



Intro to Language Development and Disability Section 02 EDSE 102

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/13/2023

Contact Information

Alicia Henderson, Ph.D., CCC-SLP

Email: alicia.henderson@sjsu.edu

Office Hours

Hour before class & by appointment
SH 235

Course Description and Requisites

Introduces the development levels of speech, language, communication, and second language acquisition. Provides an overview of intersectionality, with a specific focus on language, race, and disability.

Satisfies: GE Area S. Self, Society & Equality in the U.S.

Prerequisite(s): Passage of the Writing Skills Test (WST) or ENGL 100A / LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Letter Graded

* Classroom Protocols

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).

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.
- e. 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/>.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

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.

Course Learning Outcomes (CLOs)

GE Area S: Self, Society, and Equality in the U.S.

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States.

[GE Area S Learning Outcomes \(GELOs\)](#)

Upon successful completion of an Area S course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

[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.

[California Council on Teacher Credentialing \(CCTC\) Standards \(PS\)](#)

<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 (TPEs)

<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

U TPE: 4.2, 5.7

MMSN TPE: 1.2, 1.3, 3.3, 4.7, 6.3

ESN TPE: 1.3, 1.7, 1.8, 2.3, 2.8, 3.1, 5.5, 5.6

ECSE TPE: 1.4, 3.9, 4.12, 5.4, 5.7

Course Materials

Required Textbook:

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.

Additional Required Readings in Canvas

Grading Information

Assignment	Points	Percentage	Outcomes
Exit Tickets	35 (7 x 10 points)	8.75 %	GELO 1, 2, 3, 4 CLO 1, 2, 3, 4, 5, 6 PS 3, 11 TPE 1, 4, 6
Discussions	70 (7 x 10 points)	17.5 %	GELO 1, 2, 3, 4 CLO 1, 2, 3, 4, 5, 6 PS 3, 11 TPE 1, 4, 6
Research Papers	120 (2 x 60 points)	30%	GELO 1, 2, 3, 4 CLO 1, 2, 3 PS 3, 11 TPE 1, 4, 6

Application Projects	75 (3 x 25 points)	18.75 %	GELO 1, 4 CLO 4, 5, 6 PS 3, 11 TPE 1, 4, 6
Quizzes	100 (10 x 10 points)	25%	CLO 1, 2, 3, 4, 5, 6 PS 3, 11 TPE 1, 4, 6
Total		100%	

Determination of Grades

Research reports must meet standards of academic and professional quality as outlined in APA format for reporting on research. They must be typed, double spaced, paginated, and free of spelling and grammatical errors. You must cite all of the work.

Application projects # 1 and #2 must be submitted utilizing the form provided in the assignment.

Research papers must follow the template provided and must adhere to APA guidelines.

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.

There are no extra credit options in this course.

Rubrics for research papers and application projects are in Canvas

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.

Grade Distribution

98-100% = A+

92-98% = A

90-91% = A-

88-89% = B+

82-87% = B

80-81% = B-

78-79% = C+

72-77% = C

70-71% = C-

68-69% = D+

62-67% = D

60-61% = D-

<60% = F

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#)

(<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Date	Topics & Readings	Assignments Due
1/25 Class	Introduction & Course Overview	
2/1 Class	<u>Text:</u> Ch. 1 Introduction to Language <u>Lecture:</u> Dimensions of Language <u>Class work:</u> We'll explore the inclusion / exclusion dichotomy in general and specific terms in communities.	Exit Ticket 1
2/8 No Class	<u>Text:</u> Ch. 2 Building Blocks of Language <u>Reading for Discussion 1:</u> Wright (2010) <i>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.</i> 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. Explore if these experiences are different for students with mild/moderate disabilities and individuals with moderate to severe disabilities. Describe how legislation has gained individuals with disabilities more inclusion in schools and communities and where there is still room for progress.	Quiz 1 Quiz 2 Discussion 1
2/15 No Class	<u>Text:</u> Ch. 3 Neuroanatomy & Neurophysiology of Language <u>Reading for Discussion 2:</u> Davis Text Ch. 2 and 3, <i>The origin of structured inequality and history associated with people with disabilities.; history of disability and disability rights movement/equality and inequality.</i> 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.	Quiz 3 Discussion 2
2/22 Class	<u>Text:</u> Ch. 4 Science and Theory of Language Development <u>Lecture:</u> Phonology <u>Reading for class work:</u> Genie module (video & papers) We'll discuss the case of Genie who spent the first 13 years of her life in isolation and how this case informs theories of language development.	Quiz 4 Exit Ticket 2
3/1 No Class	<u>Text:</u> Ch. 5 Infancy <u>Reading for Discussion 3:</u> ASK Resource Center - <i>Characteristics of 13 disabling conditions under IDEA; medical models vs social models of disability; visible / invisible disabilities and inequality; social acceptance in different disabilities; attitudes toward people with disabilities.</i> 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 characteristics of diverse learners support the creation of inclusive classrooms?	Quiz 5 Discussion 3

3/8	<u>Lecture:</u> Semantics Class <u>Reading for class work:</u> Communication Skills in Autism module in Canvas	Exit Ticket 3 Research Paper 1
3/15 No Class	<u>Reading for Discussion 4:</u> Hart & Risley (2003) <i>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</i> 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.	Discussion 4
3/22	<u>Text:</u> Ch. 6 Toddlerhood Class <u>Lecture:</u> Pragmatics & Syntax <u>Reading for class work:</u> Communication Skills with the Deaf and Hard-of-Hearing module in Canvas	Quiz 6 Exit Ticket 4
3/29	<i>Spring break</i>	
4/5	<u>Text:</u> Ch. 7 Preschool Class <u>Lecture:</u> Application Project 1 <u>Reading for class work:</u> Healey (1996) <i>Framework for family and individual coping with disability, illness, death, and uncertainty; impact of religion in the definition and intervention of disability; impact on approaches to dealing with inequalities related to disability; spirituality and disability; Role of religions in providing social support and social integration for people with disabilities; inequalities resulting from religious beliefs and discrimination, and their impact on people with disabilities.</i> We will discuss how might family background impact beliefs related to disability/ How can teachers work with families to ensure that high expectations of children with disabilities are held throughout the lifespan? We'll also consider the process Healey (1996) describes that parents go through when finding out their child has a disability. What is a teacher's role in getting parents to accept?	Quiz 7 Exit Ticket 5
4/12 No Class	<u>Text:</u> Ch. 8 School-age and Beyond <u>Reading for Discussion 5:</u> Marianne Moorea & John McNaught (2014) <i>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.</i> 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?	Quiz 8 Discussion 5 Application Project 1
4/19	<u>Text:</u> Ch. 9 Language Diversity Class <u>Lecture:</u> Application Project 2 <u>Reading for class work:</u> Paulo Freire: Ch. 2 of Pedagogy of the Oppressed. <i>Advocacy and resources for persons with disabilities at the local, state, national and international levels for different ethnic/racial and cultural groups; Roles famous individuals with disabilities have played historically in influencing experiences of persons with disabilities.</i> We will consider topics from Freire's <i>Pedagogy of the Oppressed</i> , and ask how do we train students with disabilities and their families to advocate for their needs? Discuss why the banking approach to education is not enough, and how a new praxis can be formed between teachers, students, and families.	Quiz 9 Exit Ticket 6

4/26 <i>No Class</i>	<p><u>Reading for Discussion 6:</u> Fujiura and Yamaki (2000) <i>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 prejudice and their effects on educational opportunities for people with disabilities;</i></p> <p><i>Disproportionality in identification of different disabilities; social actions taken by various ethnic/racial groups leading to greater equality and social justice in the U.S.; Constructive interactions between people of different racial/ethnic groups regarding disability.</i></p> <p>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 bias in the evaluation process to make change?</p>	Discussion 6 Application Project 2
5/3 Class	<p><u>Text:</u> Ch. 10 Language Disorders in Children</p> <p><u>Lecture:</u> Speech & Language Disorders</p> <p><u>Reading for class work:</u> Dudley-Marling & Burns (2014) <i>Oral stories across cultures and languages. Engaging with print in the home and the community.</i></p> <p>We will 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? We'll be sure to discuss how differentiated instruction and multiple instructional models allow for language and content to be taught simultaneously</p>	Quiz 10 Exit Ticket 7
5/10 <i>No Class</i>	<p><u>Discussion 7:</u> (no reading)</p> <p>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?</p>	Discussion 7 Application Project 3
5/17 <i>Finals Week</i>		Research Paper 2