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# Intro to Language Development and Disability Section 80

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/15/2024

## Contact Information

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Sweeney Hall Room 235 or by Zoom

Office Hours: On request

*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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Letter Graded

## \* 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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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:

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

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

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 skills.

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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, for a total of 1,000 words for the semester. Discussion posts not meeting the 100 word minimum will not receive a grade.

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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.

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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 is around 2 & 1/3rds of a page visually, single-spaced, and 4 pages double-spaced. The assignment rubric is in Canvas.

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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

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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

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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
Quiz Review			

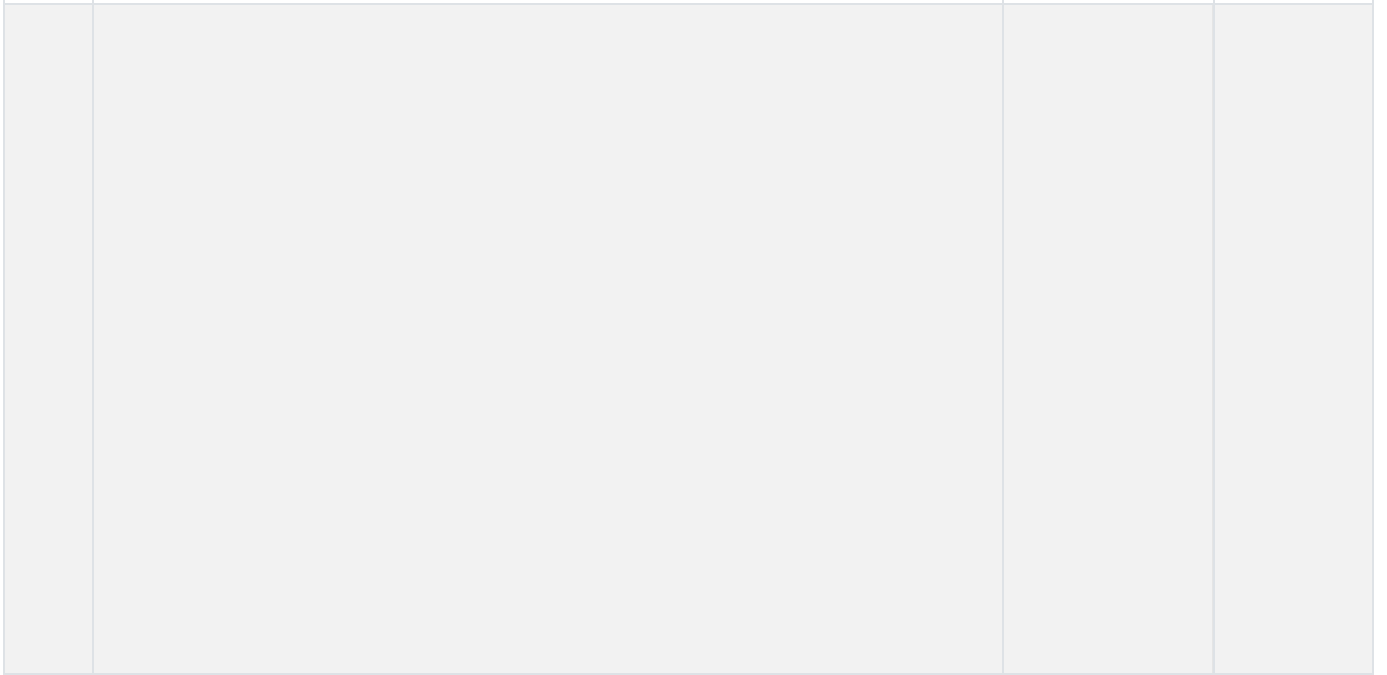
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*Pence and Justice Text:*

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*Reading for Discussion 6:*



