“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” (Bowern, 2014, p.1)

Course and Contact Information

Instructor: Saili S. Kulkarni, Ph.D. (she, her, hers)
Telephone: (408) 924-3313
Email: saili.kulkarni@sjsu.edu
Zoom Office Hours: Please use https://drkulkarni.youcanbook.me/
Class Days/Time: Thursdays 4:00-6:45 PM

Course Format: Online with Synchronous and Asynchronous Sessions

This course will be held online due to COVID-19. 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 “online weeks” to be ready to engage in active activities in class. 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 dialectical 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

Kulkarni, S. Spring 2021
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**


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


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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.

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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**

*Note: The 9th edition is required because previous editions do not contain the important revision in Chapter 11-Second Language Acquisition.*

*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/362207360002919) for more information*

**Other Readings and Excerpts (posted on CANVAS)**


Kulkarni, S. Spring 2021
### Course Assignments [Total of 250 points]

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Aligned TPEs</th>
<th>Point Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Reflections</strong></td>
<td>Over the course of the semester, students will choose one reading 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 race, language, sexuality, and gender.</td>
<td>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</td>
<td>50 POINTS or 16.67% of Final Grade</td>
</tr>
<tr>
<td><strong>Language Development Reading Quizzes</strong></td>
<td>A total of 5 quizzes on the Gleason &amp; Ratner textbook <em>Development of Language</em> will be assigned based on course readings. Quizzes will be completed individually using CANVAS. Typically there are 10 questions worth 2 points each. <em>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. These makeup quizzes are due no later than 1 week after the initial quiz.</em></td>
<td>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</td>
<td>100 POINTS or 33.33% of Final Grade</td>
</tr>
<tr>
<td><strong>Autobiographical Language Artifact and Summary</strong></td>
<td>Students will compose an autobiographical artifact based on their language and immigration story. The narrative can be written in their first language (if desired) and students can choose between a written paper of 3 pages, a VoiceThread/audio recording or PowerPoint Presentation. The last section of the assignment (due at the end of the semester) then explores how the language and immigration story and this class inform your future educational philosophy or work with students at the intersections of race, language, and disability (1-2-page paper).</td>
<td>U1.6, ESN 2.8, MM 6.3</td>
<td>25 POINTS or 8.33% of Final Grade</td>
</tr>
<tr>
<td><strong>Stakeholder Interview and Support</strong></td>
<td>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. Using the information provided from the interview, students will design a language-based support for a focus student described by the stakeholder. <em>For credential students this support must be tied directly to the student’s Individualized Education Plan and aligned with grade level standards.</em></td>
<td>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</td>
<td>50 POINTS or 16.67% of Final Grade</td>
</tr>
<tr>
<td>Take Home Final Exam</td>
<td>Based on the readings and course discussions over the semester, students will complete a final examination made up of multiple choice, short answer and application questions. Students must complete this exam on Canvas and submit online.</td>
<td>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</td>
<td>25 POINTS or 8.33% of Final Grade</td>
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<tr>
<td>224-236 points = A- [90-94 %]</td>
<td>199-209 points = B- [80-83%]</td>
<td>*The special education department (EDSE) requires a B or better in each course in order to count for credit/pass.</td>
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<td><strong>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.</strong></td>
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</table>

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 48-hour rule. If you require an extension for an assignment, I need a written request 48 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.
   d. Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a brave space rather than safe space approach.

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/](http://www.sjsu.edu/gup/syllabusinfo/)
<table>
<thead>
<tr>
<th>Week #/Date</th>
<th>Topics Covered</th>
<th>Readings &amp; Assignments</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 (Zoom): January 28th</td>
<td>Introductions</td>
<td>Paris &amp; Alim (2017)</td>
<td>CLO 1, 2, 3</td>
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<tr>
<td></td>
<td>Co-Creating Expectations</td>
<td>Culturally Sustaining Pedagogies Chapter 6 “This Stuff Interests Me” (in class)</td>
<td>PLO 1</td>
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<td>Text Readings: Love</td>
<td>GELO 1, 2, 3, 4, CLO 1, 2, 3, PLO 1</td>
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<td></td>
<td>U1.6, ESN 2.8, MM 6.3</td>
<td>Area S: SK2, SGR1</td>
</tr>
<tr>
<td>Session 2 (Zoom): February 4th</td>
<td>Historical and Political Processes, Activism and Social Movements</td>
<td>Canvas Readings: Sapon-Shevin &amp; Lawrence Brown Chapter 5</td>
<td>CLO 1, 2, 3</td>
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<td>Text Readings: Love</td>
<td>PLO 1</td>
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<td>GELO 1, 2, 3</td>
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<td></td>
<td>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</td>
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<td>Area S: SK2, SGR1</td>
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<tr>
<td>Session 3 (CANVAS): February 11th</td>
<td>Disability Categories and Law Language Development Introduction</td>
<td>Canvas Readings: Wright (2010); ASK Resource</td>
<td>CLO 4, 6</td>
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<td>Text Readings:</td>
<td>PLO 2</td>
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<td>GELO 1, 2, 3</td>
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<td>MM3.3, U 4.2, 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</td>
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<td>Area S: IS3.2, SK2, SGR1</td>
</tr>
<tr>
<td>Session 4 (CANVAS): February 18th</td>
<td>Families, Perspectives and Disability Early Communication Development</td>
<td>Canvas Readings: Cioè-Peña (2020) Article</td>
<td>CLO 4, 5, 6</td>
</tr>
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<td>Text Readings:</td>
<td>PLO 2</td>
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<tr>
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<td>GELO 1, 2, 3</td>
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<td></td>
<td>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</td>
</tr>
<tr>
<td>Session 5 (Zoom): February 25th</td>
<td>Teacher Roles in Student Academic Language and Social Development Stakeholder Assignment Info</td>
<td>Canvas Readings: Lawrence-Brown and Sapon-Shevin Chapter 1; Love Chapter 2</td>
<td>CLO 3, 4, 5, 6</td>
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<td>Text Readings:</td>
<td>PLO 1, 2</td>
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<td>GELO 1, 2</td>
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<td>MM3.3, U 5.6, U5.7, ESN 1.3, ESN 1.8, ESN 2.3, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</td>
</tr>
</tbody>
</table>

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| Session 6  
(CANVAS): March 4th | Human Language Development  
(Semantic and Phonological) | Text Readings: Gleason & Ratner Chapter 5; Love Chapters 3-4 | Reading Reflection 3 Due |
<table>
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<tbody>
<tr>
<td></td>
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<td>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</td>
</tr>
</tbody>
</table>
| Session 7 (Zoom):  
March 11th | Race, Language Disability and Intersectionality Language Development and Bilingual Language Development | Canvas Readings: Hikida & Martínez Chapter 4; Cióè-Peña Book Chapter 1 
Text Readings: Love Chapter 5 | Reading Quiz #3 |
|                       |                               |                                                               | CLO 1, 2, 3, 4, PLO 1, 2, GELO 1, 2, 3, 4, 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 |
| Session 8  
Text Readings: Gleason & Ratner Chapter 11; Love Chapter 6 | Reading Reflection 4 |
|                       |                               |                                                               | CLO 1, 2, 3, 4, PLO 1, 2, GELO 1, 2, 3, 4, MM3.3, U4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4 |
| Session 9 (Zoom):  
March 25th | Legal Considerations and Equity  
Theoretical Considerations and Language Acquisition  
Class Presentations | Text Readings: Gleason & Ratner Chapter 7 | Stakeholder Assignment Due |
|                       |                               |                                                               | CLO 2, 3, 4, 5, 6, PLO 1, 2, GELO 1, 2, 3, 4, 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 4.12, ECSE 5.7, Area S: IS3.1, AK |
| Session 10 NO  
CLASS SPRING BREAK  
April 1st |                               |                                                               |                       |
| Session 11 (Zoom):  
April 1st | Creating Classroom Communities, Culturally Sustaining Pedagogies  
Variations in Language Development | Canvas Readings: Alim & Paris Chapter 1 
Text Readings: Gleason & Ratner Chapter 8 |                       |
|                       |                               |                                                               | CLO 1, 2, 3, 4, PLO 1, GELO 1, 2, 3, 4, MM3.3, U4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4 |
| Session 12 (CANVAS)  | Language and Literacy in the School Years | Text Readings: Gleason & Ratner Chapter 10 | CLO 4, 5, 6  
PLO 2  
GELO 4  
U1.6, ESN 2.8, MM 6.3 |
|-----------------------|-------------------------------------------|--------------------------------------------|--------------------------------------------------|
| Session 13 (CANVAS): April 15<sup>th</sup> | Atypical Language Development | Text Readings: Gleason & Ratner Chapter 9-10 | 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 |
| Session 14 (Zoom): April 22<sup>nd</sup> | Future Advocacy and Critical Action | Canvas Reading: Sapon-Shevin and Lawrence Brown Chapter 12  
Text Readings: Love Chapter 7-end | CLO 1, 2, 3  
PLO 1, 2  
GELO 1, 2, 3, 4  
MM3.3, U4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4 |
| Session 15 (CANVAS)  | Language Assessments for CLD Learners | Canvas Reading: Authentic Assessments | CLO 4, 5, 6  
PLO 2  
GELO 4  
MM3.3, U4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4 |
| Session 16 (Zoom): May 6<sup>th</sup> | Final Exam Overview |  | 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 |
| Session 17 (CANVAS): May 13<sup>th</sup> | Work on Final Exam |  | 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 |

**Reading Quiz #4**

**Session 12 (CANVAS) April 8<sup>th</sup>**

**Session 13 (CANVAS): April 15<sup>th</sup>**

**Session 14 (Zoom): April 22<sup>nd</sup>**

**Session 15 (CANVAS) April 29<sup>th</sup>**

**Session 16 (Zoom): May 6<sup>th</sup>**

**Session 17 (CANVAS): May 13<sup>th</sup>**
|     | Take Home Final Due to Canvas by Midnight! | 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 |

FINAL May 20th

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