Office Hours

SH 221

By appointment, please. Advance notice via email is preferred to give me time to put in interpreter request if we meet on Zoom or in-person in my office (SH 221).

🖥 Course Description and Requisites

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

This course is asynchronous online, which means learning and completing assignments at your own pace while keeping in mind the deadlines. Aside from the required textbook, course materials such as announcements, syllabus, handouts, assignment instructions, lecture slides, etc. are available on Canvas. You are responsible for regularly checking both Canvas and messages via Canvas and SJSU email from "everett.smith@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).

Here are a few considerations and criteria for successful completion of this course:

1) Do your best within your capacity and skill to write thoughtfully and critically.

2) Make every effort to turn in your assignment on time. Communicate with me ahead of time if you run into issues or expect to be late.

3) I generally prefer that you send me your questions or comments via Canvas or email message, or the Spring 2025 Q&A Discussion Board in Canvas. When you have questions, I highly recommend you also consult the following resources: a) your course syllabus, b) our course site (homepage) in Canvas, and c) announcements, discussions, and messages.

4) I will always be respectful and considerate of my students' needs and differences, and I expect to be afforded the same courtesy. Therefore, please respect the difference of opinions and perspectives of others especially your peers. Listen actively and respond in a respectful and considerate manner.

5) Engage in self-care as much as possible. Even I have to remind myself of this, especially considering that I juggle between being a student and a teacher. Be mindful of when you may need to step away, take a breath, and then return.

6) It is my intent to approach diversity and disability from an asset-based mindset instead of a deficient mindset. I am Deaf and in a linguistic minority as I primarily communicate in American Sign Language (ASL), but I am not any more special than the next person. Just different with a lot to offer based on my unique set of skills and experiences.

7) I strongly encourage 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/

8) I would like to thank Dr. Alicia Henderson for sharing her exemplary materials upon which this syllabus and Canvas course were structured.

Program Information

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).

Course Goals

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 themselves 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

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.

http://www.sjsu.edu/specialed/programs/cctc-education-specialist-standards/index.html

In compliance with the

Program, students will address, examine, and/or employ techniques that will help them develop the ability to meet the following

Program Standard 3: Educating Diverse Learners

Program Standard 11: Typical and Atypical Development

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

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

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.

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 h

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.

To demonstrate and integrate an understanding of course content specifically related to GELOs 3-4, each

	Chapter 1 Quiz and Discussion 1	*Pence and Justice Text:*
		Reading for Discussion 1:
		Davis Text Ch. 2 and 3 *Origin of structured inequality and history associated with people with disabilities, history of disability and disability rights movement/equality and inequality* OP
		Fulfills: GELO 2; CLO 1-6; PS 11; TPE 6
	Chapter 2 Quiz and Discussion 2	*Pence and Justice Text:*

	Chapter 4 Quiz, Discussion 4, and Extended Discussion 1	*Pence and Justice Text:* *Reading for Discussion 4:* Hart & Risley (2003) *Inter-relationships between disability and social institutions such as education, medicine, social welfare, and public policy and tjcy and*

	Research Paper	*Resources for Research Paper* Template, rubric, APA resources and Writing Center resources in Fulfills: GELO 3, 4; CLO 1-6; PS 3, 11; TPE 1, 4, 6