San José State University
Lurie College of Education, Department of Special Education
EDSE 102: Speech, Language, and Typical/Atypical Development

Course and Contact Information
Instructor: Saili S. Kulkarni, Ph.D. (she, her, hers)
Office Location: Lurie College of Education, Sweeney Hall Room 221
Telephone: (408) 924-3313
Email: saili.kulkarni@sjsu.edu
Office Hours: Wednesdays 1:00-3:00 PM
Class Days/Time: Wednesdays 4:00-6:45 PM
Classroom: Sweeney Hall Room 230

Course Format: Hybrid
This course will adopt a hybrid delivery format. Students will need access to a computer or tablet device with internet connectivity. Students are expected to complete the lecture and reading activities in the “online weeks” to be ready to engage in active activities in class.

Computer labs for student use are available in the Academic Success Center (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.

Canvas Learning Management System
All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the Canvas Student Resources (http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html).

Course Description (from SJSU Catalog)
This course will address the developmental levels of speech, language, and communicative competence including dialectical variations, an introduction to second language acquisition and communication disorders. The course will provide a foundation for language assessment and development.

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Course Goals:
There are four goals for this course.
1. Students will develop knowledge of typical and atypical development and the role of special education services in supporting individuals who are experiencing atypical development.
2. Students will focus on the development of communicative competence, with a particular focus on the way in which speech and language develop and influence each other. As part of our discussion we will consider dialectal variations, second language acquisition, and the impact of communication disorders on an individual’s ability to interact with and successfully express him or herself to others.
3. Students will gain an understanding of dis/ability with a particular emphasis on social, historical, political and economic contexts. Through readings, lectures, and activities, students will study how disability intersects with other social markers (race, culture, language, gender, sexuality) to inform identity formation for individuals with disabilities. In particular, we will center race as it intersects with disability.
4. Students will study how dis/ability labels impact individuals in school and societal contexts.

California Council on Teacher Credentialing (CCTC) Standards

In compliance with the California Teacher Credential Commission’s Teaching Performance Expectations (TPEs) for the Single Subject Credential Program and Program Standards for the Education Specialist Instruction in Mild to Moderate Disabilities Credential Program, students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards and Teaching Performance Expectations:

Program Standard 3: Educating Diverse Learners

Program Standard 11: Typical and Atypical Development

Multiple Subject and Single Subject Teaching Performance Expectations
http://www.sjsu.edu/specialed/programs/teaching-performance-expectation-for-teacher-educator/

TPE 1: Engaging and Supporting All Students in Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students TPE 6:

Developing as a Professional Educator
SJSU Studies – SELF, SOCIETY, & EQUALITY IN THE U.S. (Area S)

General Education Learning Outcomes (GELOs)

After successful completing the course, students shall be able to:
1. Describe how identities (i.e., gender, language, racial, class, sexual orientation, disability and/or age) are shaped and constructed in society;
2. Describe historical, social, political, and economic processes producing diversity, equity, and inequities;

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3. Describe social movements and activism that has led to greater equity in the U.S.
4. Embrace differences across social identities (gender, race, language, culture, sexuality, dis/ability).

Program Learning Outcomes (PLOs)

1. Students assess and identify the educational needs and strengths of students with disabilities.
2. Students develop Individualized Education Programs (IEP), Individual Family Service Plans (IFSP), and Individualized Transition Plans (ITP) with educational team members to meet the unique needs of students with disabilities from diverse linguistic and cultural backgrounds as appropriate to their credential.
3. Graduates align instruction with general education curricula and/or preschool foundations in the Individual Education Program, Individual Family Service Plan, and/or Individual Transition Plan as appropriate to their credential.
4. Graduates integrate culturally sustaining pedagogies and family perspectives into all aspects of instruction, including assessment and intervention.

Course Learning Outcomes (CLO)

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

1. Describe how cultural and social variables influence the identity and behavior of individuals with disabilities and recognize and describe structured inequalities and struggles related to disability in racial, ethnic, and cultural groups
2. Understand the heterogeneous world of disability and describe how religion, gender, ethnicity, race, class, sexual orientation and age influence the experiences of persons with disabilities in the U.S. in terms of equality and inequality
3. Understand how past/current social, historical, political, and economic processes have affected the rights and experiences of persons with disabilities in the US in terms of equality and structured inequality and the role they have played in formal/informal public policies and practices that lead to greater equality and social justice for person with disabilities in the US
4. Define common linguistic terminology and understand the most prevalent theories of language acquisition.
5. Describe the stages of normal language development from preschool to the young adult years and identify challenges that can arise in language acquisition that can lead to speech and language delays or disorders.
6. Understand the relationship between language acquisition and biological processes, cognitive development, and the environment and understand linguistic diversity of different cultural groups.

Required Texts


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

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Group Book Project: *(choose 1 of the following once groups are formed)*


e. Davis, J. (2014). *Spare Parts*. Farrar, Straus and Giroux. [240 pages]—*this year’s campus read!*

**Other Readings and Excerpts (posted on CANVAS)**


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Course Assignments [Total of 300 points]

1. **Reading Reflections (5 @ 10 points each):** Over the course of the semester, students will choose one reading from the assigned reading for each reflection week. They will submit a 1-page summary and 1-page reflection of the reading. Specifically, students should connect reflections to (a) personal lives including experiences with education, and (b) ideas generated about teaching of students with dis/abilities at the intersections of race, language, sexuality, and gender. Note that Group Books (see below) cannot be used for reflections.

   **GELO 1-3, CLO 1-6, TPE 6**
   **High Leverage Practices: HLP4, HLP 6, HLP 7, HLP12, HLP 18, HLP 22**

2. **Group Book Project (100 points):** Students will form groups and choose from 1 of 5 books to complete a semester-long group book project (see choices under Required Readings). Groups will create a reading plan to finish the book over the course of the semester. Books will guide part of in-class sessions. Each individual will conclude by writing a book review of the book due at the end of the semester. The group will also lead a 30-minute course session during our final class.

   **GELO 1-3 CLO 1-3**
   **High Leverage Practices: HLP 1, HLP 2, HLP 4, HLP 7, HLP 8, HLP 12, HLP 13, HLP 14, HLP 15, HLP 16, HLP 17, HLP 22**

3. **Stakeholder Interview and Support (50 points):** Students will choose an educational stakeholder (teacher, family member, or service provider) and conduct a brief interview with them using structured questions that ask about their experiences with people who have dis/abilities at the intersections of race, language, gender, and sexuality. Using the information provided from the interview, students will design a language-based support for a focus student described by the stakeholder.

   **CLO 4-6 PS 3,11 TPE 1,4,6**
   **High Leverage Practices: HLP 1, HLP 2, HLP 3, HLP 4, HLP 5, HLP 6, HLP 7, HLP 12, HLP 13**

4. **Online Discussions on Dis/ability and Special Education (5 @ 5 points each):** Submissions for online course sessions including discussion posts, comments, and activities on Canvas.

   **GELO 1-3 CLO 1-6 PS 3,11 TPE 1,4**
   **High Leverage Practices: HLP 6, HLP 7, HLP 11, HLP 12, HLP 15, HLP 18, HLP 19**

5. **Take Home Final Exam (25 points):** Based on the readings and course discussions over the semester, students will complete a final examination made up of multiple choice, short answer and application questions. Students must complete this exam on Canvas and submit online.

   **GELO 1-3 CLO 1-6 PS 3,11 TPE 1,4**
   **High Leverage Practices: HLP 6, HLP 7, HLP 11, HLP 12, HLP 15, HLP 18, HLP 19**

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Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Reading Reflections (5 total)</td>
<td>16.7%</td>
<td>50 points</td>
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<tr>
<td>Group Book Project</td>
<td>33.33%</td>
<td>100 points</td>
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<tr>
<td>Group Reading Plan (10 points)</td>
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<tr>
<td>Individual Book Review (40 points)</td>
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<tr>
<td>In-Class Session (60 points)</td>
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<tr>
<td>Stakeholder Interview</td>
<td>16.67%</td>
<td>50 points</td>
</tr>
<tr>
<td>Online Discussion Activities (5 total)</td>
<td>8.33%</td>
<td>25 points</td>
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<tr>
<td>Language Development Take Home Final</td>
<td>8.33%</td>
<td>25 points</td>
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293-300 points = A+ [98-100%]  260-268 points = B+ [87-89%]
284-292 points = A [95-97%]     251-259 points = B [84-86%]*
269-283 points = A- [90-94%]    239-250 points = B- [80-83%]

*The special education department requires a B or better in each course in order to count for credit/pass.

Expectations

1. Make efforts to...
   a. Be on time to class. If you arrive late or need to miss class, it is your responsibility to “ask 3 before me” and check with peers about what you missed before directing questions to the professor.
   b. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, I need a written request 48 hours before it is due. Only exceptions include documented emergencies (e.g. illnesses, accidents, family emergencies).
   c. Take a social media break during class. Reduce time you’re on social media apps or other non-class related websites during our time together.
   d. Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.
   e. Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a brave space rather than safe space approach.
   f. Make the most of our space and time together. Engage in the discussion, complete readings.

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’ [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

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# EDSE 102 Course Schedule

*(Readings listed are to be completed prior to class)*

*[Schedule is subject to changes]*

<table>
<thead>
<tr>
<th>Week #/Date</th>
<th>Topics Covered</th>
<th>Readings &amp; Assignments</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>1  August 21st, 2019</td>
<td>Introduction- Course Overview</td>
<td>Submit group reading plan at end of class</td>
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<tr>
<td>2  August 28th, 2019</td>
<td>Historical and Political Processes, Activism and Social Movements</td>
<td>Canvas Readings: Freire Chapter 1; Sapon-Shevin &amp; Lawrence Brown Chapter 5</td>
<td>GELO 1, 2, 3</td>
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<td>Text Readings: Love Chapter 1</td>
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<td><em>Group Book</em></td>
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<td><strong>Reading Reflection 1 Due</strong></td>
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<tr>
<td>3  September 4th, 2019</td>
<td>Disability Categories and Disability Law Language Development Introduction</td>
<td>Canvas Readings: Wright (2010)</td>
<td>GELO 1, 2, 3</td>
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<td>Text Readings: Gleason Chapter 1</td>
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<td><em>Group Book</em></td>
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<tr>
<td>4  September 11th, 2019 ONLINE SESSION</td>
<td>Families, Perspectives and Disability Early Communication Development</td>
<td>Canvas Readings: Freire Chapter 2</td>
<td>PS 3, 11 TPE 4</td>
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<td>Text Readings: Gleason Chapter 2</td>
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<td><em>Group Book</em></td>
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<td><strong>Online Discussion 1 Due</strong></td>
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<td>5  September 18th, 2019</td>
<td>Teacher Roles in Student Academic Language and Social Development</td>
<td>Canvas Readings: Lawrence-Brown and Sapon-Shevin Chapter 1</td>
<td>GELO 1, 2, 3 PS 3, 11 TPE 1, 4</td>
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<td>Text Readings: Love Chapter 2-3</td>
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<td><em>Group Book</em></td>
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<td><strong>Reading Reflection 2 Due</strong></td>
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<tr>
<td>6  September 25th, 2019</td>
<td>Human Language Development (Semantic and Phonological)</td>
<td>Text Readings: Gleason Chapter 5</td>
<td>PS 3, 11 TPE 1, 4</td>
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<td><em>Group Book</em></td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Canvas Readings:</td>
<td>GELO</td>
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| 7 October 2nd, 2019 | *Race, Language Disability and Intersectionality Language Development and Bilingual Language Development* | Hikida & Martinez Chapter 4.  
Text Readings:  
Love Chapter 4-5  
*Group Book* |            |    |     |
|                    |                                              | Reading Reflection 3 Due                                                         |            |    |     |
| 8 October 9th, 2019 | *Language Development and Bilingual Language Development Continued* | Group Book                                                                       |            |    |     |
|                    |                                              | Online Discussion 2 Due                                                         |            |    |     |
| 9 October 16th, 2019 | *Legal Considerations and Equity Language Acquisition* | Gleason Chapter 7  
*Group Book* |            |    |     |
|                    |                                              | Stakeholder Interview Due to Canvas                                             |            |    |     |
| 10 October 23rd, 2019 | *Creating Classroom Communities, Culturally Sustaining Pedagogies* | Alim & Paris Chapter 1.  
Text Readings:  
Love Chapter 7  
Gleason Chapter 7  
*Group Book* |            |    |     |
|                    |                                              | Reading Reflection 4 Due                                                         |            |    |     |
| 11 October 30th, 2019 | *Continued Discussion of Culturally Sustaining Pedagogies, Classroom Examples* | Alim & Paris Chapter 2; Baines Interlude  
Text Readings:  
Gleason Chapter 9  
*Group Book* |            |    |     |
|                    |                                              | Online Discussion 3 Due                                                         |            |    |     |
| 12 November 6th, 2019 | *Language and Literacy in the School Years* | Gleason Chapter 10  
*Group Book* |            |    |     |
<p>|                    |                                              | Reading Reflection 5 Due                                                         |            |    |     |</p>
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<thead>
<tr>
<th>Date</th>
<th>Session Description</th>
<th>Reading Material</th>
<th>Assignments</th>
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</table>
| 13 November 13th, 2019 | ONLINE SESSION                            | **Future Advocacy and Critical Action** by Sapon-Shevin and Lawrence Brown         | Canvas Reading: Sapon-Shevin and Lawrence Brown Chapter 12  
Text Readings: *Group Book* | GELO 1-4  
PS 3,11  
TPE 1,4,6 |
| 14 November 20th, 2019 | ONLINE SESSION                            | **Prepare for In-Class Discussion Leads**                                        | Text Readings: *Finish Group Book*                | **Online Discussion 4 Due** |
| 15 November 27th, 2019 | NO CLASS-THANKSGIVING HOLIDAY              |                                                                                  |                                                  |                           |
| 16 December 4th, 2019 | ONLINE SESSION                            | **Class Book Discussion Leads**                                                  | **Book Reviews Due by Midnight to Canvas**        | **In-Class Discussion Leads** |
| FINALS WEEK NO CLASS | December 11th, 2019                        | **Final Exam Overview**                                                          | **Take Home Final Due to Canvas by Midnight!**    | GELO 1-4  
PS 3,11  
TPE 1,4,6 |