

San José State University
Special Education Department / The Department of
Communicative Disorders and Sciences
EDSP 222, Navigating Oral and Written Connections: Theory and
Applications, Section 3, Spring 2018

Course and Contact Information

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| Office Hours: | Mondays 6:45pm – 7:45pm, and by appointment |
| Class Days/Time: | Mondays 4:00pm – 6:45pm (1/29, 2/26, 3/19, 4/30) hybrid seminar |
| Classroom: | Sweeney Hall Room 433 |

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.

Course Format

This course utilizes a hybrid classroom delivery format. There will be both in-person class sessions and online course requirements. Internet connectivity and access to a technological device such as computer is required. The SJSU Canvas platform is required as the course management system. Participation includes readings, course

assignments and activities on Canvas. All course requirements are to be submitted in Canvas.

MYSJSU Messaging

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

Course Description

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 developmental or acquired language-learning disabilities. Required for speech-language pathologists. Prerequisite: EDSP 251, EDSP 259, EDSP 262, EDSP 276 or instructor consent.

Course Learning Outcomes (CLO) (Required)

This course is developed in accordance of the new **ASHA standards** to be initially implemented for the 2014 Graduating Master's Degree Students in Speech Pathology. For details please see: [http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards / #Standard_II](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#Standard_II)

STANDARD IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: (The standard delineates 9 areas, but I am copying the one relevant for this class).

Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, pre-linguistic communication and paralinguistic communication) in speaking, listening, reading, writing;

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Aligned CTC and ASHA Standard includes the following:

SLP Standard 2-Child Development and Speech, Language, and Hearing Acquisition –This standard addresses the specific area listed below among others:

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.

SLP Standard 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.

SLP Standard 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.*

SLP Standard 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 causes and their relationships to oral language performance and learning.
5. Describe the assessment and instruction for phonemic awareness and word recognition skills.
6. Describe the assessment of reading comprehension and writing strategies for remediation.
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. Demonstrate understanding of reading and writing disabilities and evidence-based strategies in working with students for whom English is their second language
9. Illustrate strategies to assess and plan evidence-based interventions for students who have various reading and writing disabilities including ELL students.
10. Describe the unique contributions of SLPs in literacy-based issues.

Required Texts/Readings (Required)

Textbook

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.

Other Readings

Additional readings and resources are posted in Canvas

Course Requirements and Assignments

Students will need to keep abreast of course requirements and deadlines, and frequently check MySJSU for course communications. Students will be expected to come to classes prepared for in-class seminars, which will include group work that is dependent upon completion of assigned readings. Course assignments:

1. Weekly readings (13) and reflections from course text
 - a. Summary of major ideas
 - b. Impressions / comments
 - c. One (1) assigned peer review
2. Two (2) PowerPoint presentations and peer reviews.
Presentation #1 = word recognition & reading comprehension.
Presentation #2 = writing composition & spelling.
 - a. 5-7 slides summarizing assigned chapter

- b. four (4) assigned peer reviews
- 3. Three (3) Seminars (in-class sessions)
 - a. Socratic seminars on assigned topics
 - b. Preparation required from each student
 - c. Participation required from each student
- 4. One (1) final project*
 - a. Presentation designed for general education staff on a literacy topic

Final Evaluation

There is one culminating class project*. This project requires students to develop a professional development presentation designed for general education staff. The rubric for this assignment is posted in Canvas.

Grading Information

| <i>Assignments</i> | <i>Points</i> |
|--------------------------|---------------|
| Chapter Reflections (13) | 130 (13 x 10) |
| Presentations (2) | 60 (2 x 30) |
| Seminars (3) | 135 (3 x 45) |
| Final Project (1) | 75 (1 x 75) |
| <i>Total</i> | 400 points |

- 95 – 100% = A 90 – 94% = A- 87 – 89% = B+ 84 – 86% = B
- 80 – 83% = B- 77 – 79% = C+ 74 – 76% = C 70 – 73% = C-
- 65 – 69% = D <65% = F

Determination of Grades

Grades are determined according to quiz/exam scores and rubrics for assignments. Late work is accepted; however, it is subject to a 50%-point penalty without excuse due to an extenuating circumstance. Late work cannot be accepted after the 15th week of the semester.

Classroom Protocol

Students are expected to keep abreast of course requirements, timelines and updates by regularly reading communications from Canvas. Students are expected to complete assignments on time, and participate in class activities, discussions, and projects as defined in the syllabus.

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. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). 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 address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements

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 fieldwork, group assignments, internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

Accommodation to Students' Religious Holidays

[University Policy S14-7](#) states that 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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping

classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), 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 F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in

- ✦ [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall
- ✦ [Academic Technology Computer Center](#) at <http://www.sjsu.edu/at/hd/> on the 1st floor of Clark Hall
- ✦ [Associated Students Computer Services Center](#) at <http://as.sjsu.edu/asccsc/> on the

2nd floor of the Student Union

✦ [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>

✦ [Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library) for public at large at <http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library>

✦ Additional computer labs may be available in your department/college

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 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](#) 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.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services](#)

[website](#) at <http://www.sjsu.edu/counseling>

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](#) at <http://www.sjsu.edu/gup/syllabusinfo>"

EDSP 222 / Navigating Oral and Written Connections: Theory and Applications, Spring 2018, Course Schedule

This schedule is subject to change with fair notice via in-class discussions or MYSJS messaging.

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|---------------|---|
| 1 | <i>Jan 29</i> | Course Overview, Navigating School-Age Literacy, Socratic Seminar Information & Contract |
| 2 | <i>Feb 5</i> | * Atypical Language and Literacy Development: Toward an Integrative framework (Ch 1) |
| 3 | <i>Feb 12</i> | * Genetics of Language & Literacy Impairments (Ch 2) |
| 4 | <i>Feb 19</i> | * Neurobiological Basis of Language & Reading: Typical & Impaired Processing (Ch 3) |
| 5 | <i>Feb 26</i> | <p>Seminar #1</p> <ul style="list-style-type: none"> • <i>Policy & Practice Issues for Students at Risk in Language & Literacy Learning: Back to the Future (Ch 6)</i> • <i>Reframing Literacy for Screen-Based Age: A Case for Digital Mindsets (Ch 7)</i> • <i>Adolescents Who Struggle and 21st-Century Literacy (Ch 33)</i> <p>* Cognitive Processes Underlying Typical & Atypical Second-Language & Literacy Development (Ch 4)</p> |
| 6 | <i>Mar 5</i> | <p>Presentation #1 due <i>(Word Recognition Ch 21-23, & Reading Comprehension Ch 24-26)</i></p> <p>* Phonological Processing Deficits and Literacy Learning: Current Evidence and Future Directions (Ch 13)</p> |
| 7 | <i>Mar 12</i> | * Individual Differences in Word Learning and reading Ability (Ch 14) |
| 8 | <i>Mar 19</i> | <p>Seminar #2</p> <ul style="list-style-type: none"> • <i>The Case for Increasing Emphasis on Vocabulary Instruction in the Early Years (Ch 9)</i> • <i>Social and Affective Factors in Children with Language Impairment: Implications for Literacy Learning (Ch 10)</i> • <i>Fostering Children's Emergent Literacy Development: The Role of Family Practices (Ch 11)</i> <p>* Morphemes Matter: How Morphological Knowledge Contributes to Reading and Writing (Ch 15)</p> |
| | <i>Mar 26</i> | <i>Spring Break</i> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------------|---|
| 9 | <i>Apr 2</i> | * Syntactic Contributions to Literacy Learning (Ch 16) |
| 10 | <i>Apr 9</i> | * The Linguistic Challenges of Learning across Academic Disciplines (Ch 17) |
| 11 | <i>Apr 16</i> | Presentation #2 due <i>(Writing Composition Ch 27 – 28, & Spelling Ch 30-32)</i> * Perspective-Taking and Reading Comprehension of Narratives: Lessons Learned from “The Bean” (Ch 18) |
| 12 | <i>Apr 23</i> | * A Language Perspective on Executive Functioning, Metacognition, and Self-Regulation (Ch 19) |
| 13 | <i>Apr 30</i> | Seminar #3 <ul style="list-style-type: none"> • <i>Language Variation and Literacy Learning: The Case of African American English (Ch 12)</i> • <i>Becoming Bilingual & Biliterate: Sociolinguistic and Sociopolitical Considerations (Ch 8)</i> • <i>English Language Learners: Instructional Practices to Promote Literacy Development (Ch 35)</i> * Bilingual Children with Language Learning Disabilities: Convergence in Conceptual, Linguistic, and Cultural Circles of Knowledge (Ch 20) |
| 14 | <i>May 7</i> | * Response to Intervention for Teaching and Learning in Language and Literacy (Ch 34) |
| 15 | <i>May 20</i> | Final Project due |

* Chapter reading and reflection due

