

San Jose State University  
College of Education  
Department of Special Education

EDSE 102: Speech, Language, Typical and Atypical Development

Spring 2015

Instructor: Alicia Henderson, Ph.D., CCC-SLP

Class Hours: Saturdays 9:00am – 4:00pm (1/31, 2/28, 3/14, 4/18, 5/9)

Office Hours: By appointment

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**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 economy.

**Department of Special Education Mission Statement**

The Department of Special Education prepares professionals to be competent in educating individuals with special needs from birth to adulthood across a variety of environments. We accomplish this goal in collaboration with faculty members from the Department of Teacher Education, and together we promote equity and excellence in our curricula for all our students.

**Course Description:**

This seminar provides the opportunity for students interested in speech, language, and literacy development to become familiar with speech and language development of typical individuals (first and second language learners, and dialectal speakers) and individuals with language disorders; linguistic terminology; theories of 1st and 2nd language acquisition; components of languages; stages of language development; environmental factors influencing language acquisition and development; language diversity factors; bilingualism; characteristics of language disorders, the role of language in literacy development in and out of school, assessment of language, and interventions to support speech and language development.

This course will increase the student's knowledge base concerning the learner, the teacher, the language learning process, normal and abnormal language acquisition, learning environments, learning styles, language learning strategies, and key theoretical perspectives on first and second language learning and development. Current and past practices concerning speech and language acquisition will be reviewed. Information concerning language development will assist the student to become a competent collaborator in terms of developing school language programs, improving the learning opportunities of all learners, and particularly English Learners, and a decision-maker regarding referrals for further assessment.

Students must have access to English Learners – to meet a requirement of this course.

## **Knowledge Base:**

The content of this course has been selected from current and classical information available within the fields of linguistics, sociolinguistics, psycholinguistics, psychology, social anthropology, education, communication disorders, and child and adolescent development. The perspectives on which this course is grounded emerge from research establishing that the child is an active participant in the learning process, and that the caretaker and teachers are facilitators, models and mediators. Key research and theories will be presented to provide a solid foundation in typical and atypical language acquisition.

## **Competencies:**

Upon the completion of this course, you should be able to:

- Define common linguistic terminology
- Describe popular theories of first and second language acquisition
- Describe the stages of normal language acquisition (for first and second/bilingual learners)
- Describe the relationship between language acquisition and biological processes, cognitive development and the environment
- State identifying factors of language problems
- Describe language diversity, and analyze language samples to support it
- Describe the process of second language acquisition and its relationship to the first language and to literacy development
- Discuss considerations to help distinguish diverse language development from language disabilities
- Identify appropriate interventions to support speech and language development for all students, and particularly for English Language Learners

## **Standards:**

### **Program Standard 3: Educating Diverse Learners**

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.

### **Program Standard 11: Typical and Atypical Development**

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.

### **Required Texts:**

Berko Gleason, Jean and Bernstein Ratner, Nan (2013). The Development of Language 8<sup>th</sup> Edition. Pearson Education, Inc. ISBN-10: 0132612380

Bonnie Armbruster & Jean Osborn (2006). Put Reading First, National Institute for Literacy. To download: <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

### **Course Requirements:**

1. Joint Product Activities (JPAs). These can only be completed in class (no make-ups).
2. Reading Reflections: Complete reflections for each chapter in text. Uploads to Canvas only. Prefer PDFs.
3. EL Observation: Observe a child (between the ages of 5 -16 years old) who is at the emergent stage of English language acquisition in an educational setting. Write up your observations. All papers must take into consideration the impact of second language learning on the student's educational instruction & academic program. This paper must be written on a word processor. Minimum length: 1 page. Maximum length: 2 pages.

### **Grading:**

<i>Assignment</i>	<i>Points</i>
JPAs	300 (5 x 60 points)
Reading Reflections	220 (11 x 20 points)
EL Observation	80
<b>Total</b>	<b>600</b>

### Grades & Percentages:

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

All class assignments are to be completed on the assigned date. Late assignments will automatically drop by ½ of the point value. Incompletes will only be given with instructor permission in emergencies and under special circumstances.

The Department of Special Education and the Office of Graduate Studies require that students maintain a grade point average (GPA) of 3.0 or better. Grades of C or lower will jeopardize your continuation in the program. Students whose GPA drops below 3.0 will be disqualified and dropped from the unit's programs.

### **Grievance Procedure:**

If you have questions regarding grading policies or any other aspect of the course, please make an appointment with me. For information about grievance policies/procedures, you can consult the university catalog or the University ombudsperson. For Student Conduct Code, visit [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html)

### **Accommodations:**

If you need course adaptations because of a disability, or 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. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disabilities Resource Center (DRC) to establish a record of their disability.

### **Academic Integrity:**

University regulations require that instructors report any instance of academic dishonesty to the Judicial Affairs Officer. One form of academic dishonesty is plagiarism – taking ideas, writing, or work from another person or source and representing them as one’s own. Plagiarism includes both having someone else write your papers and cutting/pasting from the Internet. For advice on how to avoid plagiarism, consult the following website:

[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

San Jose State University policy forbids students

- a. to submit the same projects in two different courses, except by permission of the instructor, and
- b. to plagiarize previously written material (not giving credit to the original authors)

Consequences include an “F” in the course, dismissal from credential and/or M.A. program that you are in. Please review university policy on academic integrity to avoid any difficulties with cheating, plagiarism, etc. at <http://www2.sjsu.edu/senate/S04-12.htm>

## EDSE 102

### Reading Reflections

#### Chapter 1

1. Describe *communicative competence*.
2. Describe briefly one experiment that tried to teach language to a chimpanzee. Did it work? Why or why not?
3. Define lateralization as it relates to brain function and language ability.

#### Chapter 2

1. List three common characteristics of baby talk in English to preverbal infants. Are these characteristics universal?
2. Is pointing an important communicative behavior? Does it have implications for the development of language? Why or why not?
3. Give an example of a structured situation or format that might help a child learn language.

#### Chapter 3

1. What role do protowords play in early language development?
2. Why is the spelling of a word not always a good indicator of the pronunciation of that word? Provide two examples to support your response.
3. Although an infant of seven months may produce something that sounds like *mama*, linguists would be hesitant to say that the infant uses this form as a word. Why?

#### Chapter 4

1. Describe at least three features of parents' speech that may help young children identify and understand the new words that parents use with them.
2. What is metalinguistic knowledge? Give an example of a comment a child might make that would show that s/he has some metalinguistic awareness.
3. Give three characteristics of children's early productive vocabularies.

#### Chapter 5

1. What two kinds of errors are young English-speaking children prone to making when attempting to produce negative questions?
2. Trace the development of questions in English, with specific examples
3. Children have learned most of English grammar by age four. What kinds of grammatical knowledge have they yet to attain? Give examples.

## *Reading Reflections continued*

### Chapter 6

1. Why must one consider context in determining whether a child's language is appropriate? Give an example.
2. What is a deictic term? (provide some examples). Why might deictic terms be difficult to learn?
3. What is the evidence concerning the roles of mother, fathers and siblings in the acquisition of communicative competence? Are the roles of family members different? If so, how might these differences operate in the child's learning process?

### Chapter 7

1. What is LAD and what does it do according to linguistic theory?
2. Behaviorists view the language-learning child as basically passive in this process. Explain.
3. Describe at least one phenomenon of language development that supports a linguistic / innatist view of language.

### Chapter 8

1. Are children who are precocious language learners more intelligent than slow speakers? Explain.
2. Discuss the evidence that the language environment may be a source of variation in children's early words.
3. Discuss this statement: "The recognition that typically developing children differ on how they accomplish the task of language learning should help researchers think creatively about theory, research and educational practice and has implications for therapy, intervention and education".

### Chapter 9

1. What is modeling? Give an example.
2. Discuss the pros and cons of discouraging echolalia in children with autism spectrum disorder. Can echolalia serve a meaningful purpose? Explain.
3. Are "late talkers" necessarily language impaired? Explain.

### Chapter 10

1. Is the language development of children growing up with two languages similar or different from that of monolingual children? Briefly explain.
2. Define emergent literacy. Give several examples of the types of home-literacy practices that are utilized by middle-class parents to foster emergent literacy.
3. Top-down and bottom-up models of reading have implications for reading instruction. Define each model and describe how they are incorporated into approaches to reading instruction.

### Chapter 11

1. Discuss three sorts of language change that occur in adolescence.
2. Consider naming, comprehension and discourse: How do they change with advancing age?
3. How does one's workplace influence one's language? Give examples from your own experience or from the book.

## EDSE 102

### EL Observation

Observe a student (between the ages of 5 -16 years old) who is at the emergent (“beginner”/ “newcomer”) stage of English language acquisition in an educational setting. Observation should include at least 2 of the following 3 settings: core instruction, ELD, recess/lunch. Length: Minimum - 1 page, Maximum - 2 pages (word processor only – no hand-written documents will be accepted).

### Grading Criteria

#### School Information (5 points)

- Enrollment
- Percentage of ELLs
- Title I? Special programs?

#### Student Information (15 points)

- Age, gender, & grade placement
- Identified special needs
- Primary Language
- English Proficiency Level (CELDT score)

#### Educational Program Information (15 points)

- Language of Instruction for Core Instruction
- English Language Development (ELD)
  - frequency, student grouping, curriculum

#### Observation (40 points)

- Opportunities to communicate in English
- Instances of communication in English
- Instances of communication in primary language
- Instances of nonverbal communication
- Instances of affective filter interference
- Instances of *bridging* by teacher or peers
- Instances of SDAIE strategies by teacher
- Instances of explicit English instruction
- Other evidence

#### Personal Impression (5 points)

- Are the student’s educational needs being met?
- Are there any outstanding concerns?

**Total = 80 points**

EDSE 102  
Spring 2015  
Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u> <i>(Chapters from <u>The Development of Language</u>)</i>
1/31	Introduction, Course Requirements	1
	The Development of Language: an Overview	2
	Communication in Infancy	
2/28	Phonological Development	3
	Semantic Development	4
	<i>Reading reflections for Ch. 1-4 due</i>	
3/14	Putting Words Together: Morphology & Syntax	5
	Language in Social Contexts (Pragmatics)	6
	Second Language Learning & English Language Development	
	<i>Reading reflections for Ch. 5-6 due</i>	
4/18	Theoretical Approaches to Language Acquisition	7
	Individual Differences	8
	Atypical Language Development	9
	<i>Reading reflections for Ch. 7-9 due</i>	
5/9	Emergent Literacy	<u>Put Reading First</u>
	Language and Literacy in the School Years	10
	Developments in the Adult Years	11
	<i>Reading reflections for Ch. 10-11 due</i> <i>EL Observation due</i>	