

**San Jose State University
College of Education
Department of Communicative Disorders and Sciences
EDSP 120
Introduction to Language and Articulation Disorders
Spring 2014**

Instructor: Dr. Carol Zepecki; CCC-SLP
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Time: Wednesday 1-3:45
Office Wednesday 12-1:00 or 3:45-4:15 or by appointment

COURSE DESCRIPTION

This eight week course provides a study of the etiology, assessment, and treatment of language disorders in children and adolescents. Emphasis is placed on basic understanding of assessment approaches, management strategies, intervention and treatment for a variety of disorders involving language disabilities. This course is coupled with another eight week course focusing on articulation and phonological disorders of children from a variety of etiologically defined groups. Pre-requisites include passing grades in EDSP 102, EDSP 110, and EDSP 111.

COURSE COMPETENCIES

Upon completion of the course and by successful performance on class participation, assignment and exams, students will be able to:

1. Demonstrate an understanding of basic definitions and classifications of language, articulation and phonology disorders in children (III-B).
2. Demonstrate an understanding of language, articulation and phonology disorders and differences in the following etiological populations (III-C; III-D).
 - Neurological Impairments
 - Cognitive impairments
 - Emotional disturbance
 - Hearing impairments
 - Cultural and environmental differences
3. Demonstrate an understanding of the principles of language and articulation assessment and evaluation (III-C; III-D)
4. Demonstrate an understanding of the principles and methods of language and articulation intervention and remediation based on assessment data. (III-C; III-D)

Learner Objectives:

- Demonstrate basic knowledge of disordered language systems in pre-school and school age populations.
- Explain the importance of awareness of multicultural perspectives when assessing and treating communication disorders.
- Gain a basic understanding of language sampling.
- Analyze and interpret research as it relates to evaluation and treatment.
- Demonstrate appropriate identification and use of a variety of diagnostic methods and instruments used to assess communication disorders.
- Demonstrate and/or describe some evidence based strategies and techniques used to remediate language disorders.

REQUIREMENTS

Required Text (for Language Section of course):

Kuder, S. Jay. (2008) Teaching Students with Language and Communication Disabilities (Third Edition). Boston: Pearson/Allyn & Bacon.

1. **TEXTBOOK/QUIZZES:** Classes 2-6 will start with a brief review of the material in the assigned chapter/s. Two questions from the back of the assigned chapters will be given. They will be worded slightly differently and students will need to apply the information to a student/parent-centered question.
2. **INTERVENTION: Written Summary**
An intervention or program will be assigned to each student. You must provide a 1-2 page written summary of this program or intervention. The summary must include the Name, source, a description, examples of its use and any research or critiques connected with it. It should be handed in on the day of your presentation.
You will give an oral presentation (2-3 minutes) of key components of the technique or program that you researched.
3. **JOURNAL ARTICLE: Written Summary**
Select a journal article that details a study dealing with a speech and language-related issue. State the purpose of the study, the procedures, the authors and a discussion of results. Provide a summary of your thoughts on the article and write a rationale statement that might be used to identify goals for treatment.
All the rationale statements from the class will be available as references. When you write the rationale statement at the end of your paper, you will need to include the author and date of the article. **(Due 3/12)**
5. **STUDENT LANGUAGE ACTIVITY** – At the end of each chapter, there are several suggested activities that involve interacting with a student/parent or teacher. Pick one and submit your choice by 2/5. Identify the chapter and item # for your choice, indicate why you chose this particular activity and how you plan to conduct it. Write up the final summary of the activity based on the outline provided on Canvas. **Due (3/19)**
6. **EXAM** – One exam will be given on the eighth week. It will consist of a case study scenario. The issue in the scenario must be addressed based on information learned in class.

7. **GRADING** - Grades will be determined based on the % of points attained. The grade % for each section of the course will be averaged for your final grade.

Quizzes 10 points each (5)	50 points
Treatment Technique – Write-up and oral presentation	50 points
Journal article and rationale statement	50 points
Student/language activity	50 points
Final Exam	50 points
Total	250 points

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	

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 90 hours over the length of the course 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.

ACADEMIC INTEGRITY

As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.

SJSU’s policy on Academic Integrity will be followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the [University’s Academic Integrity policy](#) require 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. If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.

If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors. In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. The following URL will take you to the SJSU library’s tutorial page: <http://tutorials.sjlibrary.org/tutorial/index.html>. See “plagiarism” for more information.

COMPLIANCE WITH AMERICANS WITH DISABILITIES ACT

If a student needs course adaptations or accommodations because of a disability, has emergency medical information to share, or needs to make specific arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. 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 website at: <http://www.drc.sjsu.edu/policies/default.htm>.

HIPPA/FERPA POLICY

Students will be considered members of the clinic / school workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Students will adhere to these policies in all situations.

CONFIDENTIALITY

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CD&S (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

GRIEVANCES

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education (LCOE) to successfully resolve such issues. These policies are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

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.

MISSION STATEMENT

College of Education: The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Department of Communicative Disorders and Sciences: The mission of the Department of Communicative Disorders and Sciences is to provide a high quality program for Speech-Language Pathologists to meet the communicative needs of an increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research to train competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, trans- disciplinary and family collaboration and technological advancements in assessment and intervention.

ASHA STANDARDS

The information presented in this course partially addresses the following ASHA speech-language pathology standards:

Standard III-B

The applicant must demonstrate knowledge of basic human communication and swallowing processes including their biological, neurological, acoustic, psychological, developmental and linguistic and cultural basis.

Standard III-C:

The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates.

Standard III-D:

The applicant must possess knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates.

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 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 of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary language.

ADDING/DROPPING

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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.

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/>.

TENTATIVE SCHEDULE

Week		Class Activity	Topic	Reading
1	1/29	Review of course Research methods	Language Development	Read Chapters 1-2
2	2/5	Quiz on Chapters 1-2 Language Assessment and Goal Writing English Language Learners	Models of Language Acquisition	Read Chapters 3-4 Read Chapters 13-14- 15 (information from 13-15 will not be on the quiz)
3	2/12	Quiz on Chapters 3-4 Language Intervention AAC devices	Specific skills and stages of Language Development	Read Chapters 5-6
4	2/19	Quiz on Chapters 5-6 Universal Design for Learning	Language and Learning Disabilities/autism/ID	Read Chapters 7-9
5	2/26	Quiz on Chapters 7-9 Class presentations	Intellectual Disabilities, Autism and AAC	Read Chapter 10
6	3/5	Quiz Chapter 10 Classroom interventions Class presentations	Emotional/Behavioral Disorders Language intervention	Read Chapters 11-12
7	3/12	Class presentations	Sensory Disorders and Neuro-motor Disorders	Read Chapter 16 Journal summary due
8	3/19	Exam Class presentations		Language activity due