

## Course and Contact Information

### Course Format: Hybrid with In-Person and Asynchronous Sessions

## CANVAS Learning Management System

### Course Description (from SJSU Catalog)

### Course Learning Goals:

There are four goals for this course.

1. Students will develop knowledge of typical and atypical language development and the role of special education services in supporting individuals who are experiencing atypical language development.

2. 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 themselves with others.
3. Students will gain an understanding of both disability and language with an emphasis on social, historical, political and economic contexts. Through readings, lectures, and activities, students will understand how disability intersects with other social markers (race, culture, language, gender, sexuality) to inform identity formation.
4. Students will study how disability and language labels impact individuals in schools and societal contexts.

### **University Learning Goals**

**SGR1:** An ability to consider the purpose and function of one's degree program training within various local and/or global social contexts and to act intentionally, conscientiously and ethically with attention to diversity and inclusion.

**SK2:** Depth of knowledge required for a degree, as appropriate to the discipline.

**IS3.1** Fluency with specific theories, assumptions, foundational knowledge, analytical and interpretive protocols, tools, and technologies appropriate to the discipline or field of study.

**IS3.2** Skills necessary for the mastery of a discipline at the level appropriate to the degree and leading to lifelong learning, critical and creative thinking and practice, effective communication, thorough and ethical information gathering and processing, competence with quantitative and/or qualitative social sciences, quantitative reasoning and sciences.

**AK:** An ability to apply theory, practice and problem solving to new materials, settings, and problems.

### **California Council on Teacher Credentialing (CCTC) Standards**

<http://www.sjsu.edu/specialed/programs/cctc-education-specialist-standards/index.html>

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-educaton/>

<b>Universal Teacher Performance Expectations</b>	<b>Mild/Moderate Teacher Performance Expectations</b>	<b>Extensive Support Needs Teacher Performance Expectations</b>	<b>Early Childhood Teacher Performance Expectations</b>
4.2 (Intro/Practice) 5.6(Assess) 5.7(Introduce)	1.2(Practice) 1.3(Introduce/Practice/Assesses) 3.3(Introduce)	1.2 (Assess) 1.3 (Assess) 1.7 (Practice) 1.8 (Assess) 2.3 (Assess) 3.5 (Introduce) 5.5 (Assess) 5.6 (Assess)	1.4(Assess) 4.12 (Practice) 5.3(Practice) 5.4 (Practice)

**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., gender, language, 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 US;
3. Describe social actions which have led to greater equality and social justice in the US (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age;
4. Recognize and appreciate constructive interactions between different people from different cultural, racial, and ethnic groups within the US

**Program Learning Outcomes (PLOs)**

1. Students assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds. (Introduce)
2. Students plan, design, implement and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities (Introduce)

**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.

### **Required Texts**

Turnbull, K. L. P., & Justice, L. M. (2016). *Language development from theory to practice*. Pearson. 3<sup>rd</sup> Edition ISBN-13: 978-0134170428

### **Other Readings and Excerpts (*posted on CANVAS*)**

ASK Resource Center (2013). Six principles of IDEA: The Individuals with Disabilities Education Act. Retrieved from <http://askresource.org/wp-content/uploads/2014/09/Six-Principles-of-IDEA.pdf>

Cioè-Peña, M. (2020): Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers, *Bilingual Research Journal*, DOI: 10.1080/15235882.2020.1799884

Cioè-Peña, M. (M) othering Labeled Children: Bilingualism and Disability in the Lives of Latinx Mothers. In *(M) othering Labeled Children*. Multilingual Matters.

Connor, D. J. (2008). *Urban narratives: Portraits in progress, life at the intersections of learning disability, race, & social class* (Vol. 5). Peter Lang.

Hikida, M., & Martínez, R. A. (2019). LANGUAGE, RACE, AND (DIS) ABILITY. *Language Relations for Transforming the Literacy and Language Arts Classroom*, 69.

Lawrence-Brown, D., & Sapon-Shevin, M. (2015). *Condition Critical—Key Principles for Equitable and Inclusive Education*. Teachers College Press.

Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

Rickford, J. R. (2016). *Raciolinguistics: How language shapes our ideas about race*. Oxford University Press.

Wright, P. (2010, Nov 29). This history of special education law. Retrieved from <http://www.wrightslaw.com/law/art/history.spec.ed.law.htm>

### Course Assignments [Total: 300 points]

Assignment Name	Description	Aligned TPEs	Point Total
<b>Reading Reflections</b>	Reflect on and respond to the prompts on the assigned readings. Submit a 200-word reflection on Canvas Discussions and respond to two of your classmates. Specifically, connect reflections to (a) personal lives including experiences with education, and (b) ideas generated about language development and/or teaching of students with disabilities at the intersections of race, language, sexuality, and gender.	Universal: 5.6 ECSE: 5.3, 5.4 ESN: 5.5, 5.6	4 Reflections @ 25 points each= <b>100 POINTS or 33.33% of Final Grade</b>
<b>Classroom Participation</b>	There will be 10 classroom assignments involving group collaboration and discussion	Universal: 4.2, 5.6, 5.7 ECSE: 1.4, 4.12, 5.3, 5.4 MMSN: 1.2, 1.3, 3.3 ESN: 1.2, 1.3, 1.7, 1.8, 2.3, 3.5, 5.5, 5.6	10 @ 10 points each= <b>100 POINTS or 33.33% of Final Grade</b>
<b>Designing a UDL plan for Bilingual Learners</b>	Students will learn about the cultural background of a bilingual/English Learner who needs support with language development through interviews with family/teacher/service providers. Students will design a language-based lesson plan for the student according to the UDL guidelines. For credential students this support must be tied directly to the student's Individualized Education Plan and aligned with grade level standards. The Final paper will describe the interview(s) and designed lesson plan.	Universal: 5.7 ECSE: 4.12 MMSN: 1.2 ESN: 1.7, 2.3	<b>100 POINTS or 33.33% of Final Grade</b>

294-300 points= A+ [98-100%]

285-293 points= A [95-97%]

270-284 points = A- [90-94%]

261-269 points = B+ [87-89%]

252-260 points = B [84-86%] \*

240-251 points = B- [80-83%]

*\*The special education department (EDSE) requires a B or better in each course in order to count for credit/pass.*

*\*\* Extra Credit may be offered on a rolling basis in the class and will not count against class points but add to total score at the end of the course.*

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

All written assignments must meet the standards of academic and professional quality

and printed on clean white paper using black ink. Class participation will not be able to be made up if a student misses a class.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## **Classroom Protocol**

All students are expected to arrive on time to synchronous class meetings and stay until the sessions ends. It is preferred that cameras be turned on whenever possible, but especially during discussions. Students are encouraged to take breaks as needed and to find a comfortable space for our synchronous meetings if possible. Computers can be muted if your environment is loud and/or we are not having an active discussion

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

## **Writing Support**

Please make use of the writing support available through the university. Resources available on campus include:

- 1) [LCOE Writing Tutor](http://www.sjsu.edu/education/students/Writing%20Tutor%20Summer%202017.pdf) (<http://www.sjsu.edu/education/students/Writing%20Tutor%20Summer%202017.pdf>)
- 2) [SJSU Writing Center](http://www.sjsu.edu/writingcenter/) (<http://www.sjsu.edu/writingcenter/>)
- 3) [Peer Connections](http://peerconnections.sjsu.edu/) (<http://peerconnections.sjsu.edu/>)

## **Accessible Education Center**

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

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

**Library Liaison**

The library liaison for the Special Education Department is Mantra Roy. Her contact email is: [Mantra.Roy@sjsu.edu](mailto:Mantra.Roy@sjsu.edu)

**EDSE 102 Course Schedule**  
**[Schedule is subject to changes]**

<b>Week #/Date</b>	<b>Topics Covered</b>	<b>Readings &amp; Assignments</b>	<b>Standards</b>
July 6 Asynchronous	Syllabus Overview Language Development- Introduction	Excerpt from Paris and Alim Prompt Respond to the statement: Hearing, seeing, and feeling the visual and verbal stories of others and having their stories valued and validated by another fosters a classroom community in which future discussions of race, colonization, and oppression can be discussed meaningfully and dialogically  Reflection/Discussion	CLO 1, 2, 3, 4 PLO 1 GELO 1, 2, 3, 4 TPEs: ECSE: 5.4; MMSN: 1.3; ESN 5.5 Area S: SK2, SGR1
July 11 In-Person	Building blocks of language Neuroanatomy and neurophysiology of language	Lecture/Group Activity 1 Lecture/Group Activity 2 UDL Principles and Bilingual Learners (Final Paper Review)	CLO 4,6 PLO 1 TPEs: U4.2; ECSE: 1.4; MMSN: 1.3; ESN: 1.8
July 13 Asynchronous	Historical and Political Processes, Activism and Social Movements	Canvas Readings: Sapon-Shevin & Lawrence Brown Chapter 5 Prompts: Which of your identities do people attend to the most? Which of your identities are less visible to others? Would you be willing to share what kinds of oppressions you may have experienced because of your identities? Respond to the statements: 1. To be my ally, you have to know me and my oppression 2. To be a fully ally to me, you have to take into account all my identities	CLO 1, 2, 3 PLO 1 GELO 1, 2, 3 TPEs: U5.6; ECSE: 5.4; ESN: 5.6
July 18 In-Person	Infancy	Lecture/Group Activity 1	CLO 4, 5, 6 PLO 2



	Toddlerhood	Lecture/Group Activity 2	TPEs: U4.2; ECSE: 1.4, 4.12, 5.3; MMSN: 1.2, 1.3; ESN: 1.2, 1.3, 1.7, 1.8, 2.3
July 20 Asynchronous	Families, Perspectives and Disability	Cioè-Peña (2020) book 67-88; chapter 6 Prompt: What are the various ways that the mothers looked at disability  Raciolinguistics: How language shapes our ideas about race Prompts: What are the linguistic outcomes of changing urban populations? How does the linguistic landscape of urban schools change with changing populations? How can schools respond to the changing multilingual and multiethnic contexts?	CLO 1,2,3 PLO 1,2 GELO 1, 2, 3, 4 TPEs: Universal: 5.6, 5.7; ECSE: 4.12, 5.4; ESN: 5.5, 5.6
July 26	Preschool School Age	Lecture/Group Activity 1 Lecture/Group Activity 2	CLO 4, 5, 6 PLO 1, 2 TPEs: U4.2; ECSE: 1.4, 4.12, 5.3; MMSN: 1.2, 1.3; ESN: 1.2, 1.3, 1.7, 1.8, 2.3
July 28	Bilingualism	Cioè-Peña (2020) book 89-105 What are the purposes of bilingualism for the mothers in the book? What do the mothers feel about how disability kept students out of bilingual classes?	CLO 1,2,3 PLO 1,2 GELO 1, 2, 3, 4 TPEs: Universal: 5.6, 5.7; ECSE: 4.12, 5.4; ESN: 5.5, 5.6
Aug 1	Language Diversity Language Disorders	Lecture/Group Activity 1 Lecture/Group Activity 2	CLO 4, 5, 6 PLO 1, 2 TPEs: U5.6; ECSE: 1.4, 4.12, 5.4; MMSN: 1.2, 1.3, 3.3; ESN: 1.2, 1.3, 1.7, 1.8, 2.3, 3.5
Aug 3	Interview a stakeholder and design a UDL based support for a Bilingual student	<b>Final paper on UDL and Bilingual learner supports</b>	CLO 1, 4, 5, 6 PLO 1, 2 GELO 4 TPEs: Universal: 5.6, 5.7; ECSE: 4.12, 5.3, 5.4; MMSN: 1.2, 1.3, 3.3; ESN: 2.3, 5.5, 5.6

