SAN JOSE STATE UNIVERSITY
LURIE COLLEGE OF EDUCATION
EDSP 259 – SEMINAR IN DEVELOPMENTAL LANGUAGE DISORDERS
AND INTERVENTION STRATEGIES

FALL 2017

Course and Contact Information

Instructor: Dr. Jean M. Novak, Ph.D., CCC-SLP, Professor of Speech Pathology

Office Location: Sweeney Hall 118B

Telephone: (408) 924-3671

Email: jean.novak@sjsu.edu
All emails must include a contact number in order to receive a response—
I check emails Monday - Thursday, 9:00 a.m. to 5:00 p.m.

Office Hours: Tuesdays, 8:00 a.m. to 9:00 a.m. and Noon to 1:00 p.m., by apptmt.
[See University Policy S12-1 at http://www.sjsu.edu senate/docs/S12-1.pdf for guidelines]

Class Days/Time: Tuesdays, 4-6:45 (Section 1)

Classroom: Sweeney Hall

Prerequisites: EDSE 102, EDSP 124; EDSP 125 or Consent of Instructor

Course Description
Neuropsychological, cognitive and linguistic correlates of developmental language
disorders which underlie the competencies to diagnose and provide treatment for children
and adolescents with language impairments are presented.

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 CD&S Mission Statement
The mission of the CD&S 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.
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 Standards 22, 23, and 24.

Upon successful completion of this course, students will have been educated by the following standards:

1. **Standard 22: Speech and Language Disorders**
   Understanding of speech, language, and hearing disorders, including but not limited to disorders of language, articulation, fluency, voice, and hearing. Comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals with autism, cerebral palsy, hearing impairment developmental disabilities, learning disabilities, and traumatic brain injury.

2. **Standard 23: Evaluation of Speech and Language Disorders**
   Proficiency in the assessment, selection, and development of augmentative and alternative communication systems and the training of clients in their use.

3. **Standard 24: Management of Speech and Language Disorders**
   Knowledge of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.

Competencies

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

1. Know normal early neurological development and function.
2. Know normal developmental patterns of language and cognitive systems.
3. Know normal perceptual development patterns.
4. Know abnormal early neurological development and function, including “at risk” criteria.
5. Know abnormal developmental patterns of language and cognition.
6. Know patterns of abnormal perceptual development.
7. Know characteristics of different groups of language disordered children.
8. Understand tests and techniques used to differentially diagnose children with language disorders and from various cultural backgrounds.
10. Adapt management techniques to various handicapping conditions.
11. Use understanding of cultural and linguistic differences when selecting and adapting intervention methods and strategies.
12. Demonstrate effective decision making skills for evaluation and treatment problems of language disordered children.
Textbooks/References

**Recommended Textbooks**


**References**


References for specific disorders will be provided in class as needed.

**JOURNALS:**

*American Journal of Speech Pathology*

*Archives of Pediatric and Adolescent Medicine*

*Child Psychiatry and Human Development*

*Developmental Neuropsychology*

*International Journal of Language and Communication Disorders*

*Journal of Childhood Communication Development*

*Journal of Communication Disorders*

*Journal of Learning Disabilities*

*Journal of Speech and Hearing Research*

*Seminars in Speech and Language*

*Topics in Language Disorders*

**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* at http://www.sjsu.edu/senate/docs/S12-3.pdf.
CLASS REQUIREMENTS and ASSIGNMENTS

A. GROUP PANEL – Oral Presentation (assigned dates) (100 points)
1. Select a language disorder topic area (see schedule page).
   Formal presentation with outlines, overheads, handouts, power point
   LAPTOP PROJECT – wireless presentation – POWER POINT
   Length: Full class period
   Information to be provided to me - hard copy BINDER to include:
   a. Current research articles re: topic area
   b. Introduction/Background Information
   c. Evaluation Procedures
   d. Therapy Techniques (Main Focus)****
   e. Present a least one case study
   f. Language and cognitive behavior
   g. Implications/Future research
   h. Creativity is the key (guest speaker, video, computer)
   i. Include cooperative learning activity for class
   j. Conclusion/Review of information presented
   k. Questions from class
   l. WRITTEN OUTLINE MUST BE SUBMITTED (1 week before the presentation)
   m. Power point outline to be included in binder
   n. Class to receive binder information on canvas by MONDAY

2. 3-4 members/group (depending on class size)
   Each group must work together to orchestrate the presentation. The
   presentation should not be divided into sections with specific individuals
   responsible for specific areas, but the group should plan the presentation
   together. For example, if one individual is unable to present, then the rest
   of the group can take over that presentation. The importance of this
   project is the focus on “the team.” Team work and team concepts need to
   be developed. This is not a project to be done alone (80 points are group
   effort, 20 points are for individual presentation). The group must be
   cohesive and the presentation needs to flow in an organized, sequential
   manner. Use of the computer is vital for this project – it will eliminate the
   need to meet face to face and have to schedule unnecessary meetings on
   campus or elsewhere.

B. INDIVIDUAL WRITTEN PROJECT OR SOCIAL STORY PROJECT
(100 points) – Hard Copy
1. Select the language area of group presentation
2. Prepare training manual for parents or teachers on your topic area
3. Manual should include: (this is an individual project)
   Title page, table of contents, acknowledgements, body of text (age level,
   background information re: disorder, assessment issues, intervention
techniques/recommendations – suggestions for accommodations),
resources, references
4. Maximum pages: 20 (Do not use direct book copies, use own words)
5. SOCIAL STORY PROJECT will be discussed in Class.

C. EXAMINATIONS (100 points each)
1. Midterm (oral)
2. Final (take home)
3. The Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.

NOTE that University policy F69-24 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
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 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
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<tbody>
<tr>
<td>Exam #1</td>
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<tr>
<td>Exam #2</td>
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<tr>
<td>Panel</td>
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<tr>
<td>Training Manual</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
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</tbody>
</table>

| A+    | 98-100 |
| A     | 94-97  |
| A-    | 90-93  |
| B+    | 87-89  |
| B     | 94-86  |
| B-    | 90-83  |
| 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.

**Course Success**
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**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.

**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, 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 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 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, 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.”
  o 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.
  o 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 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 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 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 (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 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 at http://peerconnections.sjsu.edu for more information.

**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 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.)

**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 at http://www.sjsu.edu/counseling.
EDSP 259 – Section 1: Fall 2017

Below is a tentative course schedule; it is subject to change with fair notice. If the schedule is changed, you will be notified in class or via email.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Review of Language Acquisition/Language Disorders</td>
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<tr>
<td>3</td>
<td>9/12</td>
<td>Assessment &amp; Intervention Considerations</td>
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<tr>
<td>4</td>
<td>9/19</td>
<td>ADHD Presentation</td>
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<tr>
<td>5</td>
<td>9/26</td>
<td>EXAM #1</td>
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<tr>
<td>6</td>
<td>10/3</td>
<td>Panel Group Meetings</td>
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<tr>
<td>7</td>
<td>10/10</td>
<td>PANEL #1: Infants: FAS</td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>Multicultural Presentation</td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>Prepare Panel presentation: no class</td>
</tr>
<tr>
<td>10</td>
<td>10/31</td>
<td>PANEL #2: Down Syndrome/Genetics</td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>PANEL #3: Cerebral Palsy</td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td>PANEL #4: Autism</td>
</tr>
<tr>
<td>13</td>
<td>11/21</td>
<td>No Class-Work on Take Home Exam</td>
</tr>
<tr>
<td>14</td>
<td>11/28</td>
<td>PANEL #5: Central Auditory Processing Disorders</td>
</tr>
<tr>
<td>15</td>
<td>12/5</td>
<td>PANEL #6: Adolescents</td>
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</tbody>
</table>

**Final Exam**

FINAL EXAM DATE ____________ TIME ______________ ROOM ____________