

San Jose State University
Lurie College of Education/Communicative Disorders & Sciences
EDSP 120 Communication Disorders in Children Sec. 1 & 3,
Spring 2019

Course and Contact Information

Instructor:	Dr. Jean M. Novak, PhD, CCC-SLP
Office Location:	Sweeney Hall 118B
Telephone:	(408) 924-3671
Email:	Jean.novak@sjsu.edu
Office Hours:	Tuesday & Thursday 8-9; Tuesday 12-1; or by appointment
Class Days/Time:	Tuesdays (section 01) & Thursdays (section 03), 9:00-11:45AM
Classroom:	Tuesday: SH 448; Thursday: SH 433
Prerequisites:	EDSP 102, EDSP 110, EDSP 111, EDSP 113, or instructor consent
Course Format	This class is a primarily in-class lecture.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found under FILES on [Canvas](#).

Course Description

Overview of various language, articulation, and phonology disorders of children from a variety of etiologically defined groups.

Course Learning Outcomes (CLO)

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

CLO 1: Demonstrate understanding of speech, language, and hearing disorders in children;

CLO 2: Exhibit comprehension of speech, language and hearing disorders associated with special populations;

CLO 4: Discuss speech sound disorders and differences across etiological populations;

CLO 5: Demonstrate an understanding of basic definitions and classifications of language, articulation and phonology disorders in children.

CLO 6: Demonstrate a knowledge of language, articulation and phonology disabilities and differences in the following etiological populations:

- a. neurological impairments;
- b. cognitive impairments;
- c. emotional disturbance;
- d. hearing impairments;
- e. cultural and environmental differences.

CLO 7: Demonstrate an understanding of the principles of language and articulation assessment and evaluation.

CLO 8: Demonstrate an understanding of principles and methods of language and articulation intervention and remediation.

REQUIRED TEXTS

Kuder, S.J. (2018). *Teaching students with language and communication disabilities* (5th Edition). Boston: Pearson.

Useful Resources

- American Psychological Association (APA, 6th Ed.) style: APA style is required for all written assignments. Look under “In-text Citation” and “Reference List” sections for guidelines on [Purdue Online Writing Lab \(OWL\)](http://owl.english.purdue.edu/owl/resource/560/01/) at <http://owl.english.purdue.edu/owl/resource/560/01/>
- You may view the full library catalog by clicking <http://www.library.sjsu.edu/>

Library Liaison

Suzie Bahmanyar, suzie.bahmanyar@sjsu.edu

COURSE REQUIREMENTS & ASSIGNMENTS

- 1) Two Examinations [100 points each]**
- 2) Complete required readings – Kuder text and other as assigned in-class activities (50 points)**
- 3) Attend at least 3 Sessions with autistic child and submit 3 Journal Entries [50 points]**
Submit **written entries & reflections** from 3 sessions. Each week you will be given a specific area to reflect upon during your sessions with the child with AUTISM.

#1: Behavioral Techniques and Personal Comments (use of ABA terminology) [20 points]

#2: Communication Style and Personal Comments (verbal, nonverbal communication) [20 points]

#3: Lesson Plan [10 points] The lesson plan is to include the following areas as listed below with the following format:

- Objectives
- Materials
- Procedures
- Rationale
- Interpretation and Personal Comments

You will submit 1 journal entry/week addressing the area listed above. Also use the journal entry to make specific comments about your experience. **You can only submit one observation at a time.** **Do not submit 2-3 observations at one time. **See final due date for last journal entry on course schedule.**

4) WRITTEN JOURNAL ARTICLE SUMMARY on AUTISM [50 points]

Select a peer reviewed journal research article that relates to theory, assessment, or intervention strategies with a **CHILD** with an autistic spectrum disorder.

- **APA style must be followed in reference**
- State **purpose** of article/study
- Describe **procedures, methods**, etc.
- Present author(s) interpretation - **discussion of results**
- **Personal comments/remarks/interpretation** :
 - How does the information you read related to your observations of the autistic child?
 - How has the article added to your observation experience?
 - What new information have you learned?

Article summary should be typed, single spaced, no longer than 2 pages.

Format of article summary (see below):

REFERENCE: (APA Format must be followed exactly)

ARTICLE SUMMARY: (overview in own words) Purpose, Procedure, Results, Discussion

COMMENTS/REACTION: (your impression)

Due date: see schedule (**finals day**)

5) 2 ORAL PRESENTATIONS (50 points each) – MUST BE CHILD Not ADULT article

#1) Select a **deficit** and find a research article that addresses an intervention related to that disorder with children to present orally-**oral 1*** (**see schedule for date of specific disorder**) – must be an article in reference to children (15-20 minute presentation with **powerpoint**)

#2) **Autism** – Can be :Autism observation, research article, or Lesson plan--see schedule for date for **oral #2 presentation** – must be CHILD related presentation (not powerpoint).

GRADING CRITERIA	POINTS
- 2 Examinations (100/exam)	200
- In-class activities (quizzes, work sheets, group work)	(50)
- 3 Journal Entries [20 points, 20 points, 10 points]	50
- 1 Journal article written summary on AUTISM	50
- 2 Oral Presentations: #1)Disorder *, #2) Autism (50 pts each)	<u>100</u>
TOTAL:	400-450 points total

Grading distribution:

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

Percentages are not rounded up or down.

CLASSROOM PROTOCOL - 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. **All examinations must be completed in INK unless otherwise directed by the professor.** Blue books and scantron forms may also be required.

Assignments are due on the **due date In Class** (These assignments are **NOT** to be simply placed in the professor's box on the day of class). 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 and 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 an assignment is late but 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, as well as be stamped and initialed by CD&S staff member in SH 115. A staff member will put the assignment in my box. Do **NOT** leave any assignments under the office door of the professor.

If unable to present during a panel/group **oral presentation** and if excused by the professor, a **20 point deduction** will be given (no make-ups will be given for the oral presentation). Please note, oral presentations require following an appropriate **dress code**, and points will be

deducted as per rubric scores. The dress code consists of wearing attire that would be worn during a job interview (i.e. business-casual required).

If unable to present an oral presentation, and if excused by the professor, and is rescheduled, a **5 point deduction** will automatically be given; otherwise 0 points will be given and no rescheduling will be allowed.

All **written assignments** are to be turned in as printed hard copies (not hand written). No emailed assignments will be accepted.

It is your responsibility to **attend class** as most of the test material is 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. 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/presenter. **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. 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 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.

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

Break-time will be at the discretion of the professor. At that time, students can check their cell phones, use the facilities, eat a snack, 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.

There will be **NO EATING** during class time. You can eat before class, during break, or after class. Drinking water is allowed. (Unless for medical purposes the student must eat).

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

No extra credit options are offered in this class.

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.

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-dbgen/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.

Accommodations

If you need course adaptations because of a disability if you have emergency medical information to share with me, or if you need 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. Policy may also be found in the SJSU Schedule of Classes.

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 internet at:

<http://www.drc.sjsu.edu/policies/default.htm>

Library Resources

You may view the full library catalog by clicking <http://www.library.sjsu.edu/>

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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at 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 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

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 Counseling Services

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>.

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](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.)



EDSP 120-02, Spring 2019, Course Schedule

The schedule is tentative, and subject to change with advance notice in class and/or via CANVAS or Student Email.

Week	Date	EDSP 120 COURSE SCHEDULE – SPRING 120 Topics, Readings (Kuder chapters)	Assignments Deadlines
1	1/24	Introduction	
2	1/29, 1/31	Course overview Review of language development <ul style="list-style-type: none"> • Ch. 1-6 	
3	2/5, 2/7	Language Disorders/Specific Language Impairment (SLI)	
4	2/12, 2/14	Applied Behavior Analysis (ABA)	
5	2/19, 2/21	Autism Spectrum Disorder (ASD) <ul style="list-style-type: none"> • Ch. 9 	
6	2/26, 2/28	Attention-Deficit/Hyperactivity Disorder (ADHD) <ul style="list-style-type: none"> • Ch. 7 	SLI oral #1
7	3/5, 3/7	Cognitive disorders <ul style="list-style-type: none"> • Ch. 8 	ADHD oral #1
8	3/12, 3/14	NO CLASS – CSHA (work on autism observations)	Autism observation
9	3/19,21	EXAM #1/Lesson Plans	EXAM #1
10	3/26, 3/28	Emotional and behavioral disorders <ul style="list-style-type: none"> • Ch. 10 	Cognitive oral #1
11	4/2, 4/4	<i>SPRING RECESS (CAMPUS CLOSED) – no class</i>	
12	4/9, 4/11	Sensory disorders <ul style="list-style-type: none"> • Ch. 11 	E/BD oral #1 Observation #1 DUE
13	4/16, 4/18	Neuromotor disorders and Traumatic Brain Injury (TBI) <ul style="list-style-type: none"> • Ch. 12 	Sensory disorders oral #1 Observation #2 DUE
14	4/23, 4/25	Augmentative and Alternative Communication (AAC) <ul style="list-style-type: none"> • Ch. 15 	TBI oral #1 Observation #3 DUE
15	4/30, 5/2	ORAL #2 Presentation – Autism	ORAL #2 - AUTISM

16	5/7, 5/9	EXAM #2	EXAM #2
Finals Day	FRIDAY-5/17 7:15-9:30am	Submission of Written Autism Research Article Summary Send to: jean.novak@sjsu.edu	AUTISM Article summary due 7:15-9:30am