Course and Contact Information

**Instructor:** Alicia Henderson, Ph.D. CCC-SLP
**Office Location:** https://sjsu.zoom.us/j/86406112359
**Email:** alicia.henderson@sjsu.edu
**Office Hours:** Thursdays 12:00 - 1:00pm and by appointment

**Class Days/Time:** Hybrid - Online (asynchronous) & In-person Weds 3/2, 3/23, 4/6, 4/13, 5/4, 5/11 @ 4:00 - 6:45pm
**Classroom** Canvas and Sweeney Hall Room 230

**Prerequisites:**
1. Upper division standing or department consent
2. Completion of Core General Education. Upper division standing (60 units). Passage of WST or ENGL/LLD 110A with a C or better (C- not accepted).
3. Students are strongly encouraged to satisfy GE Areas R, S, V with courses from departments other than the major department.
4. A minimum aggregate GPA of 2.0 in GE areas R, S, and V shall be required of all students.

**GE/SJSU Studies:** Advanced GE Area S: Self, Society, and Equality in the U.S.

**Course Format**
This course is hybrid with asynchronous online and in-person classes. Course materials (other than textbook readings) such as announcements, syllabus, handouts, assignment instructions, lecture slides, etc. are available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the Canvas Student Resources (http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html).

**Catalog Description**

**Course Goals:**
The goals of this course are fourfold: First, students will develop knowledge of typical and atypical development and the role of special education services in supporting individuals who are experiencing atypical development. Second, students will focus on the development of communicative competence, with a particular focus on the way in which speech and language develop and influence each other. As part of our discussion we will consider dialectal variations, second language acquisition, and the impact of communication disorders on an individual’s ability to interact with and successfully express him or herself to others. Third, students will explore the influences of disability upon social, historical, political and economic contexts. Through readings, course materials and activities, students will study how diversity contexts impact individuals with disabilities. Last, students will study interactions between people with disabilities from diverse cultures, ethnicities, or racial groups as they work together to reconstruct ideologies of disability.
California Council on Teacher Credentialing (CCTC) Standards

In compliance with the California Teacher Credentialing Commission’s Teaching Performance Expectations (TPEs) for the Single Subject Credential Program and Program Standards for the Education Specialist Instruction in Mild to Moderate Disabilities Credential Program, students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards and Teaching Performance Expectations:

Program Standard 3: Educating Diverse Learners
Program Standard 11: Typical and Atypical Development

Multiple Subject and Single Subject Teaching Performance Expectations
http://www.sjsu.edu/specialed/programs/teaching-performance-expectation-for-teacher-education/

TPE 1: Engaging and Supporting All Students in Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 6: Developing as a Professional Educator

SJSU Studies – SELF, SOCIETY, & EQUALITY IN THE U.S. (Area S)

General Education Learning Outcomes (GELOs)
After successful completing the course, students shall be able to:

1. Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability and/or age) are shaped by cultural and societal influences within contexts of equality and inequality;
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, ethnic, racial, class, sexual orientation, disability, and/or age); and
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

1. Describe how cultural and social variables influence the identity and behavior of individuals with disabilities and recognize and describe structured inequalities and struggles related to disability in racial, ethnic, and cultural groups
2. Understand the heterogeneous world of disability and describe how religion, gender ethnicity, race, class, sexual orientation and age influence the experiences of persons with disabilities in the U.S. in terms of equality and inequality
3. Understand how past/current social, historical, political, and economic processes have affected the rights and experiences of persons with disabilities in the US in terms of equality and structured inequality and the role they have played in formal/informal public policies and practices that lead to greater equality and social justice for person with disabilities in the US
4. Define common linguistic terminology and understand the most prevalent theories of language acquisition.
5. Describe the stages of normal language development from preschool to the young adult years and identify challenges that can arise in language acquisition that can lead to speech and language delays or disorders.
6. Understand the relationship between language acquisition and biological processes, cognitive development, and the environment and understand linguistic diversity of different cultural groups.

Fall 2021_EDSE 102-01_Henderson
Required Texts


Note: The 3rd edition is required because previous editions are organized differently and will not work with the structure of this class.

Other Readings (in Canvas)


COURSE ASSIGNMENTS

1. Discussion Assignments (10 @ 10 points each): To demonstrate understanding & share ideas on major topics students will submit a written response to 10 discussion questions over the course of the semester. Discussion topics will cover GELO 1 and 2. Topics will include how identities related to disability are shaped by cultural and societal influences and be able to describe how historical, social, political, and economic processes produce diversity and structured equality/inequality in the U.S. Students should be able to describe social actions which have led to greater equality for persons with disabilities in the US, particularly those from diverse racial, ethnic and gender backgrounds.

Following the due date, you will be assigned 3 posts from classmates right after the assignment is due, and this is for you to read and post a response to each. This step is not optional, as peer reviews deepen the learning for both the reviewer and the reviewee.

01. The 3 peer reviews are randomly assigned by Canvas at midnight after the due date. Therefore, if your discussion post is late, the 3 peer reviews must be manually assigned by me at a later date. Excessive late posts may result in a loss of points for each late discussion.

02. The assigned peer reviews show up on your Canvas account (Links to an external site.) according to your Canvas notification preferences.

03. Note that assigned peer reviews need to be completed so that Canvas recognizes them as completion of an assignment. Therefore, follow the directions to submit an assigned peer review (Links to an external site.), and be sure to get confirmation that it has been completed.

04. The length of your discussion post is less important than the content of your post. Nevertheless, your posts should be at least 5 sentences and no longer than 3 paragraphs. It is expected that discussion posts are thoughtful, well-written and clearly express your ideas/positions.
2. Extended Discussion Assignments (3 @ 20 points each): To demonstrate understanding of major course concepts, students will review 3 topics and provide an extended discussion for each. These extended discussions will address GELOs 1-3. Required content for each extended discussion is posted in a dedicated module, and includes readings and videos.

Following the due date, you will be assigned 3 posts from classmates for you to read and post a response. *This step is not optional, as peer reviews deepen the learning for both the reviewer and the reviewee.*

Follow steps 2.01-2.03 above. Note that a more extended discussion is expected than in step 2.04 above. *Each of the 3 extended discussions must be 1,000 words in length to fulfill the Area S writing requirement. This is around 2 & 1/3rds of a page visually, single-spaced, and 4 pages double-spaced.*

3. Application Assignments (3 @ 30 points each): To demonstrate knowledge of major concepts students will complete three short application assignments.

   a. Listen to a preschool child and identify at least 3 phonological processes observed
   b. Calculate the MLU from a language sample with at least 3 morphological structures and identify which of Brown's stages it is
   c. Create a PPT for parents about vocabulary development based on the readings and the Hart & Risley research

4. Quizzes (10 @ 10 points): To demonstrate understanding of key course concepts students will complete quizzes in Canvas. The quizzes will address GELOs 1 – 3.

**GRADING**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
<th>OUTCOMES</th>
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<td>TPE 6</td>
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<td>Extended Discussions (3 @ 20 points each)</td>
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<td>CLO 1-3</td>
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<td>Application Projects (3 @30 points each)</td>
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<td>PS 3,11</td>
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<td>TPE 1,4,6</td>
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<td>Quizzes (10 @ 10 points each)</td>
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<td>CLO 1-6</td>
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<td>TPE 1,4</td>
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### Grade Distribution

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<td>92-97%</td>
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<td>90-91%</td>
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<td>88-89%</td>
<td>B+</td>
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<td>82-87%</td>
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<td>80-81%</td>
<td>B-</td>
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<td>78-79%</td>
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<td>72-77%</td>
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<td>70-71%</td>
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<td>68-69%</td>
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<td>62-67%</td>
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<td>&lt;60%</td>
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### Grading Information

- All written assignments must meet standards of academic and professional quality as outlined in APA format for reporting on research. Unless so stated, all written assignments must be typed, double spaced, paginated, and free of spelling and grammatical errors. You must cite all the work.
- In order to keep up with the pace of the class, turning in late assignments is strongly discouraged. Late assignments may accrue a 10% penalty for each week past the due date they are submitted. If you have a *significant* emergency (e.g., illness, house flooding, etc.), please let the instructor know as soon as possible so arrangements can be made.

If you are taking this course to fulfill requirements for a teaching credential you are reminded that you should earn a grade of B or higher to meet CTC standards.

### Classroom Protocol

1. Make every effort…
   a. When you have questions, (1) consult your syllabus, (2) consult your CANVAS announcements and emails, then (3) send me your question (messages via Canvas are preferred)
   b. Submit assignments on time.
   c. Respect your professor and your peers! Differences of opinions and/or perspectives are important to understand. Listen with an open mind. Always be respectful.
   d. Practice self-care. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will approach diversity from an abundance mindset rather than a deficit mindset.

2. Use netiquette in online conversations. If you want to know more about netiquette, you can find information on the Netiquette Homepage at http://www.albion.com/netiquette/.

### University Policies

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/
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics and Readings</th>
<th>Assignments Due</th>
<th>Outcomes &amp; Standards</th>
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<tbody>
<tr>
<td>1 1/26</td>
<td>Introduction &amp; Course Overview</td>
<td>Review Syllabus, Canvas course</td>
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</table>
| 2 2/2 | **Introduction to Language**  
Pence and Justice Text Ch.1  
**Historical and Political Processes Producing Diversity, Equality, and Structural Inequalities in the US**  
Davis Text Ch. 2 and 3  
*Origin of structured inequality and history associated with people with disabilities; history of disability and disability rights movement/equality and inequality* | **Quiz 1**  
**Discussion 1**  
Discuss the historical treatment of individuals with disabilities. Discuss the extent to which social and community inclusion/exclusion have always been a part of individuals with disabilities experience. Also discuss if you think these experiences are different for students with mild/moderate disabilities and individuals with moderate to severe disabilities. Finally, describe how legislation has gained individuals with disabilities more inclusion in schools and communities and where there is still room for progress. | GELO 2 |
| 3 2/9 | **Building Blocks of Language**  
Pence and Justice Text Ch.2  
**Historical and Political Processes Producing Diversity, Equality, and Structural Inequalities in the US**  
Wright (2010)  
*Laws and policies for people with disabilities (e.g., Federal / California education and employment law and policies); laws, political and social movements for equality of people with different disabilities* | **Quiz 2**  
**Discussion 2**  
Consider how special education has changed in the US in the last 100 years. Discuss the legislative progress made in this time and if you think there is still room for growth. Finally, discuss how special educators can be culturally responsive to the needs of families and students from culturally & linguistically diverse backgrounds. | GELO 2 |
| 4 2/16 | **Neuroanatomy & Neurophysiology of Language**  
Pence and Justice Text Ch.3  
**Range of Disabilities**  
ASK Resource Center  
*Characteristics of 13 disabling conditions under IDEA: medical models vs social models of disability; visible / invisible disabilities and* | **Quiz 3**  
**Discussion 3**  
Consider the categories of disability described in IDEA (2004). Do you feel that definitions and labels are important in delivering education to students with disabilities? How does knowledge of the | GELO 1  
PS 3,11  
TPE 4 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topics</th>
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| 5/23 | 5   | Science and Theory of Language Development  
Pence and Justice Text Ch. 4  
Social Processes Producing Diversity, Equality, and Structural Inequalities in U.S.  
*Inter-relationships between disability and social institutions such as education, medicine, social welfare, and public policy and their influence on disability in terms of equality and structured inequality; Effects of disability on an individual, the family, and the community*  
Quiz 4  
*Discussion 4*  
Is disability prevention possible?  
Consider the impact poverty has on the resources young children have available to them and how that may lead to atypical development or speech delays. Additionally, discuss how you think a “word gap” can come to exist based on the SES of a young child’s family. |
| 6/2 | 6   | Theories of Language Development  
Extended Discussion #1  
CLO 4, 5, 6 |
| 7/3 | 7   | Infancy  
Pence and Justice Text Ch. 5  
Economic Processes Producing Diversity, Equality, and Structural Inequalities in the U.S.  
Marianne Moorea & John McNaught (2014)  
*Effects of economy on disability (e.g., policy, service model, etc.): funding on research and disability; other economic factors that affect people with disabilities; Disability and socio-economic class: comparison among high, middle, low SES groups in terms of perception, inequality in intervention, & struggle for equality; impact of poverty on disability, access to technology, and interventions and services*  
Quiz 5  
*Discussion 5*  
Consider the goal of creating students who are college and career ready upon exiting high school. How might SES impact even the best prepared students’ college and career readiness? How might this be amplified for a student with a disability? How can schools plan for meeting the needs of diverse students as they matriculate and prepare for postsecondary life? |
| 8/16 | 8   | Toddlerhood  
Pence and Justice Text Ch. 6  
Race / Ethnicity and Disability  
Fujiura and Yamaki (2000)  
*Racial/ethnic and socio-cultural definitions of disability; cultural basis for ethnic differences in definition of disability and interventions; Acculturation and assimilation; communication and language barriers, racial/ethnic biases and *  
Quiz 6  
*Discussion 6*  
Consider the data related to representation in special education. Discuss the factors (race, ethnicity, levels of poverty) that are compounded to lead to the over/underrepresentation in disability categories. What can teachers do to recognize their own bias and the |

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>9/23</td>
<td>Autism</td>
<td>Phonological Development</td>
<td>GELO 1-3</td>
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<tr>
<td></td>
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<td>Extended Discussion #2</td>
<td>PS 3,11</td>
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<td>Application #1</td>
<td>TPE 1,4</td>
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<tr>
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<td></td>
<td>Listen to a preschool child and identify at least 3 phonological processes observed</td>
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<td>3/30</td>
<td>Spring Break</td>
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<td>10/4/6</td>
<td>Preschool</td>
<td>Pence and Justice Text Ch. 7</td>
<td>PS 3,11</td>
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<td>Quiz 7</td>
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<td>Discussion 7</td>
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<td>How might family background impact beliefs related to disability/ How can teachers work</td>
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<td>with families to ensure that high expectations of children with disabilities are held</td>
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<td>throughout the lifespan? Also consider the process</td>
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<td>Healey (1996) describes that parents go through when finding out their child has a</td>
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<td>disability. What is a teacher’s role in getting parents to accept?</td>
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<tr>
<td>11/4/13</td>
<td>Deaf &amp; Hard-of-Hearing</td>
<td>Syntactic Development</td>
<td>CLO 4, 5, 6</td>
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<td>Extended Discussion #3</td>
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<td>Application #2</td>
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<td>Calculate the MLU from a language sample with at least 3 morphological structures and</td>
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<td>identify which of Brown's stages it is</td>
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<td>12/4/20</td>
<td>School-age and Beyond</td>
<td>Pence and Justice Text Ch. 8</td>
<td>PS 3,11</td>
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<td>Quiz 8</td>
<td>TPE 1,4</td>
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<td>Discussion 8</td>
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<td>Considering topics from Freire’s <em>Pedagogy of the Oppressed</em>, how do we train students</td>
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<td>with disabilities and their families to advocate for their needs?</td>
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<tr>
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<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>13</td>
<td>Semantic Development</td>
<td>Discuss why the banking approach to education is not enough, and how a new praxis can be formed between teachers, students, and families.</td>
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<td>14</td>
<td>Language Diversity</td>
<td>Create a PPT for parents about vocabulary development based on the readings and the Hart &amp; Risley research.</td>
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<tr>
<td>15</td>
<td>Language Disorders in Children</td>
<td>Going beyond potlucks and days/weeks of celebration, how can we incorporate more student experience in the classroom? How can we create a more representative curriculum as well?</td>
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**Pence and Justice Text Ch. 9**

- Summarizing social actions and current issues addressed by religious, gender, ethnic, racial, class, sexual orientation, disability, and age groups leading to greater equality and social justice in the U.S.
- Contemporary issues related to disability; employment, housing, and community living; development of social action plans that resolve contemporary issues and lead to greater equality and justice for individuals with disabilities, consciousness raising through arts, advertising, and the media

**In Person**

**Language Disorders in Children**

- Language and literacy in the school years
  - Dudley-Marling & Burns (2014)
  - Oral stories across cultures and languages
  - Engaging with print in the home and the community

**In Person**

**Discussion 9**

- Going beyond potlucks and days/weeks of celebration, how can we incorporate more student experience in the classroom? How can we create a more representative curriculum as well?

**Discussion 10**

- Reflect on the cultural, cognitive, and linguistic diversity, especially in our region. How can teachers plan to meet the academic and language goals of diverse student populations in inclusive classrooms? Be sure to discuss how differentiated instruction and multiple instructional models allow for language and content to be taught simultaneously.

**GELO 1, 2, 3**

**GELO 1**

**PS 3, 11**

**TPE 1, 4, 6**