San José State University
Special Education Department
EDSE 102 - Speech and Language Development
Spring 2020

Course and Contact Information

Instructor: Alicia Henderson, Ph.D., CCC-SLP
Telephone: (408) 924-3707
Email: alicia.henderson@sjsu.edu
Office Location: SH 235
Office Hours: By Appointment
Class Days/Time: Online

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 a 100% 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
This course will provide an understanding of child language development and all parameters that are involved in developing a language from infancy through the adolescent years. This course will also provide you with an understanding of language disorders, including the conditions and symptoms associated with disordered language development.

You will gain an understanding of how language disorders affect the lives of infants, children and adolescents, and families. This course will expose you to developmental assessment strategies, intervention and collaboration strategies for assisting children, their families and teachers to enhance overall communication skills.

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.

California Council on Teacher Credentialing (CCTC) 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.
- Standard 12: Educating Diverse Learners with Disabilities.
- Standard 13: Special Education Field Experiences with Diverse Populations.
- Standard 17: Assessment, Curriculum, and Instruction (Core for all credentials).
- Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities.

**American Speech-Language Hearing Association (ASHA) Knowledge And Skills Acquisition (KASA) Standards to be achieved:**

**IV-B** Demonstrate 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 life span.

**IV-C** Demonstrate 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: Articulation, receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics) in speaking, listening, reading, writing, and manual modalities, hearing including the impact on speech and language, cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning), social aspects of communication, (including challenging behavior, ineffective social skills, lack of communication opportunities).

**IV-D** Possess 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.

**IV-E** Possess knowledge of standards of ethical conduct.

**IV-F** Possess knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice.
Required Text / Readings

Required Textbook

Note: The 3rd edition is required because previous editions are organized differently and will not work with the structure of this class.

Other Readings
Additional readings and videos are in Canvas

Course Requirements and Assignments

COURSE REQUIREMENTS:

1. Quizzes
There are 10 quizzes designed to help you practice the information you learn during the weekly module. Each quiz is worth 10 points. These quizzes are posted in the Module. The quizzes will be available from Monday-Sunday at 11:59pm. You may retake the quiz as often as you wish in order to gain the highest score. The quizzes consist of 10 questions each.

2. Discussions
There are 10 discussions to reflect on a question / prompt from each module, and post your response. Following the due date, you will be assigned 3 posts from classmates right after the assignment is due, and this is for you to read and post a response to each. Note that late discussion posts would not be included in the Canvas assignment of classmate posts for your responses, thus they will not be accepted.

3. Extended Discussions
There are 3 extended discussions to reflect on a major topic, and post your response. Required content for each extended discussion is posted in a dedicated module, and includes readings and videos. Following the due date, you will be assigned 3 posts from classmates for you to read and post a response.

4. Application Assignments
There are 3 assignments throughout the semester. The goal of these assignments is to give you a chance to put into practice some of the content and skills learned in class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10 points x 10</td>
<td>100</td>
</tr>
<tr>
<td>Discussions</td>
<td>5 points x 10</td>
<td>50</td>
</tr>
<tr>
<td>Extended Discussions</td>
<td>20 points x 3</td>
<td>60</td>
</tr>
<tr>
<td>Application Assignments</td>
<td>30 points x 3</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>
Grading Information

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 May 17, 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 participate in all discussions 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 at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall
- Academic Technology Computer Center at [http://www.sjsu.edu/at/hd/](http://www.sjsu.edu/at/hd/) on the 1st floor of Clark Hall
- Associated Students Computer Services Center at [http://as.sjsu.edu/ascsc/](http://as.sjsu.edu/ascsc/) on the 2nd floor of the Student Union

Computers at the Martin Luther King Library for public at large

at [http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library](http://library.sjsu.edu/reserve-studymeeting-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](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](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/](http://www.sjsu.edu/gup/syllabusinfo/)
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/27 – 2/2</td>
<td>Course Introduction</td>
<td>Ch. 1</td>
<td>Quiz 1  Discussion 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Introduction to Language</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2/3 – 2/9</td>
<td><em>Building Blocks of Language</em></td>
<td>Ch. 2</td>
<td>Quiz 2  Discussion 2</td>
</tr>
<tr>
<td>3</td>
<td>2/10 – 2/16</td>
<td><em>Neuroanatomy &amp; Neurophysiology of Language</em></td>
<td>Ch. 3</td>
<td>Quiz 3  Discussion 3</td>
</tr>
<tr>
<td>4</td>
<td>2/17 – 2/23</td>
<td><em>Science and Theory of Language Development</em></td>
<td>Ch. 4</td>
<td>Quiz 4  Discussion 4</td>
</tr>
<tr>
<td>5</td>
<td>2/24 – 3/1</td>
<td>Theories of Language Development</td>
<td>Resources in Canvas</td>
<td>Extended Discussion #1</td>
</tr>
<tr>
<td>6</td>
<td>3/2 – 3/8</td>
<td><em>Infancy</em></td>
<td>Ch. 5</td>
<td>Quiz 5  Discussion 5</td>
</tr>
<tr>
<td>7</td>
<td>3/9 – 3/15</td>
<td><em>Toddlerhood</em></td>
<td>Ch. 6</td>
<td>Quiz 6  Discussion 6</td>
</tr>
<tr>
<td>8</td>
<td>3/16 – 3/22</td>
<td>Phonological Development</td>
<td>Resources in Canvas</td>
<td>Application #1</td>
</tr>
<tr>
<td>9</td>
<td>3/23 – 3/29</td>
<td><em>Preschool</em></td>
<td>Ch. 7</td>
<td>Quiz 7  Discussion 7</td>
</tr>
<tr>
<td></td>
<td>3/30 – 4/5</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>4/6 – 4/12</td>
<td>Syntactic Development</td>
<td>Resources in Canvas</td>
<td>Application #2</td>
</tr>
<tr>
<td>11</td>
<td>4/13 – 4/19</td>
<td><em>School-age and Beyond</em></td>
<td>Ch. 8</td>
<td>Quiz 8  Discussion 8</td>
</tr>
<tr>
<td>12</td>
<td>4/20 – 4/26</td>
<td><em>Language Diversity</em></td>
<td>Ch. 9</td>
<td>Quiz 9  Discussion 9</td>
</tr>
<tr>
<td>13</td>
<td>4/27 – 5/3</td>
<td>Semantic Development</td>
<td>Resources in Canvas</td>
<td>Application #3</td>
</tr>
<tr>
<td>14</td>
<td>5/4 – 5/10</td>
<td><em>Language Disorders in Children</em></td>
<td>Ch. 10</td>
<td>Quiz 10 Discussion 10</td>
</tr>
<tr>
<td>15</td>
<td>5/11 – 5/17</td>
<td>Autism Deaf &amp; Hard-of-Hearing</td>
<td>Resources in Canvas</td>
<td>Extended Discussions #2 &amp; #3</td>
</tr>
<tr>
<td></td>
<td>5/13 – 5/19</td>
<td>Finals Week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>