

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

FALL 2019

Course and Contact Information

Instructor:	Dr. Jean M. Novak, Ph.D., CCC-SLP, Professor of Speech Pathology
Office Location:	Sweeney Hall 118B
Telephone:	(408) 924-3671
Email:	jean.novak@sjsu.edu (do not use CANVAS e-mail) All emails must include a contact number in order to receive a response— I check emails Monday - Thursday, 9:00 a.m. to 5:00 p.m.
Office Hours:	Tuesday, Thursday, 7:00am – 8:30am, Tuesday 12-1:00 pm, by appointment. [See University Policy S12-1 at http://www.sjsu.edu/senate/docs/S12-1.pdf for guidelines]
Class Days/Time:	Thursdays: 9-11:45 (section 1); 12:00-2:45 (section 2)
Classroom:	Sweeney Hall 449
Prerequisites:	EDSP 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 and from various cultural backgrounds.
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

Required Textbook:

Paul, R. (2018). *Language disorders from infancy through adolescence assessment & intervention* (5th Edition). St. Louis, Missouri: Elsevier.

Recommended Textbooks

Nelson, N. (2010). *Language and literacy disorders: Infancy through adolescence*. Boston: Allyn & Bacon.

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 & Written Presentation (assigned dates) (100 points)

1. Select a language disorder topic area (see schedule page for date). This is a formal oral presentation with outline and POWER POINT and live examples (i.e. guest speaker, videos, demos). Use textbook for info. As well as other sources.
Presentation Length: Full class period (or as otherwise specified in class)
Information to be provided must include:
 - a. Current research articles re: topic area (10) in various areas
 - b. Introduction/Background Information on the disorder
 - c. Evaluation Procedures (assessment tools)
 - d. **Therapy Techniques** (Main Focus)*****
 - e. Present a least one case study
 - f. Language and cognitive behavior regarding the disorder
 - g. Implications/Future research
 - h. **Creativity** is the key (guest speaker, videos about the topic)
 - i. Include **cooperative learning activity** for class at the end
 - j. Conclusion/Review of information presented - closure
 - k. **Questions** from class – 5 minutes
 - l. Hard copy of presentation to be submitted to professor on the day of the presentation in binder with tabs for each of the sections, along with 3 essay test questions related to the presentation.
 - m. **Students in the class are to receive “binder” information on canvas by MONDAY of the week of the presentation**
2. 3-5 members/group (depending on class size) – the purpose of the assignment is to build on knowledge base and TEAM WORK. Each group must work together to orchestrate the presentation. The presentation should **NOT** be divided into sections with only specific individuals responsible for specific areas, but the group should plan the presentation together. You must take time to practice the presentation together. This is important, because if one individual is unable to present on the scheduled date, then the rest of the group can take over that presentation section. The importance of this project is the focus on **“THE TEAM.”** Team work and team concepts need to be developed, and are critical in our field. 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 communication is vital for this project, as it will eliminate the need to meet face to face and have to schedule unnecessary meetings on campus or elsewhere.

B. SPECIAL ASSIGNMENTS: INDIVIDUAL TRAINING MANUAL WRITTEN PROJECT OR SOCIAL STORY PROJECT OR OTHER PROJECT to be discussed in class.

(100 points)

1. **Training Manual:** Select the language area of your group presentation
Prepare training manual for parents or teachers on your topic area
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
Maximum pages: 20 (Do not use direct book copies, use own words)
2. **SOCIAL STORY** 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. Finals day- culminating activity

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 (grades will not be rounded up)

Exam #1 (midterm)	100 points
Exam #2 (final)	100 points
Panel presentation	100 points
Special Assignment	100 points

Quizzes/other assignments	50 points
TOTAL POINTS	300-450 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

CLASS EXPECTATIONS AND REGULATIONS

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 **ONLY** when requests are accompanied by medical or other legal documentation. Only “excused” exam make-ups will be given at the discretion of the professor, and with approval from the professor. Please e-mail the professor if unable to take the exam and follow the information above.

EXAMS: All in-class essay tests must be completed in **INK ONLY** in a blue book (**0 points will be given if completed in pencil** – the test will not be graded). Multiple choice tests need to be completed on scantron forms in **PENCIL**. Take home tests are to be printed and submitted as hard copies on due date. Oral exams will be discussed in class.

Assignments are due on the **due date In Class** (These assignments are **NOT** to be simply placed in the professor’s box on the day of class). If assignments are not turned in during the class, they are **LATE**. Please email the professor as soon as possible to say that the assignment will be late. A late assignment will also have to be approved by the professor with written documentation, otherwise the assignment will receive **0 points** - if it is not approved by professor and simply left in the office. An “approved” late assignment will have an automatic **5 point deduction**. If an assignment is approved to be turned in late (as agreed by the professor), the student will turn in the assignment into the office and have the time and date stamped on the assignment and initialed by an office staff member. The assignment is not to be placed in the professor’s box by the student. If an assignment is late but approved, the student must attach a cover sheet which states the Class number, day, and time that the class meets on the cover sheet with attached written documentation of approval, as well as be stamped and initialed by CD&S staff member in

SH 115. A staff member will put the assignment in my box. Do NOT leave any assignments under the office door of the professor.

If unable to present during the **panel oral presentation** and if approved by the professor, a **20 point deduction** will be given (no make-ups will be given for this oral presentation). Please note, all oral presentations require following an appropriate **dress code**, and points will be deducted as per rubric scores. The dress code consists of wearing attire that would be worn during a job interview (i.e. business-like, no jeans, no flip flops, check handbk).

All **written assignments** are to be turned in as printed hard copies (not hand written). Emailed/electronic assignments will NOT be accepted. Please make sure that your assignments are turned in on-time and IN class, not at the end of the day.

It is your responsibility to **attend class** as the majority of the test material is taken from class presentations. The textbook is to provide supplemental information and clarification of the information presented in class. The textbook chapter should be read before the class presentation on a particular topic, to make the presentation more meaningful. Class assignments are also explained in more detail in class, so be sure to get notes from students, if you have to miss a class. Also, please check with your classmates first, about assignments if you were unable to attend any class for clarification of information before emailing the professor on information presented in class. You can ask the professor questions about class material and assignments **in class**. It is best to do this because other students may also have the same questions that can be easily clarified. If you email the professor about a class assignment or a question, please be aware that the professor has 24 hours before required to respond to your question during the week, and is not required to respond over the weekend, (as per union rules). Any responses received earlier are a courtesy from the professor. Please note that during breaks (winter, spring, summer), weekend, and holidays, emails will **NOT** be answered.

Please be aware of when class begins and when class ends. Coming late or leaving early needs to be approved by the professor. If you have to be late for class, or have to leave early due to an emergency, please let the professor know. Also, please be respectful to students in the class and the professor if you come late or leave early, as to not disrupt the speaker/lecturer/professor. **On exam dates you cannot come in late!** Once the directions are given and exam is passed out, you will not be able to take the exam. If you have a medical or other emergency you must notify the professor and present the appropriate documentation for re-scheduling the exam. Otherwise, you will receive a 0 for the exam.

Quizzes/other class assignments are at the discretion of the professor. They may be at the beginning or end of a class, or additional project for class. A total possible total of **50 points over the semester will comprise of the quizzes/in-class/special assignments.** **No make-ups** or substitutions will be allowed for missed assignments/quizzes related to this area.

NO EXTRA CREDIT is offered in this class. **NO INCOMPLETES** are given.

Questions about a grade received on a test or assignment can be discussed by making an appointment with the professor. Grade disagreements/discrepancies will NOT be discussed in class (this includes before or after class, or during break).

Break-time will be held, and will be at the discretion of the professor/presenters. At that time, students can check their cell phones, use the facilities, eat, and return at the time the class is to reconvene. If for some reason you have a condition where you are required to leave the classroom during the lectures/presentations please let the professor know. Also eating in class during class-time is discouraged, unless you have a specific medical condition which requires the intake of food, please let the professor know – otherwise please eat before, after, or during break.

Cell phones are not allowed to be used during class-time. Please turn off cell phones during class time.

Computers are to be used **ONLY** to take notes or look at class discussion slides, so not to disturb and distract other students in the class that are taking notes and listening to the lecture. It is very distracting to other students when a student is looking on facebook, reading email, shopping on amazon or ebay, etc. during class presentations/lectures.

Please remember to contact the **AEC** if you require special accommodations for the class, and please let the professor know by meeting with the professor to discuss your options, so to better accommodate your needs. Please do not wait until the end of the semester.

Thank you for your understanding. Please direct any of your questions to 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 – Section 1 & 2: Fall 2018

*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	Paul Chapters
1	8/22	Introduction/Review Syllabus/Classroom Regulations	
2	8/29	Review of Language Acquisition/Language Disorders	1,5
3	9/5	Assessment Considerations	2
4	9/12	Intervention Considerations	3
5	9/19	Interdisciplinary Collaboration presentation	handout
6	9/26	ADHD Demo Presentation	4-9
7	10/3	EXAM #1 OR Social Cognitive Intervention	handout
8	10/10	Prepare Panel presentations: No Class OR Exam #1	
9	10/17	Tele-practice Intervention Presentation	handout
10	10/24	PANEL #1: Infants/FAS	4-9
11	10/31	PANEL #2: Down Syndrome/Genetics	4-9
12	11/7	PANEL #3: Cerebral Palsy	4-9
13	11/14	PANEL #4: Autism	4-9
14	11/21	PANEL #5: Adolescents with Language Learning Dis/EXAM	10-14
15	11/28	Happy Thanksgiving – no Class	
16	12/6	Oral Presentations – FINAL EXAM DUE	
Final Exam date: 12/16/19			

FINAL EXAM DATE (both sections): **Monday, December 16, 2019**

TIME: **7:15 AM – 9:30 AM**

WHERE: On-line: jean.novak@sjsu.edu