

San José State University
College of Education
Communicative Disorders and Sciences
EDSP 222- Navigating Oral-Written Connections:
Research and Applications
Spring 2015

GENERAL INFORMATION

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

Professor- Communicative Disorders and Sciences

Office: I will not be on campus but you can always schedule a phone or Skype conference by sending me an e-mail first.

E mail: Henriette.Langdon @sjsu.edu

Phone: 650-387-2510 (personal cell) - Please use only in case of emergencies.

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

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.

COURSE LEARNING OUTCOMES

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.

COURSE LEARNING OUTCOMES

Upon completing this course, students will be able to:

- (1) Describe the connections between oral and written language.
- (2) Explain reading and writing development and instruction.
- (3) Explain the importance of language in the prevention of reading disabilities.
- (4) List various classifications of reading disabilities and their relationships to oral language performance and learning.
- (5) Demonstrate understanding for the relationship between language (school discourse) and learning in the classroom.
- (6) Explain the role of social interactions in the learning process.
- (7) Demonstrate knowledge of the core 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.
- (8) Be knowledgeable about literacy issues around the globe.
- (9) Demonstrate understanding of reading and writing disabilities and evidence-based strategies in working with students for whom English is their second language.
- (10) 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.
- (11) Illustrate strategies to assess and plan evidence-based interventions for students who have various reading and writing disabilities including ELL students.

REQUIRED TEXT

Stone, A. C., Silliman, E. R., Ehren, B. J., Wallach, G. P. (2014). *Handbook of language and literacy*. (2nd Ed.). New York: The Guildford Press.

ADDITIONAL RESOURCES (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.
- McGuinness, 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. 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.
- 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

Library Liaison Valeria Molteni, valeria.molteni@sjsu.eduVersion

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.”

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 issue or you need to have something clarified, please insert in the area that says “Questions” so others in the class can view it 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.

Grading Policy

Grades will be determined based on the percentage (earned points out of the possible total points), based on the rating system detailed below.

A+ 100 to 98 A 97 to 94 A- 93 to 90

B+ 89 to 87 B 86 to 84 B- 83 to 80

C+ 79 to 77 C 76 to 74 C- 73 to 70

D 69 to 60 F 59 and below

Note: All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic Integrity Statement

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 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Classroom Protocol Insert your expectations for participation, attendance, arrival times, behavior, safety, cell phone use, etc. here.

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.” (Please see me individually)

“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.” (Please seek my 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.

Accommodation to Students' Religious Holidays

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

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 (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>.

College and Departmental Policies

Vision Statement: The faculty of the College of Education at San Jose State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

Mission Statements College of Education: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally 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 and 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.

HIPPA

Policy Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and

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Course Requirements

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

TOPICS and ASSIGNMENTS

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

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

Active participation is important in this class.

The class consists of 7 seminars which include reading and discussion of 9 chapters. Dates are non-negotiable, 6 short online conversations as well as a final.

Week of	Topic and Reading
Jan. 22- Feb. 6 Standard 2	Seminar 1 Assignment due Feb. 9 at noon 100 points ATYPICAL LANGUAGE AND LITERACY DEVELOPMENT: TOWARD AN INTEGRATIVE FRAMEWORK <i>Chapter 1</i>
Feb. 3	Small online conversations 5:30 PM-7: 30 PM
Feb. 9-Feb. 20 Standard 2	Seminar 2 Assignment due Feb. 23 at noon 100 points COGNITIVE PROCESSES UNDERLINING TYPICAL AND ATYPICAL SECOND LANGUAGE LEARNERS <i>Chapter 4</i>
Feb. 17	Small online conversations 5:30 PM-7: 30 PM
Feb. 23-March 7 Standard 2	Seminar 3 Assignment due March 9 at noon

	<p>100 points PHONOLOGICAL PROCESSING DEFICITS AND LITERACY LERANING: CURRENT EVIDENCE AND FUTURE DIRECTIONS <i>Chapter 13</i></p>
March 3	Small group online 5:30 PM-7:30 PM
March 9-March 18 Standards 2 and 5	<p>Seminar 4 Assignment due March 20 at noon 100 points INDIVIDUAL DIFFERENCES IN WORD LEARNING AND READING ABILITY <i>Chapter 14</i></p>
March 17	Small online conversations 5:30 PM-7:30 PM
SPRING BREAK March 22-March 29	
March 30-April 3 Standard 5	<p>Seminar 5 Assignment due April 6 at noon 100 points PERSPECTIVE TAKING AND READING COMPREHENSION OF NARRATIVES: LESSONS LEARNED FROM “THE BEAN” <i>Chapter 18</i></p>
April 6-April 17 Standards 2 and 4	<p>Seminar 6 Assignment due April 20 at noon 100 points TEACHING STUDENTS WITH READING DISABIITY TO READ WORDS DIFFICULTIES WITH READING COMPREHENSION <i>Chapters 23 and 24</i></p>
April 7	Small online conversations 5:30 PM-7:30 PM
April 20-May 8 Standard 5	<p>Seminar 7 Assignment due May 13 at noon 100 points ASSESSMENT OF READING COMPREHENSION THE SPOKEN-WRITTEN COMPREHENSION CONNECTION <i>Chapters 25 and 26</i></p>
April 21	Small online conversations 5:30 PM-7:30 PM
FINAL EXAM	<p>On the web (TBD) 200 points Will be posted May 5 and due any time until May 15 to allow you to graduate at ease. You will use your inbox These dates are non-negotiable</p>

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

Each Seminar is 100 points	700
points	
Final exam	200
points	
Total	900
points	