

San José State University
Department of Communicative Disorders and Sciences
EDSP 120-2
Communicative Disorders in Children
Spring 2021

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: Tuesday 9:00 – 11:45

Classroom: On line with Zoom

Prerequisites: EDSP 102, EDSP 110,

Course Format

This course will be delivered on-line on Zoom through synchronous lectures, readings, discussions and viewing of audio and video models. Laptop, Internet access and software are required to complete this course.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. *You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates*

Course Description

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

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. (ASHA Standards IV-B, CTC SLP Standards 2, 3)

CLO 2: Exhibit comprehension of speech, language and hearing disorders associated with special populations. ((ASHA Standards IV-C, CTC SLP Standards 2, 3)

CLO 3: Discuss speech sound disorders and differences across etiological populations. (ASHA Standards IV-C, CTC SLP Standards 2, 3)

CLO 4: Demonstrate an understanding of basic definitions and classifications of language, articulation and phonology disorders in children. (ASHA Standards IV-C, CTC SLP Standard 3)

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 (ASHA Standards IV-C, IV-G, CTC SLP Standards 2, 3)

CLO 6: Demonstrate an understanding of the principles of language and articulation assessment and evaluation. (ASHA Standards IV-D, IV-F, CTC SLP Standard 3)

CLO 7: Demonstrate an understanding of principles and methods of language intervention and treatment. (ASHA Standards IV-D, IV-F, CTC SLP Standards 2, 3)

NOTE: "ASHA Standards" refer to the 2020 Standards for the Certificate of Clinical Competence in Speech- Language Pathology at: <https://www.asha.org/certification/2020-slp-certification-standards/#5>

Required Texts and Readings

Textbook

Kuder, S.J. (2018 5th Ed). *Teaching Students with Language and Communication Disabilities*. Boston: Allyn & Bacon. (ISBN-978-0-13-265666-5)

Library Liaison Suzie Bahmanyar auzie.bahmanyar@sjsu.edu

Additional Support

- [SJSU Accessible Education Center](http://www.sjsu.edu/aec/): <http://www.sjsu.edu/aec/>
- [King Library: Communicative Disorders and Sciences Services](http://libguides.sjsu.edu/CDS): <http://libguides.sjsu.edu/CDS>
- [Writing Center](http://www.sjsu.edu/writingcenter/): <http://www.sjsu.edu/writingcenter/>
- [Counseling and Psychological Services](http://www.sjsu.edu/counseling): <http://www.sjsu.edu/counseling>
- [Peer Connections](http://peerconnections.sjsu.edu): <http://peerconnections.sjsu.edu>

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>.

Quizzes – 10 points each (5 counted for 50 points)

There will be 6 short quizzes throughout the semester. Each will be worth 10 points. These quizzes will be based on the information from the readings of the previous week and the classroom activities and lectures. Since you will be able to use books and powerpoints, they will be more of a review, but it will help you to focus on important information. They will be online at the end of classes 2-7 and open for approximately 15 minutes depending on teacher determination of content complexity.

Program summary (25 points)

There will be a list of suggested intervention programs and/or activities in Canvas. You will provide a 1-2 page write-up of the program based on the sample in Canvas. The write-up will be scored based on the rubric provided in Canvas.

Due Date: You will present on your program when your topic is being discussed in class. There will be a schedule in advance so that you know when you need to present.

Journal Article summary [25 points]

Select a journal article that relates to language, articulation or phonology and provide a written summary of the article based on the outline and rubric in Canvas. **Due Date 4/13 by 12 pm.**

Language activity – (25 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 list or develop a similar one that interests you. You will need to write it up based on an outline and rubric in Canvas. You will share some of the information with other class members in Canvas.

Due Date: 3/9 by 12 pm.

Quick Read – (20 points)

You will be provided with a short article about a topic that is related to the course. You will need to read it, synthesize the information and orally present it to the class.

Due Date: You will present it when your topic is being discussed in class. There will be a schedule in advance.

Observation – 1 bonus points/observation

You are required to have 25 observation points prior to completing a CDS program. I suggest that you do some observation hours while taking this course. It is more difficult now in distance learning but not impossible. I can assist you to find clinicians to observe and/or you can observe up to 5 hours in the KACCD clinic. I have a clinic immediately following this class, and I can give you the spring schedule as well. I can also help you to find other clinicians to observe.

Exams – (25 points each for a total of 50 possible points)

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

The mid-term exam will cover Chapters 1-12 in Kuder and other information covered in those weeks. (I will let you know about any ancillary information)The final exam will be a case study.

Grading Information: Determination of Grades

Quizzes – Five at 10 points each	50 points
Program summary	25 points
Journal article written summary –	25 points
Activity in language or articulation – write up	25 points
Exams 2 – 25 points each	50 points
Quick Read – oral presentation	20 points
Bonus points for observation 5 possible	5 possible
Total	200 points

Grade Appeals: The instructor welcomes appeals to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned.

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) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Grades will be based on points applied to the rubrics presented for each assignment or for the actual points achieved on the examination.

A+ = 96.5 to 100 %	A = 92.5 to 96.4%	A- = 89.5 to 92.4%
B+ = 86.5 to 89.4%	B = 82.5 to 86.4%	B- = 79.5 to 82.4%
C+ = 76.5 to 79.4%	C = 72.5 to 76.4%	C- = 69.5 to 72.4%
D = 59.5 to 69.4%	F = < 59.4%	

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.

Assignment Due Dates: All assignments are due on the dates listed.

Attendance/Participation: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Each unexcused absence will lower the final course grade in half grade increments (i.e., A+ to A to A- etc.). Students will complete the assigned readings and study questions prior to each class. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions. Class assignments will take (at least) ten to twelve hours per week.

Writing Requirements: Students should adhere to the APA (American Psychological Association) Manual. Primary cites should be used; a secondary source is allowed when the primary source is not available or written in a non-English language. The APA Manual is available in the King library.

Consent for Recording of Class and Public Sharing of Instructor Material: 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.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student’s

own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. 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.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

College and Department Policies

Vision Statement: The faculty of the College of Education at San José 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 Statement - 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.

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 Chair of the Communicative Disorders & Sciences Department for disciplinary action

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 disabilities.

EDSP 120 Language and Articulation
Tentative Overview of Course

Each week as we go through the Kuder chapters, I will provide you with an outline and a study guide in Canvas. Make sure to use it so that you come prepared to learn the information presented in class. There will not be a textbook after the break. I will provide you with information to study in advance or to read in class. At times, as the course proceeds, there may be some minor changes to accommodate particular needs of this class, or this semester.

Class	Date	Topic Focus
1	2/2	<u>Class Content/Activity</u> Review of syllabus and requirements Review of structure of Canvas Introduction/overview of the course "Getting to know you activity " Homework: Read Chapters 1 & 2 in Kuder Review outline and study guide.
2	2/9	<u>Class Content/Activity</u> Elements of language Kuder Chapters 1 & 2 Quiz on Chapters 1 & 2 Homework: Read Chapters 3 & 4 in Kuder Review outline and study guide.
3	2/16	<u>Class Content/Activity</u> Bases and models for language acquisition Kuder Chapters 3 & 4 Quiz on Chapters 3 & 4 Homework: Read Chapters 5 & 6 in Kuder Review outline and study guide
4	2/23	<u>Class Content/Activity</u> Language development and literacy - Kuder Chapters 5 & 6 Taking a language sample Quiz on Chapters 5 & 6 Homework: Read Chapters 7 & 8 in Kuder Review outline and study guide

5	3/2	<p style="text-align: center;"><u>Class Content/Activity</u></p> <p>Students with learning, attention, and intellectual disabilities – Kuder Chapters 7 & 8 Review outline and study guide Quiz on Chapters 7 & 8 Homework: Read Chapters 9 & 10 in Kuder Finish up your Language Activity it is due on 3/9</p>
6	3/9	<p style="text-align: center;"><u>Class Content/Activity</u></p> <p>Students with autism and emotional and behavioral disorders Kuder Chapters 9 & 10 Quiz on Chapters 9 & 10 Hand in your Language Activity Homework: Read Chapters 11 & 12 in Kuder Review outline and study guide</p>
7	3/16	<p style="text-align: center;"><u>Class Content/Activity</u></p> <p>Sensory and neuromotor disorders Kuder Chapters 11 & 12 Quiz on Chapters 11 and 12 Homework: Read Chapters 13, 14, 15 in Kuder Review outline and study guide</p>
8	3/23	<p style="text-align: center;"><u>Class Content/Activity</u></p> <p>Assessment and intervention including AAC Kuder 13, 14, 15 Mid-term exam -Information from weeks 2-7. Chapters 1-12 in Kuder and additional classroom information Homework: Have a great break</p>
	3/30	Spring Break
9	4/6	<p style="text-align: center;"><u>Class Content/Activity</u></p> <p><u>No textbook – information to be provided</u> Phonology and articulation – basic terms and concepts Homework: Complete your Journal Article</p>
10	4/13	<p style="text-align: center;"><u>Class Content/Activity</u></p> <p>Phonetics and phonetic transcription Hand in your journal article Homework: Prepare to discuss one of your observations</p>
11	4/20	<p style="text-align: center;"><u>Class Content/Activity</u></p> <p>Assessment and diagnosis of speech disorders – therapy Homework: Observe an online lesson and be prepared to talk about it.</p>
12	4/27	<p style="text-align: center;"><u>Class Content/Activity</u></p> <p>Phonological Development Homework: Read Kuder – Chapter 16 Read Articles on dual language learners</p>
13	5/4	<p style="text-align: center;"><u>Class Content/Activity</u></p> <p>Second language learners – English learners, Dialects – Kuder 16 Homework: TBD</p>
14	5/11	<p>Class Content/Activity Phonemic based sound disorders & specific disabilities Homework: Complete your final exam</p>
15	TBD	Final Exam