Hybrid Course:
- Weekly Canvas / WebEx Assignments
- In-Class Sessions: Sept. 13, Oct. 10, Nov. 15
- Weds 7:00pm – 9:45 p.m., SH 212

Office Hours: by appt.
E-Mail: alicia.henderson@sjsu.edu

COLLEGE MISSION
The mission of the College of Education is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in our culturally diverse, technologically complex global community.

DEPARTMENT MISSION
The mission of the Department of Special Education is to prepare professionals to be competent in educating individuals with special needs from birth to adulthood across a variety of environments. We accomplish this goal in collaboration with faculty members from the Department of Teacher Education and service providers. Together we promote excellence and equity in our curriculum for all students.

COURSE CONTENT, STRUCTURE, AND DESCRIPTION
This course will cover fundamental perspectives and theories, and convey basic knowledge and information on the broad topic of Speech and Language. It will include discussions on the unique characteristics of human speech, and guide students on a theoretical journey through the topic of Language Acquisition, beginning with the Behaviorist Interpretation, and continuing through the Nativist Interpretation, the Generative Semantics Interpretation, the Cognitive Interpretation, the Information
Processing Interpretation, the Pragmatics Revolution, and the Social Interactionist Interpretation. The course will also encompass the development of speech and language in children from birth to adulthood as we strive to understand how speech and language interact as processes within the broader process we know as Communication. We will examine the building blocks of speech, and consider the regional, social and cultural differences inherent in language diversity, including dialects and vernacular speech. Finally, the course will examine the impact and influence of bilingualism on the changing face of America, the challenge of speech and language disorders, the role of Speech and Language in the acquisition of Literacy, and the anatomical and physiological bases of Speech, Language, and Hearing.

This is a hybrid course format with a combination of weekly Canvas assignments, WebEx sessions, readings and video assignments, along with 3 in-class sessions which are required. Students will be expected to participate maximally, and to contribute to the dissemination of knowledge during sessions.

CORE STANDARDS FOR M/M DISABILITIES SPECIALIST CREDENTIALS ADDRESSED IN COURSE:
The Course is designed so that participating students will meet the requirements to satisfy the State of California core curriculum standards when applied to the area of Speech and Language.

CCTC STANDARDS
STANDARD 10....Professional, Legal and Ethical Practices
Knowledge of Ethical Standards, Professional Practices, Laws and Regulations related to services for individuals with Disabilities. Applying the highest standards of professional conduct.
STANDARD 11… Typical and Atypical Development

Prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.

STANDARD 12....Educating Diverse Learners with Disabilities
Understanding Causes of Speech and Language Disorders

NEW STANDARD 13…. Preparation to Teach English Learners
Readings discussing and describing the needs of individuals with disabilities who are English learners, and techniques and strategies for teaching them to maximize their development of speech and language.

STANDARD 15....Current and Emerging Research and Practices
Exploring Best Practice in understanding the role of speech and language in developing communication skills verbally and in writing.

STANDARD 17...Assessment, Curriculum, and Instruction
Basic Principles of curriculum and Instruction appropriate for individuals with diverse backgrounds, varying speech, language and cognitive abilities, and special needs.
STANDARD 22....Assessment and Evaluation of Students
Field Study on a student with a speech and language challenge involving assessment, diagnosis, treatment and evaluation of the student.

COURSE GOALS AND COMPETENCIES
The Course prepares candidates to adjust developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions. It helps students to understand the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development of language. Finally, it prepares candidates to provide information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress with regards to speech and language.

REQUIRED TEXT


Note: The 9th edition is required because previous editions do not contain the important revision in Chapter 11 (Second Language Acquisition).

COURSE ACTIVITIES AND ASSIGNMENTS

1. **Weekly Reading and Reflections**: Complete reflections for each chapter in text. Submitted on Canvas.

2. **Assigned Discussions for Web Ex sessions, Readings, Videos**: Submitted on Canvas.

3. **In-Class Joint Production Activities (JPAs)**. Based on course content. Preparation includes readings and directions as provided in Canvas. These can only be completed in class (no make-ups)

4. **Final Project**: Case study of student with speech or language challenge. Submitted on Canvas.
GRADING CRITERIA

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Reflections (11)</td>
<td>110 (11x10)</td>
</tr>
<tr>
<td>Discussions: Web Ex / Video / Readings - (3)</td>
<td>30 (3x10)</td>
</tr>
<tr>
<td>JPAs (3)</td>
<td>45 (3x15)</td>
</tr>
<tr>
<td>Final Project (1)</td>
<td>15 (1x15)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
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95 – 100% = A
90 – 94% = A-
87 – 89% = B+
84 – 86% = B
80 – 83% = B-
77 – 79% = C+
74 – 76% = C
70 – 73% = C-
65 – 69% = D
<65% = F

Incompletes will be granted only if 80% of the work has been done.

GRIEVANCE PROCEDURES
A copy is available online at www.sjsu.edu under “Students' Rights and Responsibilities”

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. University policy requires that students register with the Disabilities Resource Center to receive accommodations and support.

PLAGIARISM
University regulations require that instructors report any instance of academic dishonesty to the Judicial Affairs Officer. One form of academic dishonesty is plagiarism – taking ideas, writing, or work from another person or source and representing them as one’s own. Plagiarism includes both having someone else write your papers and cutting/pasting from the Internet. For advice on how to avoid plagiarism, consult the following website:
http://owl.english.purdue.edu/handouts/research/r_plagiar.html
KNOWLEDGE BASE
The Development of Language
Communication Development in Infancy
Atypical Language Development
Morphology and Syntax
Language & Literacy in the School Years
Language in Social Contexts
Developments in the Adult Years
Theoretical Approaches to Language Acquisition
Bilingual Education
Dialects; The Vernacular
Phonological Development
Semantic Development
The Anatomical and Physiological Bases of Speech, Language and Hearing
Speech and Language Disorders