Course and Contact Information

Instructor: Alicia Henderson, Ph.D., CCC-SLP
Office Location: Remote via Zoom
Email: alicia.henderson@sjsu.edu
Office Hours: After 5:00pm, By appointment
Class Days/Time: Online
Classroom: Online

Course Description

This course will provide an understanding of child language development and all parameters that are involved in developing a language from infancy through the adolescent years. This course will also provide you with an understanding of language disorders, including the conditions and symptoms associated with disordered language development.

You will gain an understanding of how language disorders affect the lives of infants, children and adolescents, and families. This course will expose you to developmental assessment strategies, intervention and collaboration strategies for assisting children, their families and teachers to enhance overall communication skills.

Course Format: Online

This course utilizes a 100% online classroom delivery format. Internet connectivity and access to a technological device such as computer is required. The SJSU Canvas platform is required as the course management system. Participation includes readings, course assignments and activities on Canvas. All course requirements are to be submitted in Canvas.

Computer labs for student use are available in the Academic Success Center (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors

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 see the SJSU Canvas resources.
This course addresses the following course learning outcomes (CLOs) to address the CCTC Teacher Performance Expectations (TPEs):

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 U.S. 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 persons with disabilities in the U.S.

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.

American Speech-Language Hearing Association (ASHA) Knowledge And Skills Acquisition (KASA) Standards to be achieved:

IV-B Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

IV-C Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: Articulation, receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics) in speaking, listening, reading, writing, and manual modalities, hearing including the impact on speech and language, cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning), social aspects of communication, (including challenging behavior, ineffective social skills, lack of communication opportunities).

IV-D Possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

IV-E Possess knowledge of standards of ethical conduct.

IV-F Possess knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice.
**Required Texts / Readings**

*Textbook*

Pence Turnbull, K. L., & Justice, L. M. (2017). Language development from theory to practice (3rd ed.). Boston: Pearson. *Note: The 3rd edition is required because previous editions are organized differently and will not work with the structure of this class.*

*Other Readings: Additional readings and videos are in Canvas*

**Course Requirements and Assignments**

*Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.*

1. **Quizzes**
   There are 10 quizzes designed to help you practice the information you learn during the weekly module. Each quiz is worth 10 points. These quizzes are posted in the Module. The quizzes will be available from Monday-Sunday at 11:59pm. You may retake the quiz as often as you wish in order to gain the highest score. The quizzes consist of 10 questions each.

2. **Discussions**
   There are 10 discussions to reflect on a question / prompt from each module, and post your response. Following the due date, you will be assigned 3 posts from classmates right after the assignment is due, and this is for you to read and post a response to each. Note that late discussion posts would not be included in the Canvas assignment of classmate posts for your responses, thus they will not be accepted.

3. **Extended Discussions**
   There are 3 extended discussions to reflect on a major topic, and post your response. Required content for each extended discussion is posted in a dedicated module, and includes readings and videos. Following the due date, you will be assigned 3 posts from classmates for you to read and post a response.

4. **Application Assignments**
   There are 3 assignments throughout the semester. The goal of these assignments is to give you a chance to put into practice some of the content and skills learned in class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10 points x 10</td>
<td>100</td>
</tr>
<tr>
<td>Discussions</td>
<td>5 points x 10</td>
<td>50</td>
</tr>
<tr>
<td>Extended Discussions</td>
<td>20 points x 3</td>
<td>60</td>
</tr>
<tr>
<td>Application Assignments</td>
<td>30 points x 3</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>300</strong></td>
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**Determination of Grades**

Grades are determined according to scores earned for assignments (in Canvas). Chapter quizzes will be open through December 11, and the highest quiz score will be used for grading. All other assignments must be completed by the due dates. Late work is only accepted due to an extenuating circumstance upon instructor approval, and is subject to a 50%-point penalty.
California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

Classroom Protocol

Students are expected to keep abreast of course requirements, timelines and updates by regularly reading communications from Canvas. Students are expected to complete assignments on time, and participate in class activities, discussions, and projects as defined in the syllabus.

University Policies

Per [University Policy S16-9](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](http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Accommodations for Students with Disabilities

[Presidential Directive 97-03](http://www.sjsu.edu/senate/docs/97-03.pdf) requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/gup/syllabusinfo) requires students to obtain instructor’s permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.
- You must obtain the instructor’s permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

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. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling).
EDSE 102 - Speech and Language Development  
Spring 2021 Course Schedule

Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | 1/31-2/7    | Course Introduction  
*Introduction to Language* | Ch. 1    | Quiz 1  
Discussion 1                |
| 2    | 2/8-2/14    | *Building Blocks of Language*                 | Ch. 2    | Quiz 2  
Discussion 2                |
| 3    | 2/15-2/21   | *Neuroanatomy & Neurophysiology of Language* | Ch. 3    | Quiz 3  
Discussion 3                |
| 4    | 2/22-2/28   | *Science and Theory of Language Development*  | Ch. 4    | Quiz 4  
Discussion 4                |
| 5    | 3/1-3/7     | Theories of Language Development               | Resources in Canvas | Extended Discussion #1 |
| 6    | 3/8-3/14    | *Infancy*                                     | Ch. 5    | Quiz 5  
Discussion 5                |
| 7    | 3/15-3/21   | *Toddlerhood*                                 | Ch. 6    | Quiz 6  
Discussion 6                |
| 8    | 3/22-3/28   | Phonological Development                      | Resources in Canvas | Application #1          |
|      | 3/29 - 4/4  | *Spring Break*                                |          |                              |
| 9    | 4/5-4/11    | *Preschool*                                   | Ch. 7    | Quiz 7  
Discussion 7                |
| 10   | 4/12-4/18   | Syntactic Development                         | Resources in Canvas | Application #2          |
| 11   | 4/19-4/25   | *School-age and Beyond*                       | Ch. 8    | Quiz 8  
Discussion 8                |
| 12   | 4/26-5/2    | *Language Diversity*                          | Ch. 9    | Quiz 9  
Discussion 9                |
| 13   | 5/3-5/9     | Semantic Development                          | Resources in Canvas | Application #3        |
| 14   | 5/10-5/16   | *Language Disorders in Children*  
*Autism*                     | Ch. 10   | Quiz 10  
Discussion 10  
Extended Discussion #2     |
| 15   | 5/17-5/23   | Deaf & Hard-of-Hearing                        | Resources in Canvas | Extended Discussion #3  |