**San José State University**

**College of Education  
Communicative Disorders and Sciences  
EDSP 222: Navigating Oral-Written Connections: Research and Applications**

# Spring 2018

## Course and Contact Information

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| Instructor: | Dr. Carol Zepecki, CCC-SLP |
| Office Location: | Sweeney Hall – 118C |
| Telephone: | 408-398-1575 (Department phone 408-924-3688) |
| Email: | [Carol.zepecki@sjsu.edu](mailto:Carol.zepecki@sjsu.edu) or [czepecki@verizon.nt](mailto:czepecki@verizon.nt) |
| Office Hours: | Monday 1-2 Tuesday 3-4 |
| Class Days/Time: | Tuesday 9:00 – 11:45 and 4:00 6:45 |
| Classroom: | Room 448 Sweeney Hall AM class, 444 PM class |

**Course Format**

This course explores and discusses the connections between listening, speaking, reading and writing for students from birth to adolescence. The format of this class involves lectures with powerpoints, reading and gathering knowledge from a textbook and articles, videos and other activities directed toward knowledge acquisition, application of skills and critical thinking involving aspects of reading, writing, assessment, and intervention.

## Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on *Canvas Learning Management System course login website* at http://sjsu.instructure.com. *You are responsible for regularly checking with the messaging system through* [*MySJSU*](http://my.sjsu.edu) *at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.*

**Course Description**

This course provides an overview of the theory, procedures, application and use of skills and knowledge in the area of language and literacy for typical and disabled learners. It presents an evidence-based exploration of language and learning including the development, assessment and intervention of language and literacy. The course will also emphasize the role of the SLP in supporting the common core, the enhancement of oral language and literacy support for second language learners and students with disabilities.

**Learning Outcomes (Course Learning Outcomes – CLO)**

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

1. Describe the connections between oral, visual, and written language, and systems and approaches that increase student skills in these areas. (ASHA Standards IV A-D, G, V-B)
2. Demonstrate knowledge of processes and procedures involved in reading and writing development and instruction. (ASHA Standards IV A-D, V-B)
3. Explain the importance of language for prevention and intervention of reading and writing disabilities. (ASHA Standards IV C-D, V-B)
4. List various classifications and causes of reading and writing disabilities and their relationship to language performance and learning. (ASHA Standards IV C-F, V-B)
5. Describe the assessment of reading and writing skills and strategies including phonemic awareness, word recognition, comprehension, and the use of various writing genres. (ASHA Standards IV D, F, V-B)
6. Demonstrate an understanding of reading and writing disabilities and evidence-based strategies for working with clients with learning disabilities, intellectual disabilities, neurodevelopmental disabilities, autism, and other areas of skill deficit. ASHA Standard V A-B)
7. Illustrate strategies to use in working with English learners and other special populations with and without disabilities to enhance literacy skills (ASHA Standard IV F-G, V-B)
8. Demonstrate effective oral communication, professional writing skills and ethical judgement to discuss issues in clinical research and practice. (ASHA Standards V-A, B)
9. Utilize programs, web-based materials and other therapeutic strategies and interventions in the area of literacy. (ASHA Standards IV C-D, F, G, V-B)

## ASHA STANDARDS

This course meets the following Standards for the Certification of Clinical Competence: (2016):

* **Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences. (CLO 1- 2)
* **Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. (CLO 1-2)
* **Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas of study ((1) articulation, (2) fluency, (3) voice and resonance, (4) receptive and expressive language in speaking, listening, reading and writing, (5) hearing and the impact on speech and language, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, (augmentative and alternative communication modalities. (CLO 1-4)
* **Standard IV-D:** For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (CLO 1-6, 9)
* **Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct. (CLO 4-7, 9)
* **Standard IV-F:** The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (CLO 4-9)
* **Standard IV-G** The applicant must have demonstrated knowledge of contemporary professional issues. (CLO 6, 7, 9)
* **Standard V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (CLO 1-9)
* **Standard V-B:** The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skill outcomes; evaluation, intervention, interaction and personal qualities. (CLO 1-9)

### Dispositions

Graduates of the SJSU Communicative Disorders & Sciences Department will evidence a professional and personal commitment to ethical conduct, equity and social justice, reflective practice, and the “unconscious expectation of academic excellence.” Professional dispositions are evidenced as follows:

* Commitment to ethical conduct: candidates demonstrate professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality.
* Commitment to equity and social justice: candidates recognize and oppose social injustice in themselves, their institutions and professional environment.
* Commitment to reflective practice: candidates systematically and regularly reflect on their practice with an aim to continuous improvement.
* Commitment to the belief that every person can learn to use his/her mind well: candidates value diversity and accept responsibility to facilitate learning for all students.

**Required Texts and Readings**

## Textbook

* Stone, C. Addison, Silliman, Elaine, Ehren, Barbara, Wallach, Gerldine (editors) (2014). *Handbook of Language & Literacy* (2nd ed.). New York: Guilford Press. (ISBN-13: 978-1-4625-2748-9)

**Supplementary Text:**

* Kamhi, A.G. & Catts, H. W. (2012 ). *Language and Reading Disabilities (3rd. ed.)* Boston: Pearson (ISBN-13: 978-0-13-707277-2)

### Useful Resources

Library Liaison

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

Additional Support

* [SJSU Accessible Education Center](http://www.sjsu.edu/aec/): http://www.sjsu.edu/aec/
* [King Library: Communicative Disorders and Sciences Services](http://libguides.sjsu.edu/CDS): http://libguides.sjsu.edu/CDS
* [Writing Center](file:///C:\Users\Elizabeth%20Tu\AppData\Local\Temp\Writing%20Center): http://www.sjsu.edu/writingcenter/
* [Counseling and Psychological Services](http://www.sjsu.edu/counseling): http://www.sjsu.edu/counseling
* [Peer Connections](http://peerconnections.sjsu.edu/): http://peerconnections.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 from Credit Hour link on [Fall 2016 policies and procedures page](http://info.sjsu.edu/static/catalog/policies.html) at http://info.sjsu.edu/static/catalog/policies.html. This list consists of policies and procedures related to students.

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

* **Assignments.**

**Textbook Review Quizzes (12 worth 10 points each) 120 points**

A textbook has been chosen to facilitate both knowledge acquisition and information from research. Students are expected to read the assigned chapters prior to each weekly class. During class time, a power-point structure will be used to support, explain and foster dialogue about the information in the chapter. At the end of each class, there will be a fifteen-minute open book review of the information covered that week. I have organized the chapters according to a particular theme for each week. I have identified 3 or 4 chapters that cover information in that chapter, but only one or two chapters MUST be read. Skim, read any introductions, summaries and conclusions for the others. The key vocabulary and key concepts will be reviewed for all chapters. (CLO 1-6)

**Chapter Key Vocabulary and Key Concepts (10 points each for key terms and concepts review) 30 points**

Each student will be assigned one chapter for identification of at least 5 key vocabulary terms and 5 key concepts in the chapter. Points will be based on the quality and number of items provided in the overview. **This is due on Sunday evening 2/4 by 5:00**. I will provide a Google Doc and a sample chapter (#1) for you to follow. (CLO 1-9)

**Classroom Visit 30 points**

Before 3/6, you will need to schedule a visit to a classroom. You can pick the age group. I will provide you with a sheet of question to ask. Your focus needs to be about literacy. Spend about one hour and also figure out a way to talk with the teacher. The questions will include information about the reading program that is being used, how students are involved in formative and summative assessment, what support is provided for students who have difficulty with literacy etc. (CLO 3, 6, 8)

**Book Review 10 points**

Each student will read and review the book “Hot Dogs and Hamburgers”. This will be provided. (CLO 6-8)

**Midterm-Presentation 30 points**

Each student will choose a book and share it with the class. The review will be written and also include a brief oral presentation no longer than five minutes. Written information will include the name of the book, the author, key vocabulary, expected age group, why it was chosen, skills that can be developed through its use, and key factors in shared book reading. (CLO 7-9)

**Lesson Plan 30 points**

Each student will choose a technique, technology application, or some other material and develop a lesson. The final lesson will be presented to the class and include the student goal, objectives, actual introduction to the lesson, key vocabulary, role of the SLP, rationale for choosing this particular lesson, and a brief research rationale for this choice. A template will be provided. (CLO 6, 8, 9)

**Final Exam - (50 points)**

This will be a 50 item (multiple choice, true/false, fill in the blanks) review of information from the chapter reviews, key vocabulary and key concepts. (CLO 1-9)

**Grade Appeals:** The instructor welcomes an appeal to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned.

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.

**Grading Information: Determination of Grades**

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| ASSIGNMENT | Points |
| Textbook Review | 120 |
| Key Vocabulary and Key Concepts | 30 |
| Book Review | 10 |
| Classroom Visit Write up | 30 |
| Mid-Term Exam Presentation | 30 |
| Literacy Lesson Plan | 30 |
| Final exam | 50 |
| TOTAL | 300 |

Grades will be based on points applied to the rubrics presented for each assignment or for the actual points achieved on the examination.

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| A+ = 96.5 to 100 % | A = 92.5 to 96.4% | A- = 89.5 to 92.4% |
| B+ = 86.5 to 89.4% | B = 82.5 to 86.4% | B- = 79.5 to 82.4% |
| C+ = 76.5 to 79.4% | C = 72.5 to 76.4% | C- = 69.5 to 72.4% |
| D = 59.5 to 69.4% | F = < 59.4% |  |

**Classroom Protocol**

Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

*Assignment Due Dates*: All assignments are due on the dates listed.

*Attendance/Participation*: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Students will complete the assigned readings and study questions prior to each class. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions.

*Writing Requirements*: Students should adhere to the APA (American Psychological Association) Manual. Primary sources should be used; a secondary source is allowed when the primary source is not available or written in a non-English language. The APA Manual is available in the King library.

*Consent for Recording of Class and Public Sharing of Instructor Material:* 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.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student’s own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. 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.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

**College and Department policies**

**Vision Statement**: The faculty of the College of Education at San José 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 Statement - 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.

**HIPAA**

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

### 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

### 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.

EDSP 222 – Tuesday 9:00-11:45 and 4:00-6:45

Spring 2018 schedule is tentative, and subject to change with advance notice in class and/or via course website.

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|  |  | Class Topics | Homework – MUST read chapters with \* |
| 1 | 1/30 | * Course Requirements * Background info about learning (Chapter 1) * Eligibility | Read entire Chapters 11\*, 34\* for next week |
| 2 | 2/6 | * RTI * Shared book reading and the role of the child * Review quiz 1 | Read entire Chapter 9\* for next week  Skim, read summary and conclusions for Chapters 14, 21 |
| 3 | 2/13 | * Vocabulary and words in reading * Review quiz 2 | Read Chapter 13\* for next week  Skim, read summary and conclusions for Chapters 15, 16 |
| 4 | 2/20 | * Phonology, Syntax, Morphology * Review quiz 3 | Read Chapters 18\* 19\* for next week |
| 5 | 2/27 | * Comprehension and Executive Functioning * Review quiz 4 | Read Chapter 27\*, 30\* for next week |
| 6 | 3/6 | * Writing and Spelling * Review quiz 5 | Classroom visit summary due |
| 7 | 3/13 | * Mid-term Presentations | Read Chapter 17\*, 33\* for next week |
| 8 | 3/20 | * Academic Difficulties/Adolescents-Common Core * Review quiz 6 | Have a good break |
|  | 3/27 | Break | Read Chapters 22\*, 25\*, 28\*, 31\* for 4/3 |
| 9 | 4/3 | * Assessment of Reading, Spelling and Words * Review quiz 7 | Read Chapters 23\*, 26\* for next week  Skim, read summary and conclusions for Chapter 29. 32, |
| 10 | 4/10 | * Intervention * Review quiz 8 | Read Chapter 8, for next week  Skim, read summary and conclusions for Chapters 4, 12, 20 |
| 11 | 4/17 | * Second language Issues * Review quiz 9 | Read Chapter 10\* for next week  Skim, read summary and conclusions for Chapters 23, 24 |
| 12 | 4/24 | * Language Impairment and Learning Disabilities * Review quiz 10 | Read Chapter 7\* for next week |
| 13 | 5/1 | * Digital Issues – Lesson Plans * Review quiz 11 | Read Chapter 5\*, 6\* for next week |
| 14 | 5/8 | * Research – Lesson Plans * Review quiz 12 | Study for Exam |
| 15 |  | Exam TBD |  |

**REQUIREMENTS FOR EDSP 222 – Tuesday 4:00-6:45**

**You will only attend class 4 or 5 times. However, you are expected to do all readings, watch the powerpoint and complete your review. The review will be posted from 6:15-6:45 each Tuesday when you are not in class. You will also be expected to complete one other activity similar to the activity that is being completed by the students in the classroom. These activities need to be sent in by 6:00 PM on the Thursday following the class.**

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|  |  |  | Activity |
| 1 | 1/30 | * Course Requirements * Background info about learning (Chapter 1) * Eligibility Class at SJSU | Read entire Chapters 11\*, 34\* for next week |
| 2 | 2/6 | * RTI * Shared book reading and the role of the child Class at SJSU * Review quiz 1 | Read entire Chapter 9\* for next week  Skim, read summary and conclusions for Chapters 14, 21 |
| 3 | 2/13 | * Vocabulary and words in reading * Review quiz 2 | Read Chapter 13\* for next week  Skim, read summary and conclusions for Chapters 15, 16  Watch Videos – write one page reflection about – you decide |
| 4 | 2/20 | * Phonology, Syntax, Morphology * Review quiz 3 | Read Chapters 18\* 19\* for next week  Find three worksheet lessons on phonemic awareness. Send them to me. Give sources. |
| 5 | 2/27 | * Comprehension and Executive Functioning * Review quiz 4 | Read Chapter 27\*, 30\* for next week  Find a story from Readworks with comprehension questions. Develop a lesson using those materials. You can pick the grade level etc. |
| 6 | 3/6 | * Writing and Spelling * Review quiz 5 | Classroom visit summary due  Watch additional ppt. on Writing  Choose a Spelling list for one grade level – Analyze the structure of the chosen words. What elements do you see, word families etc. |
| 7 | 3/13 | * Mid-term Presentations Class at SJSU | Read Chapter 17\*, 33\* for next week |
| 8 | 3/20 | * Adolescents – Academic Learning – Common Core * Review Quiz 6 | Look up one Grade level of Academic Vocabulary – Forward list to me. I will assign the Grade levels. |
|  | 3/27 | Break | Read Chapters 22\*, 25\* 28\*, 31\* for 4/3 |
| 9 | 4/3 | * Assessment * Review quiz 7 | Read Chapters 23\*, 26\* for next week  Skim, read summary and conclusions for Chapter 29. 32,  Summarize one assessment that you conducted. What worked, what didn’t. |
| 10 | 4/10 | * Intervention * Review quiz 8 | Read Chapter 8, for next week  Skim, read summary and conclusions for Chapters 4, 12, 20  Watch a lesson and summarize the techniques, objectives, any other things you notice, critique it. |
| 11 | 4/17 | * Second language Issues * Review quiz 9 | Read Chapter 10\* for next week  Skim, read summary and conclusions for Chapters 23, 24  Read article on second language learners – Reflect on it |
| 12 | 4/24 | * Language Impairment and Learning Disabilities * Review quiz 10 | Read Chapter 7\* for next week  Watch videos - <https://www.youtube.com/watch?v=IEpBujdee8M>  <https://www.youtube.com/watch?v=_dPyzFFcG7A> reflect on the TED talk |
| 13 | 5/1 | * Digital Issues – Lesson Plans Class at SJSU * Review quiz 11 | Read Chapter 5\*, 6\* for next week  Identify ten websites for SLPs – choose one activity that you think is helpful. |
| 14 | 5/8 | * Research – Lesson Plans Possible Class SJSU * Review Quiz 12 | Read a Quick Read – summarize it  Study for Exam |
| 15 |  | Exam TBD |  |