

San José State University
Department of Communicative Disorders and Sciences
EDSP 120
Introduction to Language and Articulation Disorders
Spring 2016

Instructor: Dr. Carol Zepecki, Ed.D., CCC-SLP
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Office Hours: Tuesday or Thursday 3:00-4:00 or by appointment
Class Days/Time: Thursday 4:00-6:45
Classroom: SH 411
Prerequisites: EDSP 102, EDSP 110, EDSP 111 or instructor's consent

COURSE DESCRIPTION

This course provides an overview of various language, articulation, and phonology development and disorders from a variety of etiologically defined groups.

COURSE WEB PAGE AND MESSAGING

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at <https://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For a first-time user of Canvas, the instructions are available at <http://www.sjsu.edu/at/ec/canvas/index.html>. Notification setting and email address can be edited under "Setting" on Canvas.

Useful Resources

- <http://ggsc.wnmu.edu/academic/mat/tesol/phonology/phonemes/vowels/vowels.html>
- <http://ipa.typeit.org/full/>
- <http://www.unc.edu/~jlsmith/ipa-fonts.html>

ASHA STANDARDS

This course meets the following standards of the Standards and Implementation Procedures for the Certification of Clinical Competence in the area of research and evidence-based clinical practice:

Standard IV-B: Demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases; demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: Demonstrate knowledge of the nature of speech sound disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard IV-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with speech sound disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

LEARNING OUTCOMES (Course Learning Outcomes – CLO)

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

CLO 1: Demonstrate an understanding of the principles of language and articulation

assessment and evaluation. (IV-D)

CLO 2: Demonstrate an understanding of principles and methods of language and articulation intervention and remediation based on assessment data. (IV-D)

CLO 3: Discuss speech sound disorders and differences across etiological populations. [IV-C, IV-D]

CLO 4: Identify and demonstrate an understanding of basic definitions and classifications of language, articulation and phonology disorders in children. (IV-B)

CLO 5: Demonstrate a knowledge of language, articulation and phonology disabilities and differences in the etiological populations including neurological, cognitive and hearing impairments, emotional disturbances, and cultural and environmental differences. (IV-C)

Assigned Texts

Kuder, S.J. (2008-3rd or 4th Ed). *Teaching Students with Language and Communication Disabilities*. Boston: Allyn & Bacon. (ISBN-978-0-13-265666-5)

Bauman-Wangler, J. (2011). *Articulation and Phonology in Speech Sound Disorders: A clinical focus* (4th or 5th ed.). Boston: Allyn & Bacon. (ISBN-13: 9780132563567) (optional)

Library Liaisons:

Geetali Basu – 408-808-2651 - Geetali.basu@sjsu.edu

Teresa Slobuski - 408-808-2318 Teresa.slslobuski@sjsu.edu

Emily Chan - 408-808-2044 Emily.chan@sjsu.edu

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>.

COURSE REQUIREMENTS

Students are required to attend and participate in all classes and complete all assignments as described.

Students are responsible for all material presented in class. If you miss a class, you are responsible for obtaining the material by asking a fellow student for the notes and for any other information. The breadth and depth of material to be covered necessitates regular p

Quizzes – 7 highest will be counted – 9 to be given	70 points
Intervention presentation – written summary scored – due date TBD	20 points
Journal article written summary – Due 4/14	25 points
Rationale statement from Journal article – Due 4/14	5 points
Activity in language or articulation – write up Due 3/3	20 points
Class reflections – 5 points each – after each class	90 points
Exams 2 – 20 points each	40 points
Communication Disorders questions – 10 points – Due 2/18	10 points
Worksheets 1 and 2 in class – 10 points each	20 points
Total	300 points

Quizzes – 10 points each (7 counted for 70 points)

There will be 9 quizzes throughout the semester. Each will be worth 10 points. The highest 7 quizzes will be counted for a total of 70 points. These quizzes will be based on the information from the books and the powerpoint information concerning that topic.

INTERVENTION PRESENTATION (20 points)

I will give you a list of suggested intervention programs and/or activities. You will provide an oral presentation and a 1-2 page write-up. The write-up will be scored based on the outline provided in Canvas.

WRITTEN JOURNAL ABSTRACT SUMMARY [20 points]

Select a journal article that relates to language, articulation or phonology and provide a written summary of the article based on the outline in Canvas.

RATIONALE – (10 points)

When you provide intervention for clients, you need to reference Evidence-based practices in your treatment plan. You will need to develop a rationale based on the article that you read. I will teach you how to do it.

ACTIVITY – (20 points)

At the end of each chapter in the Kuder book, there are several suggested activities that involve interacting with a student/parent or teacher. Pick one from the book or develop a similar one that interests you. In class we will talk about why you chose it and how you plan to conduct it. You will need to write it up based on an outline in Canvas.

CLASS REFLECTIONS – (5 points each for a total of 90 points)

At the end of each class, you will reflect on what you learned in class.

EXAMS – (20 points each for a total of 40 possible points)

There will be a mid-term and a final exam that you will do at home.

COMMUNICATION DISORDERS QUESTIONS – (10 points)

You will read information and answer questions about communication disorders.

WORKSHEETS 1 and 2 – (10 points each for a total of 20 points)

In class activity.

Grade Equivalents

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- below 60%	

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.”

Note: “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.

Classroom Protocol

Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

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. (contact me if you wish to record – I will give oral permission)
 - 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.

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 (Optional)

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.

COLLEGE AND DEPARTMENT 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 changing circumstances.

Mission Statement

College of Education: The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Department of Communicative Disorders and Sciences: The mission of the Department of Communicative Disorders and Sciences is to provide a high quality program for Speech-Language Pathologists to meet the communicative needs of an increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research to train competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, trans-disciplinary and family collaboration and technological advancements in assessment and intervention.

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 will be required to adhere to these policies.

CONFIDENTIALITY

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

**EDSP 120 Language and Articulation
Tentative Schedule**

	Date	Class Topic/Activity	Homework
1	1/28	Review of course - Requirements Research article	Kuder - Read Chapters 1-2 Choose Activity/Research article/ Program
2	2/4	Discussion of Chapters 1-2 Language elements Review of article/activity/program choices	Study for Quiz on Chapters 1-2 Read Chapters 3-4
3	2/11	Quiz on Chapters 1-2 Discussion of Chapters 3-4 Language Acquisition Theories and Models	Study for Quiz on Chapters 3-4 Read Chapters 5-6 <i>Read and Answer questions on Communication Disorders</i>
4	2/18	Quiz on Chapters 3-4 <i>Disorders questions due</i> Discussion of Chapters 5-6 Milestones/Literacy	Study for Quiz on Chapters 5-6 Read Chapters 7-9
5	2/25	Quiz on Chapters 5-6 Discussion of Chapters 7-9 - ADD/LD/RTI/ID/Autism	Study for Quiz on Chapters 7-9 Read Chapters 10-12 <i>Complete Activity paper</i>
6	3/3	Quiz on Chapters 7-9 <i>Hand in Activity Paper</i> Discussion of Chapters 10-12 - ED, Behavior/Sensory/Neuromotor	Study for Quiz on Chapters 10-12 Read Chapter 13
7	3/10	<i>Quiz on Chapters 10-12</i> <i>Discussion of Chapter 13 - Assessment</i>	Study for Quiz on Chapter 13 Read Chapter 14
8	3/17	Discussion of Chapter 14 - Intervention	Complete Mid-term
9	3/24	<i>Mid-term exam due</i> Introduction to Articulation EL Students/Dialects (Chapter 8 in Bauman-Waengler)	Bauman-Waengler - Read Chapters 1 -2
	3/31	Spring Break	
10	4/7	Discussion of Chapter 1 - 2 Phonetics	Study for Quiz on Chapters 1-2 Read Chapter 3-4 <i>Complete Journal article review</i>
11	4/14	Quiz on Chapters 1-2 <i>Hand in Journal Article Review</i> Discussion of Chapter 3-4 - Phonological considerations and transcriptions <i>Presentations</i>	Study for Quiz on Chapters 3-4 Read Chapter 5-6
12	4/21	Quiz on Chapters 3-4 Discussion of Chapters 5-6 Normal Development and Assessment <i>Presentations</i> <i>In class worksheet</i>	Study for Quiz on Chapters 5-6 Read Chapter 7
13	4/28	Quiz on Chapters 5-6 Discussion of Chapter 7 -Diagnosis <i>Presentations - In class worksheet</i>	Read Chapter 9
14	5/5	Quiz on Chapter 7 Discussion of Chapter 9 - Therapy <i>Presentations</i>	Read Chapters 10-11
15	5/12	Discussion of Chapters 10-11- Treatment <i>Presentations</i>	Final Exam distributed
16	TBD	Final Exam due	

