

San José State University
Lurie College of Education, Department of Special Education
EDSE 102: Speech, Language, and Typical/Atypical Development
Summer 2023

“bilingualism is often seen as “good” when it’s rich English speakers adding a language as a hobby or another international language, but ‘bad’ when it involves poor, minority, or indigenous groups adding English to their first language, even when the same two languages are involved” (Bower, 2014, p.1)

Course and Contact Information

Instructor:	Sudha Krishnan Ed. D. (she, her, hers)
Telephone:	(408) 924-3681
Email:	sudha.v.krishnan@sjsu.edu
Zoom Office Hours:	By appointment (please email)
Class Days/Time:	Online only

Course Format: Online with Synchronous and Asynchronous Sessions

This course will be held online. Students will need access to a computer or tablet device with internet connectivity. Students are expected to complete the lecture and reading activities in the modules and engage in active online discussions. There are no synchronous online class meetings. Please contact <https://sjsuequipment.getconnect2.com/> for more information about Laptop Loan and WiFi Hotspot Loan if you have connectivity needs.

CANVAS Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be 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 at http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html

Course Description (from SJSU Catalog)

This course will address the developmental levels of speech, language, and communicative competence including dialectal variations, and an introduction to second language acquisition and communication disorders. The course will provide a foundation for language assessment and development.

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/>

Universal Teacher Performance Expectations	Mild/Moderate Teacher Performance Expectations	Extensive Support Needs Teacher Performance Expectations	Early Childhood Teacher Performance Expectations
4.2 (Introduce), 5.7(Introduce)	1.2(Practice), 1.3(Introduce), 3.3(Introduce), 4.7(Practice), 6.3(Assess)	1.3(Assess), 1.7 (Practice), 1.8(Assess), 2.3(Assess), 2.8(Assess), 3.1(Introduce), 5.5(Assess), 5.6(Assess)	1.4(Practice), 3.9(Practice), 4.12(Practice), 5.4(Practice), 5.7(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

Pence Turnbull, K. L., & Justice, L. M. (2017). *Language development from theory to practice* (3rd ed.). Boston: Pearson. ISBN-13: 9780134170671 (eText: ISBN-13: 9780134170572)

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

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). LANGUAGING, RACE, AND (DIS) ABILITY. *Languaging 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 of 500 points]

Assignment Name	Description	Aligned TPEs	Point Total
Online Discussions	<p>Students will submit a written response (minimum 200 words) to 5 discussion questions over the course of the semester and respond to 2 peers on the discussion. 14 points will be awarded for the written response and 3 points for each response. Discussion topics will focus on GELOs 1 - 4. Topics will include how identities related to disability are shaped by cultural and societal influences.</p> <p>Students should be able to describe how historical, social, political, and economic processes produce diversity and structured equality/inequality in the U.S. Students should also 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. Specifically, students should 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.</p>	<p>GELO: 1, 2, 3, 4 CLO: 1,2,3,4,5,6</p> <p>U 4.2, U5.7, MM 3.3, MM 4.7; MM 6.3 ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>	5 Reflections @ 20 points each= 100 POINTS or 20% of Final Grade
Reading Quizzes	A total of 5 quizzes on the readings from the text (Turnbull & Justice) and the video lecture will be assigned every week. Quizzes will be completed individually using CANVAS.	<p>CLO: 1,2,3,4,5,6 U 4.2, U5.7, MM1.2, 1.3; 3.3, ESN 1.3, ESN 1.8, ESN 2.3. ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>	5 Quizzes @ 20 points each= 100 POINTS or 20% of Final Grade

Research Paper 1 & 2	To demonstrate and integrate an understanding of course content specifically related to GELOs 1-4, students will submit two research papers written using APA format. Each of these papers must be 1,000 words in length to fulfill the Area S writing requirement. This is around 4 pages double-spaced. The assignment rubric is in Canvas.	GELO 1, 2, 3, 4 CLO 1, 2, 3 PS 3,1 1 TPE U 4.2 MM 4.7; MM 6.3 ESN 1.3; ESN 1.7; ESN 1.8 ECSE 1.4; ECSE 4.12	200 points (100 points for each paper) 40% of total grade
Application Projects	Students will apply the readings to complete 2 projects, including analyzing a language sample to identify phonological processes and calculating MLU, and prepare a presentation for parents to support vocabulary development in children	GELO: 1, 4 CLO: 4, 5 6 TPE U 4.2, U 5.7 MM 1.2, MM 1.3; MM 3.3; MM 4.7 ESN 1.3; ESN 1.7; ESN 1.8 ECSE 1.4; ECSE 4.12	100 POINTS e (50 points each) or 20% of Final Grade

A+ = 98%-100%

A = 95%-97%

A- = 90%-94%

B+ = 87%-89%

B = 84%-86 %*

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.*

Expectations

1. Make efforts to...
 - a. "Ask 3 before me" by (1) consulting your syllabus, (2) consulting your CANVAS announcements and emails, or (3) consulting a class peer BEFORE asking the professor.
 - b. Turn in assignments on time. I use a 24-hour rule. If you require an extension for an assignment, I need a written request 24 hours before it is due. Only exceptions include documented emergencies (e.g., illnesses, accidents, family emergencies), which means documentation must be provided in the case of the emergency.
 - c. Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.

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' <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

EDSE 102 Course Schedule
[Schedule is subject to changes]

Modules/Week	Topics Covered	Readings & Assignments
Module 1	<p>Introductions Co-Creating Expectations</p> <p>Historical and Political Processes, Activism and Social Movements</p> <p>Language Development Introduction</p>	<p>Reading Reflection 1 Paris & Alim (2017) Culturally Sustaining Pedagogies Chapter 6 “This Stuff Interests Me” Sapon-Shevin & Lawrence Brown Chapter 5</p> <p>Textbook Readings: Chapter 1, 2</p> <p>Quiz 1</p>
Module 2	Infant/Toddler	<p>Reading Reflection 2: Cioe-Pena Chapter 6</p> <p>Textbook Readings: Chapter 5,6</p> <p>Quiz 2</p> <p>Application Project 1</p>
Module 3	Preschool	<p>Reading Reflection 3: Cioe-Pena Chapter 7</p> <p>Text Readings: Chapter 6</p> <p>Quiz 3</p> <p>Application Project 2</p> <p>Research Paper 1</p>
Module 4	School age	<p>Reading Reflection 4 Cioe-Pena chapter 8</p> <p>Textbook Readings Chapter 8</p> <p>Quiz 4</p>
Module 5	Diversity and Deficit Language and Social Development	<p>Reading Reflection 5 Racio-Linguistics, Chapter 13</p> <p>Textbook readings Chapter 9, 10</p> <p>Quiz 5</p> <p>Research Paper 2</p>