

**San José State University  
College of Education/  
Department of Communicative Disorders & Sciences  
EDSP 120, Communicative Disorders in Children, Section 3,  
Spring, 2018**

**Course and Contact Information**

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<b>Office Hours:</b>	Mondays 3:00-4:00, and by appointment
<b>Class Days/Time:</b>	Wednesdays, 4:00 PM-6:45 PM
<b>Classroom:</b>	Sweeney Hall 414
<b>Prerequisites:</b>	<b>EDSE 102, EDSP 110, EDSP 111, EDSP 113, or instructor consent</b>

**Course Format**

*This course is a hybrid course, designed to support both in person and online learning. Internet connectivity and a computer will be required. Access to Microsoft Word and Power Point is helpful in this class.*

*[Canvas](https://sjsu.instructure.com) Learning Management system (<https://sjsu.instructure.com>) will be utilized for this class.*

**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](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

**Course Description**

*Etiology and remediation of communicative disorders in children.*

**Course Learning Outcomes (CLO)**

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

CLO 1 Identify basic definitions and classifications of articulation and phonology disorders.

CLO 2 Discuss speech sound disorders and differences across etiological populations.

CLO 3: Demonstrate an understanding of basic definitions and classifications of language, articulation and phonology disorders in children.

CLO 4: Demonstrate a basic knowledge of interaction and engagement with pediatrics.

CLO 5: Demonstrate an understanding of the principles of language and articulation assessment and evaluation.

CLO 6: Demonstrate an understanding of principles and methods of language and articulation intervention and remediation.

## Required Texts/Readings

### Textbook

- Pomaville, F. & Hegde, MN. *Assessment of Communication Disorders in Children* (3<sup>rd</sup> ed.). San Diego, CA: Plural Publishing. ISBN-13: 978-1-59756-784-8
- Paul, R. (2014). *Introduction to Clinical Methods in Communication Disorders* (3<sup>rd</sup> ed.). Baltimore, MD: Paul H. Brookes Publishing Co. ISBN-10: 1-59857-286-5 | ISBN-13: 978-1-59857-286-5. Available online at: [www.brookespublishing.com](http://www.brookespublishing.com)

### Other Readings

*Additional Reading will be posted on Canvas.*

### Other technology requirements / equipment / material

- Required Technology: [www.simucase.com](http://www.simucase.com)
  - You may choose to purchase a semester license or a year license. This technology will likely be used in subsequent courses in the fall.

### Library Liaison

Suzie Bahmanyar, MLIS

[suzie.bahmanyar@sjsu.edu](mailto:suzie.bahmanyar@sjsu.edu)

408.808.2654

<http://libguides.sjsu.edu/CDS>

### Course Requirements and Assignments

- 1) You are responsible for engaging in "Key Concepts Discussions" 5 times throughout the semester. You will choose key concepts from the assigned reading and define/explain them, ask questions, and engage with your peers online. You must have 10 discussion posts (minimum 2 per topic) indicated in order to receive credit. Due dates are listed on Canvas (25 points). (CLO 1-6)
- 2) You will complete a presentation on an articulation and language intervention strategy of your choice. More details will be provided on Canvas. (10 points) (CLO-6)
- 3) You will complete two cases on Simucase (one assessment, one treatment) (15 points each) (CLO1-6)
- 4) You will complete a final project (Evaluation) based on observation/engagement in a pediatric setting. Details will be posted on Canvas (15 points). (CLO 4)

- 5) You will spend time in a pediatric environment. Options include SLP, Reading Partners, etc. You are expected to spend 1 hours per week in a non-SLP setting or 2 hours per week in an SLP setting. At the end of the semester you will write a reflective essay on your interactions with the children, your thoughts about working with children and if there were any shifts in your perspective after spending time in those settings. (20 points) (CLO 4)

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.”

### Final Examination or Evaluation

*Final Evaluation will be cumulative.*

### Grading Information

**Grading Policy:** Grades will be determined based on successful completion of requirements listed above. Your letter grade is based on the scale below:

<b>A+: 100 to 96.5</b>	<b>A: 96.4 to 92.5</b>	<b>A-: 92.4 to 89.5</b>
<b>B+: 89.4 to 86.5</b>	<b>B: 86.4 to 82.5</b>	<b>B-: 82.4 to 79.5</b>
<b>C+: 79.4 to 76.5</b>	<b>C: 76.4 to 72.5</b>	<b>C-: 72.4 to 69.5</b>
<b>D: 69.4-60.0</b>	<b>F: 59 and below</b>	

All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic Integrity Statement. When completing assignments or exams, you may not use any outside websites, tools, etc. unless given explicit direction. Late assignments will be subject to a 10% grade drop per day late, barring proof of an exigent circumstance.

### Classroom Protocol

*It is expected that students will arrive on time, having completed all assigned readings. It is encouraged for students to explore and ask questions regarding materials, information provided, and be prepared to answer questions in class. It is requested that students ask questions in a thoughtful, respectful manner, and respect peer contributions as well as faculty knowledge and experience. This is a hybrid class, which means that much of this class will be online. Please close all web browsers/apps not directly related to this class if you are on your computer during class-time.*

### University Policies (Required)

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/>

Additional Syllable Resources

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

## Course Schedule

*Schedule is subject to change based on the pace and needs of the class.*

*Dates in **BOLD** are in-person classes.*

*Announcements will be made via Canvas.*

*Readings will be assigned via Canvas, and links provided.*

### Course Schedule

Week	Date	Topics- Readings
1	1/24	Online Introduction, Explore Simucase
<b>2</b>	<b>1/31</b>	<b>Review Phonological Processes *in-class</b>
3	2/7	Multicultural Issues- Impact on speech (CH 10, Paul)
4	2/14	Multicultural Issues- Impact on language (CH 10, Paul)
<b>5</b>	<b>2/21</b>	<b>Evidence Based Practice/Research (CH 3, Paul) *in-class</b>
<b>6</b>	<b>2/28</b>	<b>Assessment of Speech (Ch. 5, Hegde) *in-class (SIMUCASE)</b>
7	3/7	Assessment of Language (Ch 7, Hegde)
<b>8</b>	<b>3/14</b>	<b>Speech Intervention *in-class (SIMUCASE)</b>
9	3/21	Language Intervention (SIMUCASE)
<b>10</b>	<b>3/28</b>	<b>SPRING BREAK- NO CLASS</b>
11	4/4	Individual Meetings/Class Check in (no in-class meeting) – release time
<b>12</b>	<b>4/11</b>	<b>Behavior Management *in-class</b>
13	4/18	Counseling
14	4/25	<b>Videos/Review *in class</b>
15	5/2	<b>In Class Presentations on Treatment Strategies</b>
16	5/9	Final Review
Final	<b>5/16</b>	<b>5:15-7:00- Final Exam</b>