Exhibit comprehension of speech, language and hearing disorders associated with special populations;

CLO 4: Discuss speech sound disorders and differences across etiological populations;

CLO 5: Demonstrate an understanding of basic definitions and classifications of language, articulation and phonology disorders in children.

CLO 6: Demonstrate a knowledge of language, articulation and phonology disabilities and differences in the following etiological populations:

a. neurological impairments;

b. cognitive impairments;

c. emotional disturbance;

d. hearing impairments;

e. cultural and environmental differences.

CLO 7: Demonstrate an understanding of the principles of language and articulation assessment and evaluation.

CLO 8: Demonstrate an understanding of principles and methods of language and articulation intervention and

remediation.

**REQUIRED TEXTS**

Kuder, S.J. (2018, 5th Edition). *Teaching students with language and communication*

*disabilities*. Boston: Pearson.

**GREIVANCE PROCEDURE**

Please refer to: Student Rights and Responsibilities section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

**ACADEMIC DISHONESTY: CHEATING, PLAGIARISM SANCTIONS**

At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another’s, without giving appropriate credit, and representing the product as one’s own work, and

1.2.2 Representing another’s artist/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar words as one’s own.

[**http://library.sjsu.edu/leap/plagiar.htm**](http://library.sjsu.edu/leap/plagiar.htm)

**ACCOMMODATIONS**

If you need course adaptations because of a disability if you have emergency medical information to share with me, or if you need 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. Policy may also be found in the SJSU Schedule of Classes.

Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the internet at:

[**http://www.drc.sjsu.edu/policies/default.htm**](http://www.drc.sjsu.edu/policies/default.htm)

**LIBRARY RESOURCES**

You may view the full library catalog by clicking **http://www.library.sjsu.edu/**

## COURSE REQUIREMENTS & ASSIGNMENTS

**1)** Two Examinations **[100 points]**

**2)** Complete required readings – Kuder text

**3)** Attend at least 3 Sessions and submit 3 Journal Entries **[50 points]**

Submit written entries & reflections from 3 sessions. Each week you will be given a specific area to

reflect upon during your sessions with the child with AUTISM.

**#1:** Behavioral Techniques and Personal Comments **[20 points]**

**#2:** Communication Style and Personal Comments (verbal, nonverbal) **[20 points]**

**#3:** Lesson Plan **[10 points] The lesson plan is to include the following areas as listed below:**

* Objectives
* Materials
* Procedures
* Rationale
* Interpretation and Personal Comments

You will submit 1 journal entry/week addressing the area listed above. Also use the journal entry to make specific comments about your experience. \*\*Do not submit 3 observations at one time.

**4)** WRITTEN JOURNAL ABSTRACT **[30 points]**

Select a journal article that relates to theory, assessment, or intervention strategies with a child with an

autistic spectrum disorder.

* APA style must be followed in reference
* State purpose of article/study
* Describe procedures, methods, etc.
* Present author(s) interpretation, and discussion of results
* Personal comments/remarks/interpretation :

**-** How does the information you read relate to the work you were doing with your child in the CSL

project.

**-** How is the work you are doing similar or different with what is described in the article?

**-** How has the article added to the information you have received in the CSL experience?  
 Abstract should be typed, single spaced, no longer than 2 pages. Format of abstract:

REFERENCE: (APA Format)

ABSTRACT: (overview in own words)

COMMENTS/REACTION: (your impression)

Due date: see schedule (original article must be attached).

**5)** ORAL PRESENTATIONS

1)Select a deficit and find an article that addresses that disorder to present orally

2)Autism – Autism observation, Article, Lesson plan--see schedule for date.

# GRADING CRITERIA POINTS

**- 2 Examinations** 200

**- 3 Journal Entries** [20 points, 20 points, 10 points] 50

**- 1 Journal Abstract**  50

**- 2 Oral Presentations**: #1)Disorder \*, #2) Autism 100 TOTAL: **400**

A+ 98-100 A 94-97 A- 90-93 D 60-69

B+ 87-89 B 84-86 B- 80-83 F <60

C+ 77-79 C 74-76 C- 70-73

**Classroom Protocol**

All students are expected to read the assigned chapters before coming to class. Specific information from the chapters will be used for the examinations in addition to lecture notes, handouts, and oral presentations. Students must be on time on the days that examinations are given. Once the directions are presented and the examinations are passed out to the class the student who is late will not be able to take the test on that given day and will need to take it during the make-up date assigned. **All examinations must be completed in INK unless otherwise directed by the professor**. Blue books may also be required for the examinations as decided by the professor. 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 make-ups will be given in agreement with the professor during the final exam scheduled date. **All assignments must be typed**. Two points will be deducted each day for assignments that are turned in late, unless there is a valid reason and this has been discussed with the professor. If you are unable to attend a class please notify the professor and make sure that you make arrangements to obtain the notes, handouts, and the information that was presented in the class from another student. **No extra credit options are offered in this class.**

**PLEASE TURN OFF CELL PHONES DURING CLASS!!! And please do not use lap tops to distract other students by looking at facebook, shopping, or surfing the net.**

## 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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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/. 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 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 Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at http://peerconnections.sjsu.edu for more information.

## SJSU Counseling Services

## The SJSU Counseling Services is located on the corner of 7th 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.

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.) 

**EDSP 120 · Spring 2018**

**Communication Disorders in Children**

**COURSE SCHEDULE** (subject to change)

**KUDER**

**WEEK DATES TOPIC CHAPTER** sec. 1 2

1 1/25 Introduction

2 1/30, 2/1 Overview

3 2/6, 2/8 Language Disorders 1

4 2/13, 2/15 ABA Lecture 2-6

5 2/20, 2/22 ADHD /**oral 1\*** 7

6 2/27, 3/1 Cognitive/**oral 1\*** 8

7 3/6, 3/8 Autism 9

8 3/13, 3/15 **EXAM #1**

9 3/20, 3/22 CSHA – No Class

10 3/27, 3/29 Spring Recess – No Class

11 4/3, 4/5 Emotional Disorders/**oral 1\*** 10

12 4/10, 4/12 Sensory Disorders/**oral 1\*** 11

13 4/17, 4/19 TBI/**oral 1\*** 12

14 4/24, 4/26 AAC/**oral 1\*** 15

15 5/1, 5/3 **EXAM #2**

16 5/8, 5/10 ORAL #2 PRESENTATIONS -AUTISM

17 Final Day \_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_