San José State University
Special Education Department
EDSE 102, Speech and Language Development, Section 80, Fall 2019

Course and Contact Information

Instructor: Alicia Henderson, Ph.D., CCC-SLP
Office Location: SH 204
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Email: alicia.henderson@sjsu.edu
Office Hours: By appointment
Class Days/Time: Online
Classroom: https://sjsu.instructure.com/courses/1328255

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 Special Education Mission
The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula by infusing evidence-based practices endorsed by national organizations in the field of Special Education.

Course Format
This course utilizes an online classroom delivery format. Internet connectivity and access to a technological device such as computer is required. The SJSU Canvas platform is required as the course management system. Participation includes readings, course assignments and activities on Canvas. All course requirements are to be submitted in Canvas.

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

Course Learning Outcomes (CLO)

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 Standard 12 and 20. Upon successful completion of this course, students will have been educated by the following standards:

**Standard 10: Professional, Legal and Ethical Practices.** Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

**Standard 12: Educating Diverse Learners with Disabilities.** Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and appropriate to develop communication skills. Each candidate applies principles of equity and analyses the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

**Standard 13: Special Education Field Experiences with Diverse Populations.** The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.

**Standard 17: Assessment, Curriculum, and Instruction (Core for all credentials).** Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for Language Development in Children, EDSP 102, Fall 2015 Page 2 of 9 planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

**Standard 20: Speech, Language, and Hearing Acquisition.** Each candidate exhibits knowledge of the development and acquisition of speech, language and hearing skills, including language difference/dialectical variation and second language acquisition.

**Standard 22: Assessment and Evaluation of Students.** Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and
evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, social/behavioral performance-based, social, communication, vocational, and community life skill needs of students, and the outcomes of instruction.

**Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities.** The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

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

1. Define common linguistic terminology.
2. Understand the most prevalent theories of language acquisition.
3. Describe the stages of normal language development from preschool to the young adult years.
4. Understand the relationship between language acquisition and biological processes, cognitive development, and the environment.
5. Identify factors which influence language problems.
6. Understand linguistic diversity of different cultural groups.

**Required Text / Readings**

**Textbook**


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

**Other Readings**

Additional readings and videos are in Canvas

**Course Requirements and Assignments**

1. **Chapter Quizzes** (11): Complete the quiz for each chapter in the text. The quiz may be re-taken to improve the score. Submit on Canvas.

2. **Chapter Questions** (11): Write a short essay response to questions for each chapter in the text. Submit on Canvas.

3. **Application Assignments** (3): To demonstrate knowledge of major concepts. Submit on Canvas.

4. **Discussion Assignments** (3): To demonstrate understanding & share ideas on major topics. Submit on Canvas.

5. **Final Project** (1): Case study of student with speech or language challenge. Submit on Canvas.
Grading Information

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes (11)</td>
<td>110 (11x10)</td>
</tr>
<tr>
<td>Chapter Questions (11)</td>
<td>110 (11x10)</td>
</tr>
<tr>
<td>Discussions (3)</td>
<td>45 (3x15)</td>
</tr>
<tr>
<td>Application Projects (3)</td>
<td>90 (3x30)</td>
</tr>
<tr>
<td>Final Project (1)</td>
<td>45 (1x45)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400 points</strong></td>
</tr>
</tbody>
</table>

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

Determination of Grades
Grades are determined according to scores earned for assignments (in Canvas). Chapter quizzes will be open through December 2, and the highest quiz score will be used for grading. All other assignments must be completed by the due dates. Late work is only accepted due to an extenuating circumstance upon instructor approval, and is subject to a 50%-point penalty.

Classroom Protocol
Students are expected to keep abreast of course requirements, timelines and updates by regularly reading communications from Canvas. Students are expected to complete assignments on time, and participate in class activities, discussions, and projects as defined in the syllabus.

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. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. 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 address the issue, it is recommended that the student contact the Department Chair as the next step.
Workload and Credit Hour Requirements
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 fieldwork, group assignments, internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation
Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu/senate/docs/F15-3.pdf

Accommodation to Students’ Religious Holidays
University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, 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. 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 F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

**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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

**Student Technology Resources**

Computer labs and other resources for student use are available in

- [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall
- [Academic Technology Computer Center](http://www.sjsu.edu/at/hd/) on the 1st floor of Clark Hall
- [Associated Students Computer Services Center](http://as.sjsu.edu/ascsc/) on the 2nd floor of the Student Union
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center)
- [Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studymeting-room/computers-king-library)

Additional computer labs may be available in your department/college

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 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.

SJSU Counseling and Psychological Services
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at http://www.sjsu.edu/counseling

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 at http://www.sjsu.edu/gup/syllabusinfo/
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | Aug 26         | *The Development of Language: An Overview and a Preview*  
Chapter 1 Quiz & Questions |
| 2    | Sept 2         | *Communication Development in Infancy*  
Chapter 2 Quiz 2 & Questions |
| 3    | Sept 9         | *Phonological Development: Learning Sounds and Sound Patterns*  
Chapter 3 Quiz 3 & Questions |
| 4    | Sept 16        | *Semantic Development: Learning the Meanings of Words*  
Chapter 4 Quiz & Questions, Application Project #1 |
| 5    | Sept 23        | *Putting Words Together: Comprehension and Production of Morphology in the Preschool Years,*  
Chapter 5 Quiz & Questions |
Chapter 6 Quiz & Questions, Application Project #2 |
| 7    | Oct 7          | *Theoretical Approaches to Language Acquisition*  
Chapter 7 Quiz & Questions |
| 8    | Oct 14         | *Variation in Language Development: Implications for Research and Theory,*  
Chapter 8 Quiz & Questions, Application Project #3 |
| 9    | Oct 21         | *Atypical Language Development*  
Chapter 9 Quiz & Questions |
| 10   | Oct 28         | *Language and Literacy in the School Years*  
Chapter 10 Quiz & Questions |
| 11   | Nov 4          | *Bilingual Language Development*  
Chapter 11 Quiz & Questions |
| 12   | Nov 11         | *Theories of Language Development*  
Discussion #1 |
| 13   | Nov 18         | *Communication Skills for Students on the Autism Spectrum*  
Discussion #2 |
| 14   | Nov 25         | Thanksgiving Week |
| 15   | Dec 2          | *Communication Skills for Students with Hearing Loss*  
Discussion #3 |
| 16   | Dec 9          | Finals Week  
Final Project Due |