

# Intro to Language Development and Disability Section 81

## EDSE 102

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/21/2024

### Contact Information

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### Course Description and Requisites

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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): 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

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# Course Format: Online Asynchronous Sessions

This course will be held as asynchronous online. Students will complete self-paced online activities, assignments and modules as they are posted online. Students will need access to a computer or tablet device with internet connectivity. Students are expected to complete the lecture and reading activities to engage in active participation. 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](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html)

## Program Information

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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

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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.

## Course Learning Outcomes (CLOs)

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### 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.

## Course Materials

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### Required Texts

Gleason, J. B., & Ratner, N. B. (2017). *The development of language* (9<sup>th</sup> or 10<sup>th</sup> ed.). Boston: Pearson. ISBN: 978-0134161143

Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press. ISBN: 0807069159

Note: A reserve copy has been placed both as an e-text through the SJSU Library and a physical copy for 24-hour loan. Visit the Course Reserves Website:

(<https://reserves.calstate.edu/sanjose/course/3622207360002919>) for more information

## Course Requirements and Assignments

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### Course Assignments [Total of 250 points]

Assignment Name	Description	Aligned TPEs	Point Total
<b>Reading Reflections</b>	Over the course of the semester, students will choose <u>one reading</u> from the assigned reading for each reflection week. They will submit a 1-page summary and 1-page reflection of the reading. 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 language and disability. Two of these reflections will be FORMAL analytical papers (worth 15 points each to meet Area S writing requirement), and three will be INFORMAL choice reflections (worth 10 points each).	GELO: 1, 2, 3, 4  CLO: 1,2,3,4,5,6  U: 4.2, 5.7, 4.7, 6.3  ESN: 3.1, 5.5, 5.6, ECSE: 5.4	3 CHOICE reflections @ 10 points each= 30 points  2 ANALYTICAL reflections @ 15 points each=30 points  <b>60 POINTS</b>

<p><b>Language Development Reading Quizzes</b></p>	<p>A total of 5 quizzes on the Gleason &amp; Ratner textbook <i>Development of Language</i> will be assigned based on course readings. Quizzes will be completed individually using CANVAS. Typically there are 10 questions worth 2 points each. <i>Students who miss a question(s) have an opportunity to make up their quiz by submitting a 1-page review of the questions they missed and justification for the correct response citing pages from the text. <b>These makeup quizzes are due no later than 1 week after the initial quiz.</b></i></p>	<p>CLO: 1,2,3,4,5,6 U: 4.2, 5.7, MM: 1.2, 1.3; 3.3, ESN: 1.3, 1.8, 2.3. 3.1, 5.5, 5.6, ECSE: 5.4</p>	<p>5 Quizzes @ 20 points each= <b>100 POINTS</b></p>
<p><b>Stakeholder Application Project</b></p>	<p>Students will choose an educational stakeholder (teacher, family member, or service provider) and conduct a brief interview with them using structured questions that ask about their experiences supporting a person with language development support needs. Students will then apply this knowledge to analyze a language sample to identify phonological processes and calculating MLU, and prepare a presentation for the stakeholder based on the interview, and MLU calculation. <i><b>For EDSE credential students implications must be made for the Individualized Education Plan and aligned with grade level standards.</b></i></p>	<p>GELO 1, 2, 3, 4 CLO: 4, 5, 6 U: 4.2, 5.7 MM: 1.2, 1.3, 3.3, 4.7 ESN: 1.3, 1.7, 1.8 ECSE 1.4, 4.12</p>	<p><b>40 POINTS</b></p>

<b>I-Search Final Paper</b>	<p>Students will use the course texts, assigned other readings from class, and at least 3-5 other sources (research articles or books) to compose an I-Search paper on a topic related to the Area S content from this course. Students may choose from the topics listed below to conduct their research for the written paper:</p> <ul style="list-style-type: none"> <li>· Communication and Disability</li> <li>· Disability and Language Status</li> <li>· Race, Gender and Disability</li> <li>· Disability and Culturally Sustaining Practices</li> </ul> <p>Students will compose a 4 page, double spaced, Times New Roman, 12-point font paper with references in APA format on their chosen topic. Papers topics will be informally shared in class.</p>	<p>GELOs 1, 2, 3, 4</p> <p>CLO: 1, 2, 3</p> <p>U: 4.2</p> <p>MM: 4.7, 6.3</p> <p>ESN: 1.3, 1.7, 1.8</p> <p>ECSE: 1.4, 4.12</p>	<p><b>50 points</b></p>
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## ✓ Grading Information

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244-250 points= A+ [98-100%]

237-243 points= A [95-97%]

224-236 points = A- [90-94%]

217-223 points = B+ [87-89%]

210-216 points = B [84-86 %]\*

199-209 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 Policies

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Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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### EDSE 102 Course Schedule

*(Readings listed are to be completed prior to the class in which assigned)*

[Schedule is subject to changes]

Week #/Date	Topics Covered	Readings & Assignments	Standards
Session 1 Jan 24-26 <sup>th</sup>	Introductions  Co-Creating Expectations	Paris & Alim (2017) Culturally Sustaining Pedagogies Chapter 6 "This Stuff Interests Me" (in class)	CLO 1, 2, 3  PLO 1  GELO 1, 2, 3, 4  U1.6, ESN 2.8, MM 6.3  Area S: SK2, SGR1

<p>Session 2 Jan 29-Feb 2<sup>nd</sup></p>	<p>Historical and Political Processes, Activism and Social Movements</p>	<p>Canvas Readings: Sapon-Shevin &amp; Lawrence Brown Chapter 5</p> <p>Text Readings: Love Chapter 1</p> <p><b>Choice Reading Reflection 1 Due by Feb 2<sup>nd</sup></b></p>	<p>CLO 1, 2, 3</p> <p>PLO 1</p> <p>GELO 1, 2, 3</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p> <p>Area S: SK2, SGR1</p>
<p>Session 3 Feb 5-9<sup>th</sup></p>	<p>Disability Categories and Law</p> <p>Language Development Introduction</p>	<p>Canvas Readings: Wright (2010); ASK Resource</p> <p>Text Readings: Gleason &amp; Ratner Chapter 1</p> <p><b>Reading Quiz #1 due by Feb 9<sup>th</sup></b></p>	<p>CLO 4, 6</p> <p>PLO 2</p> <p>GELO 1, 2, 3</p> <p>MM3.3, U5.6, U5.7, ESN 1.3, ESN 1.8, ESN 2.3. ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p> <p>Area S: IS3.2, SK2, SGR1</p>
<p>Session 4 Feb 12-16<sup>th</sup></p>	<p>Families, Perspectives and Disability</p> <p>Early Communication Development</p>	<p>Canvas Readings: Cioè-Peña (2020) Article</p> <p>Text Readings: Gleason &amp; Ratner Chapter 2</p> <p><b>Choice Reading Reflection 2 Due by Feb 16<sup>th</sup></b></p>	<p>CLO 4, 5, 6</p> <p>PLO 2</p> <p>GELO 1, 2, 3, 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>



<p>Session 5 Feb 19-23<sup>rd</sup></p>	<p>Teacher Roles in Student Academic Language and Social Development</p> <p>Stakeholder Assignment Info</p>	<p>Canvas Readings: Lawrence-Brown and Sapon-Shevin Chapter 1; Love Chapter 2</p> <p>Text Readings: Gleason &amp; Ratner Chapter 2-3</p>	<p>CLO 3, 4, 5, 6</p> <p>PLO 1, 2</p> <p>GELO 1, 2</p> <p>MM3.3, U5.6, U5.7, ESN 1.3, ESN 1.8, ESN 2.3. ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 6 Feb 26-March 1<sup>st</sup></p>	<p>Human Language Development (Semantic and Phonological)</p>	<p>Text Readings: Gleason &amp; Ratner Chapter 5; Love Chapters 3-4</p> <p><b>Reading Quiz #2 due by March 1<sup>st</sup></b></p>	<p>CLO 4, 5, 6</p> <p>PLO 2</p> <p>GELO 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 7 March 4-8<sup>th</sup></p>	<p>Race, Language Disability and Intersectionality</p> <p>Language Development and Bilingual Language Development</p>	<p>Canvas Readings: Hikida &amp; Martinez Chapter 4; Cioè-Peña Book Chapter 1</p> <p>Text Readings: Love Chapter 5</p>	<p>CLO 1, 2, 3, 4</p> <p>PLO 1, 2</p> <p>GELO 1, 2, 3, 4</p> <p>MM3.3, U5.6, U5.7, ESN 1.3, ESN 1.8, ESN 2.3. ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>

<p>Session 8 March 11-15<sup>th</sup></p>	<p>Language Development and Bilingual Language Development Continued</p>	<p>Canvas Readings: Rickford (2016) Introduction</p> <p>Text Readings: Gleason &amp; Ratner Chapter 11; Love Chapter 6</p> <p><b>Reading Quiz #3 due by March 15<sup>th</sup></b></p>	<p>CLO 1, 2, 3, 4</p> <p>PLO 1, 2</p> <p>GELO 1, 2, 3, 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 9 March 18-22<sup>nd</sup></p>	<p>Work on Assignment Completion</p> <p>Legal Considerations and Equity</p>	<p>Text Readings: Gleason &amp; Ratner Chapter 7</p> <p><b>Analytical Reading Reflection 3 Due by March 22<sup>nd</sup></b></p>	<p>CLO 2, 3, 4, 5, 6</p> <p>PLO 1, 2</p> <p>GELO 1, 2, 3, 4</p> <p>MM1.2, MM 4.7, U5.6, U5.7, ESN 1.7, ESN 1.3, ESN 2.3, ESN 5.5, ESN 5.6, ECSE 1.4, ECSE 3.9, ECSE 4.12, ECSE 5.7</p> <p>Area S: IS3.1, AK</p>

<p>Session 10 March 25-29<sup>th</sup></p>	<p>Theoretical Considerations and Language Acquisition</p>	<p>Text Readings: Gleason &amp; Ratner Chapter 7</p> <p><b>Stakeholder Assignment Due March 25<sup>th</sup></b></p>	<p>CLO 3, 4, 5, 6</p> <p>PLO 1, 2</p> <p>GELO 1, 2</p> <p>MM3.3, U5.6, U5.7, ESN 1.3, ESN 1.8, ESN 2.3, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 11 April 1-5<sup>th</sup></p>	<p>SPRING BREAK</p>		<p>CLO 1, 2, 3, 4</p> <p>PLO 1</p> <p>GELO 1, 2, 3, 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 12 April 8-12<sup>th</sup></p>	<p>Creating Classroom Communities, Culturally Sustaining Pedagogies</p> <p>Variations in Language Development</p> <p>Language and Literacy in the School Years</p>	<p>Canvas Readings: Alim &amp; Paris Chapter 1</p> <p>Text Readings: Gleason &amp; Ratner Chapter 8 &amp; 10</p> <p><b>Reading Quiz #4</b></p>	<p>CLO 4, 5, 6</p> <p>PLO 2</p> <p>GELO 4</p> <p>U1.6, ESN 2.8, MM 6.3</p>

<p>Session 13 April 15-19<sup>th</sup></p>	<p>Atypical Language Development</p>	<p>Text Readings: Gleason &amp; Ratner Chapter 9-10</p> <p><b>Analytical Reading Reflection 4 Due</b></p>	<p>CLO 4, 6  PLO 2  GELO 1, 2, 3  MM3.3, U5.6, U5.7, ESN 1.3, ESN 1.8, ESN 2.3. ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4  Area S: IS3.2, SK2, SGR1</p>
<p>Session 14 April 22-26<sup>th</sup></p>	<p>Future Advocacy and Critical Action</p>	<p>Canvas Reading: Sapon-Shevin and Lawrence Brown Chapter 12</p> <p>Text Readings: Love Chapter 7-end</p> <p><b>Choice Reading Reflection 5 Due</b></p>	<p>CLO 1, 2, 3  PLO 1, 2  GELO 1, 2, 3, 4  MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 15 April 29-May 3<sup>rd</sup></p>	<p>Language Assessments for CLD Learners</p>	<p>Canvas Reading: Authentic Assessments</p> <p><b>Reading Quiz #5</b></p>	<p>CLO 4, 5, 6  PLO 2  GELO 4  MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>

Session 16 FINAL May 6-10 <sup>th</sup>		<b>Final I-Search Paper Due May 15<sup>th</sup></b>	CLO 1, 2, 3, 4, 5, 6 PLO 1, 2 GELO 1, 2, 3, 4 MM 3.3, MM 6.3, U4.2, U5.7, ESN 1.3, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4
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