

# Intro to Language Development and Disability Section 80

## EDSE 102

Spring 2025 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 12/28/2024

### Contact Information

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*Preferred method of communication: Message in Canvas*

### Course Information

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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): 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

### Course Description and Requisites

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## Classroom Protocols

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This course is online (asynchronous). 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](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

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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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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)

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### **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

- 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 (CLOs)

Upon successful completion of this course, students will be able to:

- 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.
- 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.
- 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
- Define common linguistic terminology and understand the most prevalent theories of language acquisition.
- 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.
- 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-educaton/>

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

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### 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*

## Course Requirements and Assignments

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*Note: All assignments are to be uploaded into Canvas and are due by 11:59 pm on the assigned date. Peer reviews are due in Canvas by 11:59 pm 4 days after being assigned.*

### Assignments:

#### 1. Discussions (10 @ 10 points each)

To demonstrate understanding & share ideas on major topics students will submit a written response to 10 discussion questions over the course of the semester. Discussion topics will focus on GELOs 1 - 4. Topics will include how identities related to disability are shaped by cultural and societal influences.

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.

Each discussion must be at least 100 words in length to fulfill the Area S writing requirement (10 x 100 words = 1,000 words total)

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. *This step is not optional, as peer reviews deepen the learning for both the reviewer and the reviewee.*

1. The 3 peer reviews are randomly assigned by Canvas at midnight after the due date. Therefore, if your discussion post is late, the 3 peer reviews must be manually assigned by me at a later date. Excessive late posts may result in a loss of points for each late discussion.
2. The assigned peer reviews [show up on your Canvas account](#), according to your Canvas notification preferences.
3. Note that assigned peer reviews need to be completed so that Canvas recognizes them as completion of an assignment. Therefore, [follow the directions to submit an assigned peer review](#), and be sure to get confirmation that it has been completed.
4. The discussion posts comprise a portion of the GE writing requirement for this course. As such, **each post must be at least 100 words** for a total of 1,000 words for the semester. Discussion posts not meeting the 100 word minimum will not receive a grade.

## 2. Extended Discussions (3 @ 30 points each):

To demonstrate understanding of major course concepts, students will review 3 topics and provide an extended discussion for each. These extended discussions will address GELOs 1-3. 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. This step is not optional, as peer reviews deepen the learning for both the reviewer and the reviewee.

Each of the 3 extended discussions must be 334 words in length to fulfill the Area S writing requirement (3 x 334 words = 1,002 words total)

## 3. Research Paper (1 @ 45 points):

To demonstrate and integrate an understanding of course content specifically related to GELOs 3-4, each research paper must include at least 2 new references. **This paper must be 1,000 words in length to fulfill the Area S writing requirement.** This is around 2 & 1/3rds of a page visually, single-spaced, and 4 pages double-spaced. The assignment rubric is in Canvas.

## 4. Application Assignments (3 @ 25 points each):

To demonstrate knowledge of major concepts students will complete three short application assignments. Rubrics for each application project is in Canvas.

1. Listen to a preschool child and identify at least 3 phonological processes observed
2. Calculate the MLU from a language sample with at least 3 morphological structures and identify which of Brown's stages it is

3. Create a presentation for parents to support vocabulary development based on the readings and the Hart & Risley research

#### 5. Quizzes (10 @10 points):

To demonstrate understanding of key course concepts students will complete quizzes in Canvas. The quizzes focus on content from the textbook. Each quiz will remain open in Canvas until the last week of instruction this semester, and students may retake quizzes as many times as desired. The highest score is included in the course grade.

## ✓ Grading Information

Assignment	Points	Percentage	Outcomes
Discussions	50 (10 x 50 points)	17%	GELO 1, 2, 3, 4 CLO 1, 2, 3, 4, 5, 6 PS 3, 11 TPE 1, 4, 6
Extended Discussions	30 (3 x 10 points)	10%	GELO 1, 2, 3, 4 CLO 1, 2, 3, 4, 5, 6 PS 3, 11 TPE 1, 4, 6
Application Projects	75 (3 x 25 points)	25%	GELO 1, 4 CLO 4, 5, 6 PS 3, 11 TPE 1, 4, 6
Quizzes	100 (10 x 10 points)	33%	CLO 1, 2, 3, 4, 5, 6 PS 3, 1 1 TPE 1, 4, 6
Research Paper	45 (1 x 45)	15%	GELO 1, 2, 3, 4 CLO 1, 2, 3 PS 3, 1 1 TPE 1, 4, 6
Total	300	100%	

## Criteria

### Determination of Grades

All assignments uploaded into Canvas must be in text format, WORD format, or a PDF. No assignment uploads will be accepted in Pages format or Google docs/presentation formats.

The Research paper 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. The Research paper must follow the template provided and must adhere to APA guidelines. You must cite all of the work.

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

## Breakdown

### 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-

Less than 60% = F



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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Dates	Topics & Readings	Assignments Due	Outcomes & Standards
Jan 23	Introduction & Course Overview	Review syllabus and course on Canvas	
Feb 2	Who are we?	Discussion 0	
Feb 9	<p><i>Pence and Justice Text:</i></p> <p>Ch 1: Introduction to Language</p> <p><i>Reading for Discussion 1:</i></p> <p><b>Historical and Political Processes Producing Diversity, Equality, and Structural Inequalities in the US</b></p> <p>Davis Text Ch. 2 and 3 <i>Origin of structured inequality and history associated with people with disabilities.; history of disability and disability rights movement/equality and inequality</i></p>	<p>Ch 1 Quiz</p> <p>Discussion 1</p>	<p>GELO 2</p> <p>CLO 1-6</p> <p>PS 11</p> <p>TPE 6</p>

<p>Feb 16</p>	<p><i>Pence and Justice Text:</i></p> <p><b>Ch 2: Building Blocks of Language</b></p> <p><i>Reading for Discussion 2:</i></p> <p><b>Historical and Political Processes Producing Diversity, Equality, and Structural Inequalities in the US</b></p> <p><i>Wright (2010) 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></p>	<p><b>Quiz 2</b></p> <p><b>Discussion 2</b></p>	<p>GELO 2</p> <p>CLO 1-6</p> <p>PS 3, 11</p> <p>TPE 1,4,6</p>
<p>Feb 23</p>	<p><i>Pence and Justice Text:</i></p> <p><b>Ch 3: Neuroanatomy &amp; Neurophysiology of Language</b></p> <p><i>Reading for Discussion 3:</i></p> <p><b>Range of Disabilities</b></p> <p><i>ASK Resource Center - 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></p>	<p><b>Quiz 3</b></p> <p><b>Discussion 3</b></p>	<p>GELO 2</p> <p>CLO 1-6</p> <p>PS 3, 11</p> <p>TPE 1,4,6</p>

<p>Mar 2</p>	<p><i>Pence and Justice Text:</i></p> <p><b>Ch 4: Science and Theory of Language Development</b></p> <p><i>Reading for Discussion 4:</i></p> <p><b>Social Processes Producing Diversity, Equality, and Structural Inequalities in U.S.</b></p> <p>Hart &amp; 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></p> <p><i>Materials for Extended Discussion 1:</i></p> <p>Readings and videos in <b>Canvas module (Theories of Language Development)</b></p>	<p><b>Quiz 4</b></p> <p><b>Discussion 4</b></p> <p><b>Extended Discussion 1</b></p>	<p>GELO 2</p> <p>CLO 1-6</p> <p>PS 11</p> <p>TPE 6</p>
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<p>Mar 9</p>	<p><i>Pence and Justice Text:</i></p> <p><b>Ch 5: Infancy</b></p> <p><i>Reading for Discussion 5:</i></p> <p><b>Economic Processes Producing Diversity, Equality, and Structural Inequalities in the U.S.</b></p> <p>Marianne Moorea &amp; 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, &amp; struggle for equality; impact of poverty on disability, access to technology, and interventions and services.</i></p>	<p><b>Quiz 5</b></p> <p><b>Discussion 5</b></p>	<p>GELO 1,2</p> <p>CLO 1-6</p> <p>PS 3,11</p> <p>TPE 1,4,6</p>
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<p>Mar 16</p>	<p><i>Pence and Justice Text:</i></p> <p><b>Ch 6: Toddlerhood</b></p> <p><i>Reading for Discussion 6:</i></p> <p><b>Race / Ethnicity and Disability</b></p> <p>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><b>Quiz 6</b></p> <p><b>Discussion 6</b></p>	<p>GELO 1,2</p> <p>CLO 1-6</p> <p>PS 3,11</p> <p>TPE 1,4,6</p>
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<p>Mar 23</p>	<p><i>Pence and Justice Text:</i></p> <p>Ch 7: Preschool</p> <p><i>Reading for Discussion 7:</i></p> <p><b>Religion / Culture and Disability</b></p> <p>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;</i></p> <p><i>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></p> <p><i>Materials for Application Project 1:</i></p> <p>Forms, readings and videos in <b>Canvas module (Application Project 1: Phonological Development)</b></p>	<p>Quiz 7</p> <p>Discussion 7</p> <p>Application Project 1</p>	<p>GELO 1,2</p> <p>CLO 1-6</p> <p>PS 3,11</p> <p>TPE 1,4,6</p>
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<p>Mar 30</p>	<p><i>Pence and Justice Text:</i></p> <p>Ch 8: School-age and Beyond</p> <p><i>Reading for Discussion 8:</i></p> <p>Summarize social actions &amp; current issues addressed by religious, gender, ethnic, racial, class, sexual orientation, disability, &amp; age groups leading to greater equality and social justice in the U.S.</p> <p>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></p> <p><i>Materials for Application Project 2:</i></p> <p>Forms, readings and videos in Canvas module (Application Project 1: Syntactical Development)</p>	<p>Quiz 8</p> <p>Discussion 8</p> <p>Application Project 2</p>	<p>GELO 3,4</p> <p>CLO 1-6</p> <p>PS 3,11</p> <p>TPE 1,4,6</p>
	<p><i>Spring Break (Mar 31 - Apr 4)</i></p>		

<p>Apr 13</p>	<p><i>Pence and Justice Text:</i></p> <p><b>CH. 9: Language Diversity</b></p> <p><i>Preparation for Discussion 9 (no reading):</i></p> <p>Summarizing social actions and current issues addressed by religious, gender, ethnic, racial, class, sexual orientation, disability, and age groups leading to greater equality and social justice in the U.S.</p> <p><i>Contemporary issues related to disability; employment, housing, and community living; development of social action plans that resolve contemporary issues and lead to greater equality and justice for individuals with disabilities, consciousness raising through arts, advertising, and the media</i></p>	<p><b>Quiz 9</b></p> <p><b>Discussion 9</b></p>	<p>GELO 1,2, 3,4</p> <p>CLO 1-6</p> <p>PS 3, 11</p> <p>TPE 1,4,6</p>
<p>Apr 20</p>	<p><i>Materials for Extended Discussion 2:</i></p> <p>Readings and videos in <b>Canvas module (Communication Skills in Autism)</b></p>	<p><b>Extended Discussion 2</b></p>	<p>GELO 3,4</p> <p>CLO 1-6</p> <p>PS 3,11</p> <p>TPE 1,4,6</p>
<p>Apr 27</p>	<p><i>Materials for Extended Discussion 3:</i></p> <p>Readings and videos in <b>Canvas module (Communication Skills with Deaf and Hard-of-Hearing)</b></p>	<p><b>Extended Discussion 3</b></p>	<p>GELO 1,2, 3,4</p> <p>CLO 1-6</p> <p>PS 3, 11</p> <p>TPE 1,4,6</p>



<p>May 4</p>	<p><i>Ch. 10: Language Disorders in Children</i></p> <p><i>Reading for Discussion 10:</i></p> <p><b>Language and literacy in the school years</b></p> <p>Dudley-Marling &amp; Burns (2014) <i>Oral stories across cultures and languages. Engaging with print in the home and the community Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). Include recognition and appreciation for constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.</i></p>	<p><b>Quiz 10</b></p> <p><b>Discussion 10</b></p>	<p>GELO 3,4</p> <p>CLO 1-6</p> <p>PS 3,11</p> <p>TPE 1,4,6</p>
<p>May 11</p>	<p><i>Materials for Application Project 3:</i></p> <p>Forms, readings and videos in <b>Canvas module (Application Project 3: Semantic Development)</b></p>	<p><b>Application Project 3</b></p>	<p>GELO 3,4</p> <p>CLO 1-6</p> <p>PS 3,11</p> <p>TPE 1,4,6</p>
<p>May 18</p>	<p><i>Resources for Research Paper</i></p> <p>Template, rubric, APA resources and Writing Center resources in <b>Canvas module (Research Paper)</b></p>	<p><b>Research paper</b></p>	<p>GELO 3,4</p> <p>CLO 3</p> <p>PS 3,11</p> <p>TPE 6</p>