



**SAN JOSÉ STATE
UNIVERSITY**

Spring 2014

EDSP 120

Language Section

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Office: Sweeney Hall 113

Office Hours: Tuesdays, 8am-9am, 12pm-1pm*

**Please sign up for office hours on my office door, in person, or over the phone. Voicemails are returned as soon as possible.*

Email: jean.novak@sjsu.edu**

***When sending me an email, you must leave a **contact number** in order to receive a response – this is because I primarily respond to all emails with a phone call.*

Section 01: Tuesdays: 1:00pm-3:45pm

INTRODUCTION TO LANGUAGE AND ARTICULATION DISORDERS

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.

COLLEGE OF EDUCATION 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 changing circumstances.

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 DESCRIPTION

Overview of various language, articulation, and phonology disorders of children from a variety of etiologically defined groups.

COURSE PREREQUISITES

EDSP 102, EDSP 110, EDSP 111 or instructor's consent.

STANDARDS

This class meets the following California Teaching Credentialing (CTC) standards:

Standard 12 – Educating Diverse Learners with Disabilities

- 12.1** Understanding and sensitivity toward heritage, family, and community values;
- 12.2** Knowledge and understanding of disabilities of diverse groups;
- 12.4** Principles of first and second language development;
- 12.5** Principles of second language acquisition and teaching strategies and materials for the education of students whose primary language is not English.

Standard 13 – Special Education field Experience with Diverse Populations

- 13.2** Graduated series of field experiences

Standard 22 – – Speech and Language Disorders

- 22.1** Demonstrating understanding of speech, language, and hearing disorders;
- 22.2** Exhibiting comprehension of speech, language and hearing disorders associated with special populations.

Standard 24 – Management of Speech and Language Disorders

- 24.1** Demonstrating knowledge and management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.

COURSE OBJECTIVES

1. Demonstrate an understanding of basic definitions and classifications of language, articulation and phonology disorders in children.
2. Demonstrate a knowledge of language, articulation and phonology disabilities and differences in the following etiological populations:
 - a. neurological impairments;
 - b. cognitive impairments;
 - c. emotional disturbance;
 - d. hearing impairments;
 - e. cultural and environmental differences.
3. Demonstrate an understanding of the principles of language and articulation assessment and evaluation.
4. Demonstrate an understanding of principles and methods of language and articulation intervention and remediation based on assessment data.

REQUIRED TEXT

Kuder, S.J. (2008-3rd Edition). *Teaching students with language and communication disabilities*. Boston: Allyn & Bacon. (LANGUAGE SECTION)

GREIVANCE PROCEDURE

Please refer to: Student Rights and Responsibilities section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

ACADEMIC DISHONESTY: CHEATING, PLAGIARISM SANCTIONS

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another's, without giving appropriate credit, and representing the product as one's own work, and

1.2.2 Representing another's artist/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

<http://library.sjsu.edu/leap/plagiar.htm>

ACCOMMODATIONS

If you need course adaptations because of a disability if you have emergency medical information to share with me, or if you need 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. Policy may also be found in the SJSU Schedule of Classes.

Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the internet at:

<http://www.drc.sjsu.edu/policies/default.htm>

LIBRARY RESOURCES

You may view the full library catalog by clicking <http://www.library.sjsu.edu/>

COURSE REQUIREMENTS & ASSIGNMENTS

1.) One Examination [100 points] –Blue Book and pen required

2.) Complete required readings – Kuder text

3.) Attend at least 3 CSL Sessions and submit 3CSL Journal Entries [50 points]

Submit written entries & reflections from 3 sessions. Each week you will be given a specific area to reflect upon during your tutoring sessions with the child.

#1: Behavioral Techniques [20 points]

#2: Communication Style (verbal, nonverbal) [20 points]

#3: Lesson Plan [10 points]

- Objectives
- Materials
- Procedures
- Rationale
- Interpretation/Comments

You will submit 1 journal entry/week addressing the area listed above. Also use the journal entry to make specific comments about your experience. **Do not submit 3 observations at one time.

4.) WRITTEN JOURNAL ABSTRACT [30 points]

Select a journal article that relates to theory, assessment, or intervention strategies with a child with an autistic spectrum disorder.

- APA style must be followed in reference
- State purpose of article/study
- Describe procedures, methods, etc.
- Present author(s) interpretation, and discussion of results
- Personal comments/remarks/interpretation :
 - How does the information you read relate to the work you were doing with your child in the CSL project.
 - How is the work you are doing similar or different with what is described in the article?
 - How has the article added to the information you have received in the CSL experience?

Abstract should be typed, single spaced, no longer than 2 pages. Format of abstract:

REFERENCE: (APA Format)

ABSTRACT: (overview in own words)

COMMENTS/REACTION: (your impression)

Due date: see schedule (original article must be attached).

5.) ORAL PRESENTATION

Reflection piece on Autism – CSL Experience, Article, Lesson plan--see schedule for date.

GRADING CRITERIA

POINTS

- 1 Examination	100
- 3 CSL Journal Entries [20 points, 20 points, 10 points]	50
- 1 Journal Abstract	30
- Oral Presentation: Autism Reflection	20

TOTAL: 200

A+ 98-100	A 94-97	A- 90-93	D 60-69
B+ 87-89	B 84-86	B- 80-83	F <60
C+ 77-79	C 74-76	C- 70-73	

All students are expected to read the assigned chapters before coming to class. Specific information from the chapters will be used for the examinations in addition to lecture notes, handouts, and oral presentations. Students must be on time on the days that examinations are given. Once the directions are presented and the examinations are passed out to the class the student who is late will not be able to take the test on that given day and will need to take it during the make-up date assigned. **All examinations must be completed in INK unless otherwise directed by the professor.** Blue books may also be required for the examinations as decided by the professor. 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 when requests are accompanied by medical or legal documentation. All excused make-ups will be given in agreement with the professor during the final exam scheduled date. **All assignments must be typed.** Assignments which are handwritten will be returned. Two points will be deducted each day for assignments that are turned in late, unless there is a valid reason and this has been discussed with the professor. If you are unable to attend a class please notify the professor and make sure that you make arrangements to obtain the notes, handouts, and the information that was presented in the class from another student. **No extra credit options are offered in this class.**

PLEASE TURN OFF CELL PHONES DURING CLASS!!!

COURSE SCHEDULE

(subject to change)

EDSP 120 · Spring 2014 LANGUAGE SECTION

<u>DATES</u>	<u>TOPIC</u>	<u>CHAPTER (KUDER)</u>
TUES.		
1/28	Intro/Overview	7, 12
2/4	ABA Presentation	5, 6
2/11	Language Disorders	10
2/18	Language Disorders Treatment	8, 9
2/25	Music Therapy	11, 13
3/4	Chapter Presentations	
3/11	EXAM #1	
3/18	ORAL PRESENTATIONS *Journal Abstracts Due*	
4/1	ARTICULATION SECTION BEGINS	