

**San José State University**  
**Connie L. Lurie College of Education**  
**The Department of Communicative Disorders and Sciences**  
**EDSP 102, Language Development in Children, Section 02**  
**Fall 2016**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Lyle Lustigman
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<b>Office Hours:</b>	Thursday, 10:30 a.m. to 11:30 a.m., by appointment.
<b>Class Days/Time:</b>	Thursdays, 7:30 a.m. to 10:15 a.m.
<b>Classroom:</b>	Sweeney Hall 311

**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  
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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 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.
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/Readings

### Textbook

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

### Recommended Readings

#### Text References:

Bernstein, D. & Tiegerman, E. (2003). Language and communication disorders in children. New York: Merrill.

Hulit, L. & Howard, M. (2011). Born to talk (7th Edition). New York: Macmillan Publishing Company.

Larson, V. & McKinley, N. (2003). Language disorders in older students. Eau Claire, WI: Thinking Publications.

Owens, R. (2001). Language development (5th Edition). Boston: Allyn & Bacon.

#### 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](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.
4. Pass 3 examinations (based on class lectures and assignments).
5. Obtain and analyze language sample of a toddler/preschool child without language problems.
6. Oral group presentation #1 – on a specific language age group with video-tape. The presentation is to include a video sample of the child’s speech and language in a conversational situation. 15-20minutes/group including commentary. Commentary will discuss areas of: phonology, morphology,

syntax, semantics, and pragmatics, related to the video presentation, and class information. Age groups: Infancy; toddlers; preschoolers; school years.

7. Oral presentation #2 – dealing with second language learning. Choose only ONE of the following activities. (Individual presentations).

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?

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.

1. 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.

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

3. 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.

4. 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 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

Exam #1	100 points
Exam #2	100 points
Exam #3	100 points
Written Language Sample	100 points
Oral Presentation	50 points
<b>TOTAL POINTS</b>	<b>450 points</b>

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

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 when requests are accompanied by medical or legal documentation. All excused exam make-ups will be given in agreement with the professor.

### 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. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the next step.

### 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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](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.

### **Accommodation to Students' Religious Holidays (Optional)**

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. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources (Optional)**

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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please 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 and Psychological Services (Optional)**

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

## EDSP 102 / Language Development in Children, Fall 2016, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

### Course Schedule

Week	Date	Topics	Readings: McLaughlin Chapters	Assignments, Deadlines, Exams
1	8/25	Introduction	1,2	
2	9/1	Communicative aspects of language development	3	
3	9/8	Models of Language Development	4	
4	9/15	Infant Communication; Toddlers (1 word stage)	5, 6	Exam #1
5	9/22	Toddlers (early combinations)	6, 7	
6	9/29	Preschoolers (higher levels of modification)	6, 7	
7	10/6	Preschoolers (extended discourse)	7, 8	Exam #2
8	10/13	School years (extended discourse, literacy)	9	
9	10/20	No class – work on group oral presentations		
10	10/27	Bilingualism and 2 <sup>nd</sup> language learning	10	Group oral presentations 1 and 2
11	11/3	Language Disorders	10	Group oral presentations 3 and 4
12	11/10	Exam #3		Exam #3
13	11/17	No class- work on individual oral presentations		
14	12/1	Individual oral presentations / catch-up lectures		
15	12/8	Individual oral presentations		
<b>Final Exam</b>	<b>12/14</b>	Language sample due		Language sample due