

San José State University
College of Education
Communicative Disorders and Sciences
EDSP 222- Navigating Oral-Written Connections:
Research and Applications
Spring 2014

GENERAL INFORMATION

Instructor: Henriette W. Langdon, Ed.D. F-CCC-SLP

Professor- Communicative Disorders and Sciences

Office: Th 3 PM –5 PM (Selected times) and/or by Appointment

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Best is to reach me by e-mail. I will answer as soon as I can.

Some golden rules and etiquette to succeed in the online class.

1-Complete all the assignments on time. **Two points per hour will be deducted if the assignment is late.**

2-Work **collaboratively** with your group.

3- **Pace your work to avoid rushing at the last minute.**

4-Try to figure out what you need to do by consulting with your group or other classmates before contacting me. There will be a rubric attached to each assignment. However, please use your judgment as. I cannot write word by word everything you may question. If it is major, please insert in the area that says “Questions” so others in the class can view as well

5-I will respond to you as soon as I can. My response mode might be slow down some during the weekends. **I try to be courteous in the manner in which I phrase my thoughts and I expect the same from you.**

6- I want you to learn and enjoy the material and I will do what I can to do it. But, it is **UP TO YOU** if you learn or not.

VISION STATEMENT

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

MISSION STATEMENTS

Lurie College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The Mission of the Department of Communicative Disorders & Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

COURSE DESCRIPTION

This course explores and discusses connections between listening, speaking, reading and writing with applications in assessing and planning intervention programs for monolingual and bilingual individuals who have a variety of language-learning disabilities.

COMPETENCIES

Upon the completion of this course the student will:

- Describe the connections between oral and written language.
- Explain reading and writing development and instruction.
- Explain the importance of language in the prevention of reading disabilities
- List various classifications of reading disabilities and their relationships to oral language performance and learning.
- Demonstrate understanding for the relationship between language (school discourse) and learning in the classroom.
- Explain the role of social interactions in the learning process.

- Demonstrate knowledge of curriculum standards in language arts, reading, writing, math, social studies and science from Preschool to 12th grade that need to be incorporated in writing IEPs.
- Be knowledgeable about literacy issues around the globe.
- Demonstrate understanding of reading and writing disabilities and evidence-based strategies in working with students for whom English is their second language.
- Elucidate the policies and legal issues concerning students who have language-learning disabilities.
- Demonstrate ability to collaborate with school staff on meeting the needs of students with diverse reading and writing disabilities using various models of service delivery.
- Illustrate strategies to assess and plan evidence-based interventions for students who have various reading and writing disabilities including ELL students.
- Demonstrate understanding of reading and writing disabilities in older students and patients and acquired disabilities following trauma.

PREREQUISITES

ESP 259 (Seminar in Language Disorders in Children) and/or permission from the Instructor.

This course is developed in accordance of the new ASHA standards to be initially implemented for the 2005 Graduating Master's Degree Students in Speech Pathology.

Standard III-D: The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates. Specific knowledge must be demonstrate in the following areas:

- Receptive and expressive language (phonology, morphology syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities.
- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

Standard III-E: The applicant must demonstrate knowledge of the principles and methods of prevention and assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Aligned CTC and ASHA Standard includes the following:

SLP Standard 2-Child Development and Speech, Language, and Hearing Acquisition --Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic,

psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

3: Educating Diverse Learners -The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.

4: Effective Communication and Collaborative Partnerships-The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

5: Assessment of Students- The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

REQUIRED TEXT

Kamhi, A., & Catts, H. (2012). *Language and reading disabilities*. (3rd Ed). Boston: Pearson

Additional materials to read will be assigned for selected topics.

ADDITIONAL REFERENCES (Partial)

- Adlof, S.A., Catts, H., & Lee J. (2010). Kindergarten predictors of second vs. eighth grade reading comprehension impairments. *Journal of Learning Disabilities, 43*, 332-345.
- Bourassa, D.C., & Treiman, R. (2001). Spelling development and disabilities: The importance of linguistic factors. *Language, Speech, and Hearing Services in Schools, 32*, 172-181.
- Brody, S., Braze, D., & Fowler, C (2011-June). *Explaining individual difference in reading*. Clifton, NJ: Psychology Press.
- Brunswick, N., McDougall, S., de Mornay Davies, P. (2010). *Reading and dyslexia in different orthographies*. Clifton, NJ: Psychology Press.
- Butler, G. K., & Silliman, E.R. (Eds), (2002). *Speaking, reading, and writing in children with language learning disabilities. New paradigms in Research and Practice*. Mahwah, N.J: Lawrence Erlbaum Associates, Pub.
- Catts, H. (2009). The narrow view of reading promotes a broad view of comprehension. *Language, Speech, and Hearing Services in Schools, 40*, 178-183.
- Ehren, B. (2002). Speech-language pathologists contributing significantly to the academic success of high school students: a vision for professional growth. *Topics in Language Disorders, 22*(2), 60-80.
- Ehri, L. (2000). Learning to read and learning to spell: Two sides of a coin. *Topics in Language Disorders, 20* (3), 19-36.
- Fuchs, D., Fuchs, L.S., & Strecker, P.M. (2010). The “blurring” of special education in a new continuum of general education placements and services. *Exceptional Children, 76*, 301-326.
- Goldsworthy, C (2003), *Developmental reading disabilities: A language –based approach*. (2nd Ed). Clifton Park, N.Y: Delmar Learning
- Gottardo, A. (2002). The relationship between language and reading skills in bilingual Spanish-English speakers. *Topics in Language Disorders: 22*(5). 46-70
- Kamhi, A. (2009). The narrow view of reading promotes a broad view of comprehension. *Language, Speech, and Hearing Services in Schools, 40*, 178-184.
- Kamhi, A. (2009a). The case for the narrow view of reading. *Language, Speech, and Hearing Services in Schools, 40*, 174-178.
- Kamhi, A. (2009b). Epilogue: Solving the reading crisis-Take 2: The case of differentiated assessment. *Language, Speech, and Hearing Services in Schools, 40*, 212-215.
- Kamhi, A., Masterson, J., & Apel, A (Eds.), (2007). *Clinical decisions making in developmental medical disorders*. Baltimore: Brooks.
- Koda, K.& Zehler, A.M. (2008). *Learning to read across languages: Cross-linguistic relationships in first and second language literacy development*. New York: Routledge.

- McGuiness, D. (2005). *Language development and learning to read: The scientific study of how language development affects reading skill*. Cambridge, MA: MIT Press.
- Moats, L.C (2002). *Speech to print: Language essential to teachers*. Baltimore: Brookes
- Moats, L.C., & Lyon, G.R. (1996). Wanted: teachers with knowledge of language. *Topics in Language Disorders, 19*, 73-86.
- Nelson, N.W., & Van Meter, A.M. (2002). Assessing curriculum-based reading and writing samples. *Topics in Language Disorders: 22(5)*, 35-59
- Norris J.A. & Hoffman, P.R. (2002). Phonemic awareness: A complex developmental process. *Topics of Language Disorders, 22(2)*, 1-34
- O'Connor, R.E., White, A., & Swanson, H.L. (2007). Repeated reading versus continuous reading: Influences on reading fluency and comprehension. *Exceptional Children, 74*, 31-46.
- Paradis, J., Genessee, F., & Crago, M. (2011). Reading impairment in dual language language children. (Chapter 10). *In Dual language development and disorders: A handbook on bilinguals and second language learning, pp.234-261*. Baltimore: Brookes.
- Pugh, K., & McCardle, P. (Eds), (2009). *How children learn to read*. New York: Taylor & Francis.
- Rvachew, S. (2007). Phonological processing and reading in children with speech-sound disorders. *American Journal of Speech-Language Pathology, 16*, 260-270.
- Stahl, S. (2003). Vocabulary and readability: How knowing word meaning affects comprehension. *Topics in Language Disorders 23 (3)*, 241-247.
- Swanson, H.L., & Hsieh, C.J. (2009). Reading disabilities in adults: A selective meta-analysis of the literature. *Review of Educational Research, 79 (4)*, 1362-1390.
- Stone, A.C., Silliman, E.R., Ehren, B.J., & Apel, K (Eds), (2004). *Handbook of language and literacy*. New York: Guilford Press.
- Wong, B. (2004). *Learning about learning disabilities*. San Diego: Elsevier

JOURNALS:

Brain and Behavior
 Journal of Child Psychology and Psychiatry
 Journal of Childhood Communication Development
 Journal of Educational Psychology
 Journal of Special Education
 Journal of Learning Disabilities
 Language, Speech, and Hearing Services in Schools
 Learning Disabilities Research and Practice
 Learning Disability Quarterly
 Reading Research Quarterly
 Scientific Studies of Reading
 Speech, Language, and Hearing in the Schools
 Topics in Language Disorders

TOPICS and ASSIGNMENTS

All entries need to be posted by noon on the due date

Assignments and dates are subject to change.

Please read the Announcements tab as I use it to keep you informed about different aspects of the class.

Week of	Topic and Reading
Jan. 24- Feb. 7 Standard 2	Seminar 1 Assignment due Feb. 10 100 points LANGUAGE AND LANGUAGE CONVERGES AND DIVERGENCES <i>Chapter 1</i>
Feb. 10-Feb. 21 Standard 2	Seminar 2 Assignment due Feb. 24 100 points READING DEVELOPMENT <i>Chapter 2</i>
Feb. 24-March 8 Standard 2	Seminar 3 Assignment due March 11 100 points READING DISABILITIES <i>Chapter 3</i>
LIVE INTERACTIONS 5:30 PM-7:00 PM	Section 1- February 27
50 points	Section 2- March 6
March 10-March 18 Standards 2 and 5	Seminar 4 Assignment due March 21 100 points CAUSES OF READING DISABILITIES <i>Chapter 4</i> <i>Article (I will provide a copy in CANVAS)</i> Bigelow, M. & Watson ,J (2012). The role of educational level,literacy, and orality in L2 learning. In Gass & Mackey (Eds), <i>The Routledge handbook of second language acquisition</i> (pps. 461-475). London: Taylor & Francis
EASTER BREAK March 24- April 1	
April 1-April 11 Standard 5	Seminar 5 Assignment due April 14 100 points ASSESSMENT/INSTRUCTION FOR PHONEMIC AWARENESS AND WORD RECOGNITION SKILLS <i>Chapter 5</i>
LIVE INTERACTIONS 5:30 PM-7:00 PM	SECTION 1 April 17
50 points	SECTION 2 May 1

April 14-April 25 Standards 2 and 4	Seminar 6 Assignment due April 28 100 points ASSESSMENT AND IMPROVING READING COMPREHENSION SKILLS <i>Chapters 6</i>
April 28-May 9 Standards 2, 4 and 5	Seminar 7 Assignment due May 13 100 points LEARNING TO WRITE <i>Chapters 9</i> <i>Article (I will provide a copy in CANVAS)</i> Polio, C. (2012). The acquisition of second language writing. In Gass & Mackey (Eds), <i>The Routledge handbook of second language acquisition</i> (pps. 319-334). London: Taylor & Francis
FINAL EXAM	On the web (TBD) 200 points

As you can see the class consists of 7 seminars, two live interactions and a final exam.

Each Seminar is 100 points-----	700 points
Each live interaction is 50 points each and you have to be present from beginning to end and participate-----	100 points
Final exam-----	200 points
Total-----	1000 points

GRADING PERCENTAGES:

A+	98-100	A	94-97	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D	60-69			F<	60

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an **appointment with me as soon as possible.**

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the [Disability Resource Center](#), Administration Building 110, (408) 924-6000

(voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/policies/default.htm>.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CD&S (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available upon request.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

ACADEMIC DISHONESTY; CHEATING, PLAGIARISM, SANCTIONS |

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.

<http://library.sjsu.edu/leap/plagiar.htm>

LIBRARY RESOURCES

You may view the full library catalog by clicking <http://www.library.sjsu.edu/>
URL for the Research Guide (Libguide) created for our
Department: <http://libguides.sjsu.edu/communicationdisorders>

For any questions/concerns please contact our librarian:

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