

COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION

EDSE 102: SPEECH AND LANGUAGE
Spring 2015

Professor Angela E. Rickford

Class: Mon. 7:00-9:45 p.m. Office Hrs: Mon. 3-4 PM or by appt.

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COLLEGE MISSION

The mission of the College of Education is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in our culturally diverse, technologically complex global community.

DEPARTMENT MISSION

The mission of the Department of Special Education is to prepare 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 service providers. Together we promote excellence and equity in our curriculum for all students.

COURSE CONTENT, STRUCTURE, AND DESCRIPTION

This course will cover fundamental perspectives and theories, and convey basic knowledge and information on the broad topic of Speech and Language. It will include discussions on the unique characteristics of human speech, and guide students on a theoretical journey through the topic of Language Acquisition, beginning with the Behaviorist Interpretation, and continuing through the Nativist Interpretation, the Generative Semantics Interpretation, the Cognitive Interpretation, the Information Processing Interpretation, the Pragmatics Revolution, and the Social Interactionist Interpretation. The course will also encompass the development of speech and language in children from birth to adulthood as we strive to understand how speech and language interact as processes within the broader process we know as Communication. We will examine the building blocks of speech, and consider the regional, social and cultural differences inherent in language diversity. Finally, the course will examine the impact and influence of bilingualism on the changing face of America, the challenge of speech and language disorders, and the anatomical and physiological bases of Speech, Language, and Hearing.

The course format will be a combination of lecture and seminar. Students will be expected to participate maximally, and to contribute to the dissemination of knowledge during sessions. To that end, student groups will be responsible for presenting the content of one assigned chapter from the required text. They will also watch videos, and discuss important issues pertaining to speech and language based on these videos. Guest lectures will

complement and augment the knowledge base developed during lectures and seminars.

CORE STANDARDS FOR M/M DISABILITIES SPECIALIST CREDENTIALS ADDRESSED IN COURSE:

The Course is designed so that participating students will meet the requirements to satisfy the State of California core curriculum standards when applied to the area of Speech and Language.

CCTC STANDARDS

STANDARD 10....Professional, Legal and Ethical Practices

Knowledge of Ethical Standards, Professional Practices, Laws and Regulations related to services for individuals with Disabilities. Applying the highest standards of professional conduct.

STANDARD 11... Typical and Atypical Development

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.

STANDARD 12....Educating Diverse Learners with Disabilities
Understanding Causes of Speech and Language Disorders

NEW STANDARD 13.... Preparation to Teach English Learners
Readings discussing and describing the needs of individuals with disabilities who are English learners, and techniques and strategies for teaching them to maximize their development of speech and language.

STANDARD 15....Current and Emerging Research and Practices
Exploring Best Practice in understanding the role of speech and language in developing communication skills verbally and in writing.

STANDARD 17...Assessment, Curriculum, and Instruction
Basic Principles of curriculum and Instruction appropriate for individuals with diverse backgrounds, varying speech, language and cognitive abilities, and special needs.

STANDARD 22....Assessment and Evaluation of Students (CASE STUDY)

Field Study on a student with a speech and language challenge involving assessment, diagnosis, treatment and evaluation of the student.

COURSE COMPETENCIES

The Course prepares candidates to adjust developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions.

It helps students to understand the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development of language.

Finally, it prepare candidates to provide information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.

ASSIGNMENTS

1. Students will be asked to keep a binder with one to two page (8 1/2x11) summaries on each of the chapters they will be required to read, present, and discuss in class sessions. These notes will aid in the preparation for mid-term examinations. Groups will work collaboratively on summarizing each of the following chapters, and presenting them in class for open discussion and questions:

Chapters 3,5,6,7,9,10. (30 points). Chapters will be assigned at the second meeting of the class.

Students are encouraged to prepare well for in-class presentations, and to focus on six or so salient points from their assigned chapter. Handouts and other resources are permitted, presentation responsibilities should be shared equally among group members and should not exceed one hour. Points will be awarded for CONTENT--clarity and precision of main ideas (10 points); PRESENTATION STYLE—relevance and quality of handouts (8 points); AUDIENCE ENGAGEMENT—success in interacting with peers and in piquing their interest in your topic (8 points). The remaining 4 points will be awarded at my discretion, and will be based on the group's overall treatment and presentation of the assigned chapter or topic.

2. There will be a mid-term examination on **Monday, March 16, 7:00 PM** covering the material in lectures and seminar discussions to that date (25 points). A detailed and complete breakdown of the points awarded per question will accompany the exam script.

3. A detailed Case Study (CS) of a speech and language challenge which you have encountered or observed in an elementary or secondary school student. This assignment will serve as the final examination. 8-10 pages (35 points). Details of the assignment will be given AT THE FIRST CLASS MEETING. You will be expected to incorporate the theories, principles, and applications encountered in lectures and presentations, discussions and readings.

DUE Monday, May 11, 2015 at 7:00PM.

PLEASE NOTE THAT EDSE 102 HAS BEEN IDENTIFIED AS A “TRANSITION COURSE” IN OUR DEPARTMENT. NCATE (NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATORS) REQUIRES THAT ALL “SIGNATURE” ASSIGNMENTS FOR THE COURSE BE RETAINED AS A RECORD OF THEIR COMPLETION. STUDENTS ARE THEREFORE REQUIRED TO UPLOAD THEIR FINAL ASSIGNMENT—THE CASE STUDY—ON THE TASKSTREAM WEBSITE BY THE DUE DATE. GUIDELINES FOR DOING THIS WILL BE DISTRIBUTED TO THE CLASS.

Attendance is absolute. The course is tightly structured so that every session forms a critical piece of the entire course mosaic, so signing up for the course is taken as a commitment to full attendance, punctuality, and participation. Good participation in class will earn you 10 points.

There will be no class meeting on Monday April 6, 2015.

GUEST LECTURES

There will be two or three GUEST LECTURES at dates and times to be announced in class.

REQUIRED TEXT

The Development of Language by Jean Berko Gleason (Recent Edition). A supplementary text entitled *Born To Talk* (2006 or current edition), by Lloyd M. Hulit & Merle R. Howard is also recommended for students interested in additional reading.

GRADING CRITERIA

Grading is based on completion of all three major assignments. Grades given will reflect the extent of excellence demonstrated in assignments and activities throughout the course—A (85-100%), B (70-84%), C (50-69%), D (below 50%), or F. Since the Case Study counts as the Final Examination, it is the most comprehensive and heavily weighted course assignment.

Incompletes will be granted only if 80% of the work has been done (regular attendance and active participation are required).

GRIEVANCE PROCEDURES

A copy is available online at www.sjsu.edu under “Students' Rights and Responsibilities”.

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. University policy requires that students register with the Disabilities Resource Center to receive accommodations and support.

PLAGIARISM

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

KNOWLEDGE BASE

The Development Of Language

Communication Development in Infancy

Individual Differences

Atypical Language Development

Morphology and Syntax

Language & Literacy in the School Years

Language in Social Contexts

Developments in the Adult Years

Theoretical Approaches to Language

Acquisition

Phonological Development

Semantic Development

The Anatomical and Physiological Bases of Speech, Language and Hearing

Speech and Language Disorders

CELL PHONE POLICY

The use of cell phones is prohibited during class sessions. The use of computers is also prohibited during class sessions.

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at <http://www.sjsu.edu/writingcenter> or call 924-2308.

NOTE: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) 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 (Senate Policy S12-3).

PLEASE NOTE ALSO THAT IF COMPUTERS ARE USED FOR NOTE-TAKING DURING CLASS, YOUR INTERACTION WITH THEM MUST BE LIMITED TO THE COURSE CONTENT. YOUR FULL PARTICIPATION, CONCENTRATION, AND ENGAGEMENT ARE REQUIRED DURING CLASS LECTURES AND DISCUSSIONS. THANK YOU FOR YOUR CONSIDERATION IN THIS MATTER.

Scoring Rubric: EDSE 102 Speech and Language Final Project (40 points)			
1. Primary Evidence (10 points) (CCTC Professional Standards 3 and 11)			
Exemplary (10 points)	Proficient (7 points)	Developing (4 points)	Unacceptable (0 point)
<p>You meet the requirements of :</p> <ul style="list-style-type: none"> -providing evidence of speech and language samples from a toddler (about 2 years old) or a child (up to 7 years of age). Your “subject” may or may not have a speech and language disability. You will only use a pseudonym and not the child’s authentic name in your final paper. _tape recording and transcribing or making copious, detailed notes of this continuous and interactive session. -engaging your “subject” in lots of conversation and discourse within 60 minutes. -generating as much speech and language activity as possible from this child during the time you spend with him or her. -compose your final paper of no more than 3 or 4 pages in length, with a maximum of 5-6 pages of artifacts additionally (double spaced, 12-point print, please). 	<p>You produce primary evidence of a toddler’s or child’s speech and language sample for close to or up to 60 minutes. The content of these speech and language samples reflect a need to sharpen the interviewer’s skills in engaging the “subject” in meaningful and interactive conversation.</p>	<p>You produce partial evidence of a toddler’s or child’s speech and language samples –much less than the required 60 minutes. The content of the speech and language samples may or may not reflect a need to sharpen the interviewer’s skills in engaging the “subject” in meaningful and interactive conversations.</p>	<p>You produce little or none of the primary evidence of a toddler’s or child’s speech and language samples required to complete the Final Project.</p>
2. Analysis & Interpretation: Application of Theories (12 points)			

(CCTC Professional Standards 3 and 11)			
Exemplary (12 points)	Proficient (8 points)	Developing (4 points)	Unacceptable (0 point)
In your analysis and interpretation of the speech and language samples, you use Piaget's theory of cognitive development to identify which of the 4 stages the child is at currently, then present and discuss some of the features or characteristics of that stage that the child displays. Based on samples, you consider whether he or she displays any of the important features of Vygotsky's theory. You also review the content of chapter 3 in Hult & Howard as needed.	In your analysis and interpretation of the speech and language samples, you consult with the theories proposed by Piaget and Vygotsky. However, your analysis may be affected by limited samples and specific examples.	In your analysis and interpretation of the speech and language samples, you show limited knowledge about the theories proposed by Piaget and Vygotsky. Your analysis of speech and language samples may or may not be affected by limited samples and specific examples.	You produce little or no evidence of connecting the required theories with your analysis and interpretation of the collected speech and language samples.
3. Analysis & Interpretation: Language Components (8 points) (CCTC Professional Standards 3 and 11)			
Exemplary (8 points)	Proficient (5 points)	Developing (2 points)	Unacceptable (0 point)
In your analysis and interpretation of the speech and language samples, you describe and discuss the kind of language including sentence structure, speech sounds and words that the child uses to communicate in relation to the precepts of Chapters 4, 5, 6 and 7 and 10 in Hult & Howard. You address the following questions: Does the child have any communicative purpose (Chapter 4)? How does the child put words together to make meaning (Chapter 5)?	In your analysis and interpretation of the speech and language samples, you consult with the specified chapters and address the required guiding questions. However, you may not provide sufficient evidence to document your incorporation of the complete list of the required language	In your analysis and interpretation of the speech and language samples, you provide partial evidence to support your use of information obtained from the specified chapters and address only some of the required guiding questions. Your effort may be affected by insufficient attention to the	You produce little or no evidence of the required language components in your analysis and interpretation of the collected speech and language samples.

<p>Any metalinguistic knowledge (Chapter 6)? What idiosyncrasies does the child display in his or her acquisition of the phonology of English (Chapter 7)? What is the nature of any speech and language disorders you detect if any (Chapter 10)? You include any other points of detail or interest you may gather from these five chapters in this section of your paper.</p>	<p>components.</p>	<p>language components.</p>	
<p>4. Analysis & Interpretation: Hypothesis of Speech-Language Disorder (6 points) (CCTC Professional Standards 3 and 11)</p>			
<p>Exemplary (6 points)</p>	<p>Proficient (4 points)</p>	<p>Developing (2 points)</p>	<p>Unacceptable (0 point)</p>
<p>In your analysis and interpretation of the speech and language samples, you include in your paper, any information gleaned in class discussions, in your reading, from the films we watched, from the guest lecture, or from your own knowledge and expertise to hypothesize whether or not he or she may have any speech-language disorders.</p>	<p>You provide a hypothesis that is informed by relevant theory or theories. However, you may not have cited proper evidence and speech-language samples.</p>	<p>You provide an hypothesis that is not based on informed theory and proper evidence.</p>	<p>You produce little or no evidence of hypothesizing whether or not your subject might have any speech-language disorders.</p>
<p>5. Supplemental Evidence (4 points) (CCTC Professional Standards 3 and 11)</p>			
<p>Exemplary (4 points)</p>	<p>Proficient (3 points)</p>	<p>Developing (2 points)</p>	<p>Unacceptable (0 point)</p>
<p>To complete your Final Project, you strategically asked relevant questions when you spoke with the child's teacher and/ or parent(s). These conversations have</p>	<p>To complete your Final Project, you speak with the child's teacher and/ or parent(s). These</p>	<p>You provide partial evidence reflecting what might be the input of the child's teacher and/ or</p>	<p>You produce little or no evidence of speaking to your subject's teacher and/or</p>

<p>helped you to derive further insights into the process and progress with speech and language development over time.</p>	<p>conversations may not have been guided properly to derive further insights into the process and progress of the child's speech and language development over time.</p>	<p>parent(s). these conversations may not have been guided properly to derive further insights into the process and progress of the child's speech and language development over time.</p>	<p>parent(s) in order to support your analysis and interpretation of the collected speech and language samples.</p>
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