

**San José State University
Connie L. Lurie College of Education
The Department of Communicative Disorders and Sciences
EDSP 102, Language Development in Children, Section 01
Fall 2018**

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 (do NOT use Canvas email for contact) All emails must include a contact phone number in order to receive a response—this is because I may need to respond to emails with a phone call. I check emails Monday - Thursday, 9:00 a.m. to 5:00 p.m. Response to e-mails may take up to 24 hours, and not on weekends.
Office Hours:	Tuesday & Thursday, 7:00 a.m. to 8:00 a.m. and, Tuesday & Thursday, 11:00 to 12:00 p.m. or by apptmt. <i>[See University Policy S12-1 at http://www.sjsu.edu/senate/docs/S12-1.pdf for guidelines]</i>
Class Days/Time:	Tuesday, 8:00 am to 10:45 a.m. (section 1) Tuesday, 1:00 p.m. to 3:45 p.m. (section 2)
Classroom:	Tuesday: Sweeney Hall 433
Prerequisites:	Upper division standing <u>and</u> declared CD&S major (or instructor consent) CD&S Extended Master Status

Course Description

In this course the student will acquire knowledge concerning the language learning process and the theories as well as the factors that intervene in its normal development. Other information covered in the course will include linguistic terminology, components of language, stages of language development, and language diversity factors. The course will include information on first and second language acquisition and learning as well as general characteristics of speech and language disorders.

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.

Knowledge Base

The course content is drawn from various fields which include linguistics, sociolinguistics, psycholinguistics, education, multiculturalism, communication disorders, and child development as well as technology. Various theories of language development will be discussed and contrasted such as the Behaviorist perspective (Skinner, 1957), Nativist (Chomsky, 1968), Bates (1987) and others which view language as developing in context. The debate between language and cognitive development will be addressed by reviewing the works of Piaget (1963) and Vygotsky (1962). First language development will be studied through the works of Brown (1973), Clark (1973), Nelson (1974) and others. The importance of pragmatic development will be emphasized as well with the works by Bloom and Lahey, (1978). Research on second language development will be reviewed by discussing the works of Cummins (1984, 1989), and Krashen (1981, 1989), along with others. Additionally, adolescent language will be studied referring to the work of Larson & McKinley (2003). Information on speech and language disorders will be reviewed as well.

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:

1. **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 conducts.

2. **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.

3. **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.

4. **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 planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

5. 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.

6. 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.

7. 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.

Competencies

Upon successful completion of the course, the student 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 Texts/References

Textbook:

McLaughlin, S. (2006). *Intro to language development*. San Diego: Singular.

Text References:

Tiegerman-Farber, E. & Bernstein, D. (2015). *Language and communication disorders in children*. (6th Edition). New York: Merrill.

Berko Gleason, J. & Bernstein Ratner, N. (2016). *The development of language*. (9th Edition). Boston: Pearson.

Hulit, L., Fahey, K., & Howard. (2015). *Born to talk* (6th Edition). Boston: Pearson.

Owens, R. (2016). *Language development* (9th Edition). Boston: Allyn & Bacon.

Turnbull, K. & Justice, L. (2015). *Language development from theory to practice*. (3rd Edition). Boston: Pearson.

Journal References:

Child Development

Journal of Child Language

Journal of Multilingual and Multicultural Education

Journal of Psycholinguistic Research

Language Learning

Language, Speech, Hearing Services in Schools

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “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.”

Requirements and Assignments

1. Complete all reading assignments.
2. Understand information presented in class.
3. Participate in group discussions/assignments/quizzes (various times) **IN CLASS**.
4. Pass **3 examinations** (based on class lectures and assignments).
5. Obtain and analyze language sample of a toddler/preschool child without language problems; not bilingual.
6. Oral group presentation #1* – on a specific language age group with video-tape example. The presentation is to include a video sample of the child’s speech and language in a conversational situation. 10-15 minutes/group including commentary. 2 members/group. Commentary will discuss areas of: phonology, morphology, syntax, semantics, and pragmatics, related to the video presentation, and referencing class/text information. **Do not simply repeat the class lecture material.** Use the video for examples re: lecture material.

AGE of GROUPS (Select only one age group with a partner): (see calendar for specific dates)

-Infancy (0-12 months)

-1st Word thru Kindergarten (1 year – 5 years)

-Elementary School Age (6 years – 12 years)

-High School Age (teenagers) (13 years – 18 years)

-2nd Language Learner (infants – teenagers)

7. Oral individual presentation #2 – dealing with second language learning. Choose only **ONE** of the following activities. (Individual presentations), (see calendar for date of presentation-end of semester).

1. Personal experience with a second language learner/student.

Interview an individual who has learned English as a second language/or an individual with a nonstandard English dialect. Discuss some of the difficulties the individual has experienced in school and in social environments, the type of bilingual education that was received, and other

personal impressions from the individual. What specific strategies helped the individual learn English, what circumstances made it more difficult? Discuss language areas: phonology, morphology, syntax, semantics and pragmatic areas related to the individual.

2. Bilingual teacher information.

Interview a teacher who works with bilingual children and share his/her experiences and impressions on what works best with these children, what techniques are valuable, and his/her overall impressions.

3. Article summary.

Select an article concerning second language acquisition or issues regarding bilingual education. The focus of the article may be theoretical or practical. Articles may be selected from any journals in the areas of Language Development, Bilingualism, or Multiculturalism.

4. Obtain and analyze a language sample of an English as a second language learner.

5. Bilingual school observation.

Observe a classroom with a bilingual teacher using a bilingual method of education. Describe the techniques being used with the children and describe your personal reactions. Also focus on other classroom activities, and patterns of interaction.

6. Other option.

If you have a different idea or project please discuss with the professor before beginning to work on your idea.

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](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Grading Criteria (percentages are NOT rounded up)

Exam #1	100 points
Exam #2	100 points
Exam #3	100 points
Written Language Sample	100 points
1-2 Oral Presentations	50-100 points
Quizzes (up to 50 points)	
TOTAL POINTS	450-500 points

A+	98-100
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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

CLASS EXPECTATIONS AND REGULATIONS

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 **ONLY** when requests are accompanied by medical or other legal documentation. All excused exam make-ups will be given at the discretion of the professor, and with approval from the professor. Please e-mail the professor if unable to take the exam and follow information above.

Assignments are due on the **due date In Class** (**NOT** simply placed in the professor's box on the due date). If assignments are not turned in during the class, they are **LATE**. Please email the professor as soon as possible to say that the assignment will be late. A late assignment will also have to be approved by the professor with written documentation, otherwise the assignment will receive **0 points**, if it is not approved by professor or simply left in the office. An approved late assignment will have an automatic 5 point deduction. If an assignment is approved to be turned in late (as agreed by the professor), the student will turn in the assignment into the office and have the time and date stamped on the assignment and initialed by an office staff member. The assignment is not to be placed in the professor's box by the student. If the assignment is late and approved, the student must attach a cover sheet which states the Class number, day, and time that the class meets on the cover sheet with attached written documentation of approval, and stamped and initialed by CD&S staff member in SH 115. Only late written-approved assignments will be accepted with 5 point deduction.

If unable to present during an **oral presentation** and if **approved** by the professor, a 5 point deduction and arrangements will be made at the discretion of the professor, otherwise the student will receive 0 points.

Please note, **oral presentations** require following an appropriate dress code, as presented in the rubric. The dress code consists of wearing something that would be worn during a job interview (i.e. business-like attire).

All **written assignments** are to be turned in as printed hard copies (not hand written). **NO** emailed assignments will be accepted. **All assignments must have name of student, course number, day and time of course.**

It is your responsibility to **attend class** as most of the test material will be from class presentations. The textbook is to provide supplemental information and clarification of the information presented in class. The textbook chapter should be read before the class presentation on a particular topic. Class assignments are also explained in more detail in class, so be sure to get notes from students if you have to miss a class. Also, please check with your classmates about assignments if you were unable to attend any class for clarification of information before emailing the professor on information presented in class. You can ask the professor questions about class material and assignments in class. If you email the professor about a class assignment or a question, please be aware that the professor has 24 hours before required to respond to your question during the week, and is not

required to respond over the weekend, as per union rules. Responses received earlier are a courtesy from the professor.

Please note when class begins and when class ends. Class begins on time! Coming late or leaving early needs to be approved by the professor. If you have to be late for class, or have to leave early please let the professor know. Also, please be respectful to students in the class and the professor if you come late or leave early, as to not disrupt the speaker/lecturer. **On exam dates you cannot come in late!** Once the directions are given and exam is passed out, you will not be able to take the exam. There is no make-up for coming in late. If you have a medical or other emergency you must notify the professor and present the appropriate documentation for re-scheduling the exam.

Quizzes/in-class assignments are at the discretion of the professor. They may be at the beginning or end of a class. A maximum total of 50 points over the semester may comprise of the quizzes/in-class assignments. No make-ups or substitutions will be allowed for missed quizzes. No extra credit is given for the class.

Questions about a grade received on a test or assignment can be discussed by making an appointment with the professor. Grade disagreements/discrepancies will **NOT** be discussed in class (this includes before, after, or during break).

Break-time will be at the discretion of the professor. At that time, students can check their cell phones, use the facilities, eat, and return at the time the class is to reconvene. If for some reason you have a condition where you are required to leave the classroom during the lectures/presentations please let the professor know. Also eating in class during class-time is discouraged, unless you have a specific medical condition which requires the intake of food.

Cell phones are not allowed to be used during class-time. Please turn off cell phones and put them away during class time.

Computers are to be used **ONLY** to take notes or look at class discussion slides, so not to disturb other students in the class that are taking notes and listening to the lecture.

Taping lectures is allowed **ONLY** with the permission of the instructor. Please refer to university policy for more information.

SPECIAL ACCOMMODATIONS

Please remember to have contacted the **AEC** if you require special accommodations for the class, and please let the professor know by meeting with the professor to discuss your options, so to better accommodate your needs.

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-dbggen/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.”
 - 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.
 - 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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/at/asc/) 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 (Optional)

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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center (Optional)

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](http://www.sjsu.edu/writingcenter) 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 (Optional)

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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

EDSP 102 / Language Development in Children, Fall 2018, Course Schedule

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

Week	Date	Topics, Readings, Assignments, Deadlines	McLaughlin Chapters
1	8/21	Introduction/Overview Discussion	1,2
2	8/28	Aspects of Communication	
3	9/4	Theories: First Language Acquisition	3,4
4	9/11	EXAM #1 / 0 thru 1st Word Stage	5,6
5	9/18	0 thru 1st Word Stage* / 1st Word thru K	
6	9/25	Infant Language Development and stimulations	
7	10/2	1st Word thru K* / Language Sampling	7,8
8	10/9	EXAM #2 / 2 nd language learner	
9	10/16	No Class – Work on: Language Sampling	
10	10/23	2nd Language Learner* / School Aged	9,10
11	10/30	School Aged* / High School	
12	11/6	High School* / Past Lecture Catch-Up	
13	11/13	EXAM #3 / Language Sample Questions	
14	11/20	No Class – Work on: Oral Presentation/Lang Sample	
15	11/27	LD Disorders/ Language Sample Analysis Due	
16	12/4	Oral Individual Presentations	
Final Exam		Date: <u>Tues. Dec 18</u> Time: <u>7:15am-9:30am</u> Location: TBA	

* Oral Group Presentations