

**SAN JOSE STATE UNIVERSITY
LURIE COLLEGE OF EDUCATION
EDSP 259 – SEMINAR IN DEVELOPMENTAL LANGUAGE DISORDERS
AND INTERVENTION STRATEGIES**

FALL 2015

Course and Contact Information

Instructor:	Dr. Jean M. Novak, Ph.D., CCC-SLP, Professor of Speech Pathology
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Office Hours:	Tuesdays, 8:00 a.m. to 9:00 a.m. and Noon to 1:00 p.m., by apptmt. [See University Policy S12-1 at http://www.sjsu.edu/senate/docs/S12-1.pdf for guidelines]
Class Days/Time:	Tuesdays, 9-11:45 and 4-6:45
Classroom:	Sweeney Hall 120
Prerequisites:	EDSE 102, EDSP 124; EDSP 125 or Consent of Instructor

Course Description

Neuropsychological, cognitive and linguistic correlates of developmental language disorders which underlie the competencies to diagnose and provide treatment for children and adolescents with language impairments are presented.

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.

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 Standards 22,23, and 24.

Upon successful completion of this course, students will have been educated by the following standards:

1. **Standard 22: Speech and Language Disorders**
Understanding of speech, language, and hearing disorders, including but not limited to disorders of language, articulation, fluency, voice, and hearing. Comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals with autism, cerebral palsy, hearing impairment developmental disabilities, learning disabilities, and traumatic brain injury.
2. **Standard 23: Evaluation of Speech and Language Disorders**
Proficiency in the assessment, selection, and development of augmentative and alternative communication systems and the training of clients in their use.
3. **Standard 24: Management of Speech and Language Disorders**
Knowledge of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.

Competencies

Upon successful completion of the course, the student will be able to:

1. Know normal early neurological development and function.
2. Know normal developmental patterns of language and cognitive systems.
3. Know normal perceptual development patterns.
4. Know abnormal early neurological development and function, including “at risk” criteria.
5. Know abnormal developmental patterns of language and cognition.
6. Know patterns of abnormal perceptual development.
7. Know characteristics of different groups of language disordered children.
8. Understand tests and techniques used to differentially diagnose children with language disorders.
9. Understand methods and strategies of intervention with language disordered children.
10. Adapt management techniques to various handicapping conditions.
11. Use understanding of cultural and linguistic differences when selecting and adapting intervention methods and strategies.
12. Demonstrate effective decision making skills for evaluation and treatment problems of language disordered children.

Textbooks/References

Recommended Textbooks

- Nelson, N. (2010). *Language and literacy disorders: Infancy through adolescence*. Boston: Allyn & Bacon.
- Paul, R. (2006). *Language disorders from infancy through adolescence assessment & intervention (3rd Edition)*. St. Louis: Mosby.

References

- Bialystok, E. (2001). *Bilingualism in development: Language, literacy and cognition*. New York: Cambridge University Press.
- Kaderavek, J. (2010). *Language disorders in children: Fundamental concepts of assessment and intervention*. Boston: Allyn & Bacon.
- Larson, V. & McKinley, N. (2003). *Communication solutions for older students*. Eau Claire, WI: Thinking Publications.
- Lynch, E. & Hanson, M. (2004). *Developing cross-cultural competence: A guide for working with children and their families (3rd Ed.)*. Baltimore: Brooks Publishing Company.
- Schroembrodt, L. (2006). *Children communication disorders: Organic bases*. Clifton, NY: Cengage.
- Tiegerman-Farber, E. & Radziewicz, C. (2008). *Language disorders in children: Real families, real issues and real interventions*. Upper Saddle River, NJ: Pearson.
- Trumbull, E. & Farr, B. (2005). *Language and learning: What teachers need to know*. Norwood, MA: Christopher Gordon.

References for specific disorders will be provided in class as needed.

JOURNALS:

American Journal of Speech Pathology
Archives of Pediatric and Adolescent Medicine
Child Psychiatry and Human Development
Developmental Neuropsychology
International Journal of Language and Communication Disorders
Journal of Childhood Communication Development
Journal of Communication Disorders
Journal of Learning Disabilities
Journal of Speech and Hearing Research
Seminars in Speech and Language
Topics in Language Disorders

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>.

CLASS REQUIREMENTS and ASSIGNMENTS

A. **GROUP PANEL** – Oral Presentation (assigned dates) (100 points)

1. Select a language disorder topic area (see schedule page).
Formal presentation with outlines, overheads, handouts, power point
LAPTOP PROJECT – wireless presentation – **POWER POINT**
Length: Full class period
Information to be provided to me -hard copy **BINDER** to include:
 - a. Current research articles re: topic area
 - b. Introduction/Background Information
 - c. Evaluation Procedures
 - d. Therapy Techniques (Main Focus)*****
 - e. Present a least one case study
 - f. Language and cognitive behavior
 - g. Implications/Future research
 - h. Creativity is the key (guest speaker, video, computer)
 - i. Include cooperative learning activity for class
 - j. Conclusion/Review of information presented
 - k. Questions from class
 - l. **WRITTEN OUTLINE MUST BE SUBMITTED** (1 week before the presentation)
 - m. Power point outline to be included in binder
 - n. **Class to receive binder information on canvas by MONDAY**
2. 3-4 members/group (depending on class size)
Each group must work together to orchestrate the presentation. The presentation should not be divided into sections with specific individuals responsible for specific areas, but the group should plan the presentation together. For example, if one individual is unable to present, then the rest of the group can take over that presentation. The importance of this project is the focus on “the team.” Team work and team concepts need to be developed. This is not a project to be done alone (80 points are group effort, 20 points are for individual presentation). The group must be cohesive and the presentation needs to flow in an organized, sequential manner. Use of the computer is vital for this project – it will eliminate the need to meet face to face and have to schedule unnecessary meetings on campus or elsewhere.

B. **INDIVIDUAL WRITTEN PROJECT OR SOCIAL STORY PROJECT**

(100 points) – Hard Copy

1. Select the language area of group presentation
2. Prepare training manual for parents or teachers on your topic area
3. Manual should include: (this is an individual project)
Title page, table of contents, acknowledgements, body of text (age level, background information re: disorder, assessment issues, intervention)

techniques/recommendations – suggestions for accommodations),
resources, references

4. Maximum pages: 20 (Do not use direct book copies, use own words)
5. SOCIAL STORY PROJECT will be discussed in Class.

C. **EXAMINATIONS** (100 points each)

1. Midterm (oral)
2. Final (take home)
3. 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

Exam #1	100 points
Exam #2	100 points
Panel	100 points
Training Manual	100 points
TOTAL POINTS	400 points

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. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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.

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 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.)



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>.

EDSP 259 Fall 2015, 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
1	8/25	Introduction
2	9/1	Review of Language Acquisition/Language Disorders
3	9/8	Assessment Considerations
4	9/15	Therapeutic Intervention Strategies
5	9/22	ADHD Presentation Model
6	9/29	EXAM #1
7	10/6	Panel Group Meetings
8	10/13	Special class project discussion: Social Stories
9	10/20	PANEL #1: Infants: FAS
10	10/27	PANEL #2: Down Syndrome/Genetics
11	11/3	PANEL #3: Cerebral Palsy
12	11/10	PANEL #4: Autism
13	11/17	PANEL #5: Central Auditory Processing Disorders
14	11/24	No Class—Work on Take Home Exam
15	12/1	PANEL #6: Adolescents
16	12/8	Oral presentations – MC2
Final Exam		

FINAL EXAM DATE _____ TIME _____ ROOM _____