

San José State University
Department of Communicative Disorders and Sciences
EDSP 120-03, Communicative Disorders in Children, Spring 2021

Course and Contact Information

Instructor:	Lyle Lustigman, Ph.D.
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Office Hours:	Thursday 11:45 AM to 12:45 PM Or by appointment
Class Days/Time:	Thursdays 9:00 AM to 11:45 AM
Classroom:	Online

Course Description

Overview of communication disorders and relevant treatment strategies for children.

Course Learning Outcomes (CLO) linked to [ASHA standards](#) and [CTC SLP standards](#)

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

- CLO 1: Demonstrate understanding of speech, language, and hearing disorders in children (ASHA Standard IV-B; CTC SLP Standard 3).
- CLO 2: Exhibit comprehension of speech, language and hearing disorders associated with special populations (ASHA Standards IV-C, IV-D; CTC SLP Standards 2, 3).
- CLO 4: Discuss speech sound disorders and differences across etiological populations (ASHA Standard IV-C; CTC SLP Standards 2, 3).
- CLO 5: Demonstrate an understanding of basic definitions and classifications of language, articulation and phonology disorders in children (ASHA Standard IV-C; CTC SLP Standard 3).
- CLO 6: Demonstrate a knowledge of language, articulation and phonology disabilities and differences in the following etiological populations (ASHA Standards IV-C, IV-G; CTC SLP Standard 2, 3):
 1. neurological impairments;
 2. cognitive impairments;
 3. emotional disturbance;
 4. hearing impairments;
 5. cultural and environmental differences.

- CLO 7: Demonstrate an understanding of the principles of language and articulation assessment and evaluation (ASHA Standards IV-D, IV-F; CTC SLP Standard 3).
- CLO 8: Demonstrate an understanding of principles and methods of language and articulation intervention and remediation (ASHA Standards IV-D, IV-F; CTC SLP Standards 2, 3).

Required Textbook

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 can view the full library catalog here: <http://www.library.sjsu.edu/>

Library Liaison

Suzie Bahmanyar, suzie.bahmanyar@sjsu.edu

Course Requirements and Assignments (See the attached Course Calendar for exam/due dates, and assignment documents posted on Canvas for more specific instructions):

- 1) Complete required **readings** – Kuder text and other as assigned
- 2) **In-class assignments (10%)** – throughout the semester there will be some in-class activities, including graded in-class assignments and other group activities.
- 3) Two **exams (40%; 20% each)**
- 4) Three **observation assignments (10%)** – based on observation of therapy sessions with a child with ASD
- 5) **Group in-class presentation (10%)** – integrating findings from two research articles concerning one domain of language disorders in children
- 6) **Individual in-class presentation (10%)** – focusing on observation, research article, or lesson plan in the domain of ASD
- 7) **Written journal article summary on ASD (20%)**

Grading Policy

Grades will be determined based on the percentage (earned points out of the possible total points), using the percentage 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		

- Late assignment penalty: One point will be deducted each day past the deadline.
- There are no make-up exams, or in-class activities, except for documented illness, emergency and

observed religious holiday (see Classroom Policy below).

Assignment weighting:

ASSIGNMENT	WEIGHT (%)
In-class assignments	10
Exams	40
Observation assignments	10
Group in-class presentation	10
Individual in-class presentation	10
Article summary	20
TOTAL	100

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.

Classroom Protocol

- **Respect the learning environment.** Because every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All mobile/electronic devices that generate sound must be turned off when you enter the room. Disruption of class, whether by *latecomers, noisy devices, websurfing, or inconsiderate behavior* will not be tolerated. Repeated violations will be discussed with the individual(s) and may result in an administrative withdrawal.
- **Adhere to SJSU student conduct code and ASHA code of ethics for all work in this class.**
- **Illness/emergency:** At the discretion of the instructor, make-up exams, quizzes and/or assignments will be given in cases of documented illnesses and personal/family-related emergencies. **Inform me within 24 hours** of the missed deadline, and **submit documentation within one week**. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required.
- **Observe religious holidays:** Inform me of your absence **before the add deadline or three days before the absence, whichever is earlier**, to make any necessary arrangement.
- **Accommodations for disabilities:** Inform me of the necessary accommodations with documentation from [Accessible Education Center](#) in a timely manner (see Campus Policy in Compliance with the American Disabilities Act below).

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.

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.

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 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 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>, 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 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 120-03, Spring 2021, Course Calendar

The schedule is tentative, and subject to change with advance notice in class and/or via course website.

Course Schedule

Week	Date	Topics, Readings (Kuder chapters)	Assignments Deadlines
1	1/28	Course overview Overview of language development <ul style="list-style-type: none"> Ch. 1-6 	
2	2/4	Specific Language Impairment (SLI)	
3	2/11	Applied Behavior Analysis (ABA)	
4	2/18	Autism Spectrum Disorder (ASD) <ul style="list-style-type: none"> Ch. 9 	
5	2/25	Attention-Deficit/Hyperactivity Disorder (ADHD) <ul style="list-style-type: none"> Ch. 7 	
6	3/4	Cognitive disorders <ul style="list-style-type: none"> Ch. 8 	
7	3/11	Exam 1 Overview of lesson plans	Exam 1
8	3/18	In-class work on group presentations	
9	3/25	In-class group presentations	In-class group presentations
	4/1	<i>SPRING RECESS (CAMPUS CLOSED)</i>	
10	4/8	Sensory disorders <ul style="list-style-type: none"> Ch. 11 	
11	4/15	Emotional and behavioral disorders <ul style="list-style-type: none"> Ch. 10 	Observation assignment submission #1
12	4/22	Neuromotor disorders and Traumatic Brain Injury (TBI) <ul style="list-style-type: none"> Ch. 12 	Observation assignment submission #2

Week	Date	Topics, Readings (Kuder chapters)	Assignments Deadlines
13	4/29	Augmentative and Alternative Communication (AAC) • Ch. 15	Observation assignment submission #3
14	5/6	Exam 2 Catch up on previous classes	Exam 2
15	5/13	In-class individual presentations	In-class individual presentations
Final Day	5/20	Thursday 5/20, by 5:00 PM	Submission of Article Summary assignment on Canvas