

# Intro to Language Development and Disability

## EDSE 102

Fall 2025 Section 81 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 09/14/2025

### Contact Information

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#### Instructor: Dr. Nancy McIntyre

**Email:** Please use Canvas Inbox

**Office:** 223 Sweeney Hall

[Name Pronunciation \(https://us-nc-recordings.s3.amazonaws.com/recording\\_97aa3f1a3c47a12d6dc32053443a726d.mp3?digest=8371bec5869090467d872a871028da01\)](https://us-nc-recordings.s3.amazonaws.com/recording_97aa3f1a3c47a12d6dc32053443a726d.mp3?digest=8371bec5869090467d872a871028da01)

(she/her/hers)

#### Office Hours

By Appointment

Campus Office or Online

General availability is: Tuesday, 10am-noon; Wednesday, 10am-11am; Thursday, 4pm-6:00pm.

Please click here to sign up for a date & time: [Fall 2025 Office Hours \(https://calendar.app.google/ACa4QWDFMhdY534s9\)](https://calendar.app.google/ACa4QWDFMhdY534s9)

### Course Description and Requisites

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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 UD Area: 4. Self, Society, and Equality in the U.S. (Formerly Area S).*

**Prerequisite(s):** Completion of Core General Education and upper division standing are prerequisites to all UD GE courses. Completion of, or co-registration in, 100W is strongly recommended.

**Grading:** Letter Graded

## \* Classroom Protocols

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### Course Format: Online Asynchronous Sessions

This course will be held as asynchronous online. Students will complete self-paced online activities, assignments and modules as they are posted online. Students will need access to a computer or tablet device with internet connectivity. Students are expected to complete the lecture and reading activities to engage in active participation. 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](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html)

### Course AI Resources & Policy

Please read the AI use policy attached below. We will be using AI responsibly within this course as specified in certain assignments.

The following resources will aid you in this endeavor:

- [AI Writer's Toolbox \(https://sites.google.com/sjsu.edu/aiwritertoolbox/home?mkt\\_tok=NjYzLVVLUS05OTgAAAGcOUMd8WbflwuAQdxb4RMSFIJ-cSYymsjEI5oQT9y17n\\_AFovrVXBexIXVxmY3W0GWIsc\\_ySOob7qnSnwr6CfbxCvEDcVQgz\\_OA5uwvAcTmwJQ\)](https://sites.google.com/sjsu.edu/aiwritertoolbox/home?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8WbflwuAQdxb4RMSFIJ-cSYymsjEI5oQT9y17n_AFovrVXBexIXVxmY3W0GWIsc_ySOob7qnSnwr6CfbxCvEDcVQgz_OA5uwvAcTmwJQ)
- [SJSU AI Research Assistant \(https://library.sjsu.edu/OneSearch-research-assistant?mkt\\_tok=NjYzLVVLUS05OTgAAAGcOUMd8S7FkBfeB67ooogP8Fbd0oJERV5iwkLzkHchQTl235clNzclAEI\\_omSYNJfLE2IcS2GLMKwBK8U2VWocLdIAev0iO3AQg1Ddr-fhmG7L\\_A\)](https://library.sjsu.edu/OneSearch-research-assistant?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8S7FkBfeB67ooogP8Fbd0oJERV5iwkLzkHchQTl235clNzclAEI_omSYNJfLE2IcS2GLMKwBK8U2VWocLdIAev0iO3AQg1Ddr-fhmG7L_A)

 [Course AI Use Policy](#)

## 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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### 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.

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 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.

## California Council on Teacher Credentialing (CCTC) Standards

<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
  - <http://www.sjsu.edu/specialed/programs/teaching-performance-expectation-for-teacher-educaton/>

<b>Universal Teacher Performance Expectations</b>  (U)	<b>Mild/Moderate Teacher Performance Expectation</b>  (MM)	<b>Extensive Support Needs Teacher Performance Expectations</b>  (ESN)	<b>Early Childhood Teacher Performance Expectation</b>  (ECSE)
<ul style="list-style-type: none"><li>• 4.2 (Introduce)</li><li>• 5.7(Introduce)</li></ul>	<ul style="list-style-type: none"><li>• 1.2(Practice)</li><li>• 1.3(Introduce)</li><li>• 3.3(Introduce)</li><li>• 4.7(Practice)</li><li>• 6.3(Assess)</li></ul>	<ul style="list-style-type: none"><li>• 1.3(Assess)</li><li>• 1.7 (Practice)</li><li>• 1.8(Assess)</li><li>• 2.3(Assess)</li><li>• 2.8(Assess)</li><li>• 3.1(Introduce)</li><li>• 5.5(Assess)</li><li>• 5.6(Assess)</li></ul>	<ul style="list-style-type: none"><li>• 1.4(Practice)</li><li>• 3.9(Practice)</li><li>• 4.12(Practice)</li><li>• 5.4(Practice)</li><li>• 5.7(Practice)</li></ul>

## Course Learning Outcomes (CLOs)

### GE UD Area 4: Self, Society, and Equality in the U.S.

In UD Area 4 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. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

### GE UD Area 4 Learning Outcomes

Upon successful completion of an UD Area 4 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
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

## **Content**

1. Courses shall focus on issues or present perspectives from different academic disciplines and include an integrative assignment appropriate to the course content.
2. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
3. Assignments must utilize library research and oral and written communication skills.
4. Courses shall promote reflective processes and critical analysis of the civic relevance and ethical dimensions of course topics.
5. Materials must include primary sources appropriate to the disciplinary approaches used in the course (Examples include, but are not limited to, original creative works, scholarly journal articles, interviews, oral histories, historical documents).

## **Writing requirement**

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline.

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## **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)
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## **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.
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.

## Course Materials

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### (Req'd) The Development of Language

**Author:** Gleason, J.B., & Ratner, N.B.

**Publisher:** Pearson or Plural

**Edition:** 9th or 10th

**Year:** 2016 or 2022

**ISBN:** 978-0134161143 or 978-1635504262

**Availability:** Campus Bookstore, Online

Instructor is working with SJSU library to obtain a reserve copy.

### (Req'd) Teaching Beyond Spoken Words: Communicating with Bilingual Nonspeaking Children in the Classroom

**Author:** Padia, Lilly

**Publisher:** Teachers College Press

**Year:** 2025

**ISBN:** 9780807786987 (paperback) or 9780807783023 (eBook)

**Availability:** Online

Copies of eBook available through SJSU library. See "Library Course Materials" in this Canvas course.

### (Optional) We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom

**Author:** Love, B.L.

**Publisher:** Beacon Press

**Year:** 2019

**ISBN:** 0807069159

**Optional**

## Course Requirements and Assignments

Assignment Name	Description	Aligned TPEs	Point total
Reading Reflections	<p>Over the course of the semester, students will choose <u>one reading</u> from the assigned reading for each reflection week. They will submit a 1-page summary and 1-page reflection of the reading.</p> <p>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 language and disability.</p> <p>These reflections will be FORMAL analytical papers (worth 30 points each to meet Area S writing requirement).</p>	<ul style="list-style-type: none"> <li>• GELO: 1, 2, 3, 4</li> <li>• CLO: 1,2,3,4,5,6</li> <li>• U: 4.2, 5.7,</li> <li>• MM: 3.3, 4.7, 6.3</li> <li>• ESN: 3.1, 5.5, 5.6,</li> <li>• ECSE: 5.4</li> </ul>	4 ANALYTICAL reflections @ 30 points each= <b>120 POINTS</b>
Language Development Reading Quizzes	<p>A total of 6 quizzes on the Gleason &amp; Ratner textbook <i>Development of Language</i> will be assigned based on course readings. Quizzes will be completed individually using CANVAS. Typically there are 10 questions worth 2 points each.</p> <p><i>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. <b>These makeup quizzes are due no later than 1 week after the initial quiz.</b></i></p>	<ul style="list-style-type: none"> <li>• CLO: 1,2,3,4,5,6</li> <li>• U: 4.2, 5.7,</li> <li>• MM: 1.2,</li> <li>• 1.3; 3.3,</li> <li>• ESN: 1.3,</li> <li>• 1.8, 2.3. 3.1,</li> <li>• 5.5, 5.6,</li> <li>• ECSE: 5.4</li> </ul>	6 Quizzes @ 20 points each= <b>120 POINTS</b>
Online Group Collaborative Activity	A total of two online collaborative group activities will be completed during this course. See schedule for more information.	<ul style="list-style-type: none"> <li>• GELO 4</li> <li>• MM: 1.2, 4.7</li> <li>• ESN: 1.7</li> <li>• ECSE: 1.4, 3.9, 4.12, 5.4, 5.7</li> </ul>	2 group activities @ 20 points each = <b>40 POINTS</b>

Assignment Name	Description	Aligned TPEs	Point total
I-Search Final Paper	<p>Students will use the course texts, assigned other readings from class, and at least 3-5 other sources (research articles or books) to compose an I-Search paper on a topic related to the Area S content from this course. Students may choose from the topics listed below to conduct their research for the written paper:</p> <ul style="list-style-type: none"> <li>• Communication and Disability</li> <li>• Disability and Language Status</li> <li>• Race, Gender and Disability</li> <li>• Disability and Culturally Sustaining Practices</li> </ul> <p>Students will compose a 4 page, double spaced, Times New Roman, 12-point font paper with references in APA format on their chosen topic. Papers topics will be informally shared in clas</p>	<ul style="list-style-type: none"> <li>• GELOs 1, 2, 3, 4</li> <li>• CLO: 1, 2, 3</li> <li>• U: 4.2</li> <li>• MM: 4.7, 6.3</li> <li>• ESN: 1.3, 1.7, 1.8</li> <li>• ECSE: 1.4, 4.12</li> </ul>	100 POINTS
Total Points Possible = 380			

### Course Requirements and Assignments (Required)

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 40 hours over the length of the course (normally eight hours per week) for instruction over 5 weeks, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

## ✓ Grading Information

1. All formal written assignments must meet academic and professional standards for quality and must be written following **APA guidelines: Times New Roman font, size 12 point, double-spaced, one-inch margins, and free of spelling and grammar.**
  - a. For support using APA, please visit this [Purdue OWL reference page](#).
  - b. You are encouraged to use the [University Writing Center](#) for formal paper assignments in this class in advance of the deadline. Appointments can be made online and are 30-minute slots through Zoom. The Writing Center is free for students and they will send your professor a message when you've visited.
  - c. All written assignments will be processed through **Turnitin**.

2. All assignments are due on the dates assigned and submitted via CANVAS. Email or paper copies will not be accepted.
  - a. Requests for an extension for any circumstances (**NO QUESTIONS ASKED**) must be received in writing **48 hours before an assignment due date** or it will be considered late and lose **10% per day late**. Only exceptions include emergencies (e.g. illnesses, accidents, family emergencies).
  - b. It is important to communicate with your instructor to get support with your assignments in advance of the due date as much as possible.
3. All written work must be turned into CANVAS using **Microsoft Word (no Pages or other programs accepted)**.
  - a. Microsoft Word is available to all students FOR FREE from the university. Please see [Information Technology](#) for information on how to download Word for your personal device. Laptops preloaded with Microsoft Word are also available for check out daily from the Martin Luther King Library with a valid student ID.

### Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

### Library Liaison

The library liaison for the Special Education Department is Dr. Mantra Roy. Her contact email is: mantra.roy@sjsu.edu

### Extra Credit

I provide extra credit opportunities on an on-going basis throughout the class. Any points for extra credit will be listed as non-graded but will add to your total points in addition to the total points for the class. I encourage you to take advantage of these opportunities for enrichment and development when you can.

## Breakdown

A+ [98-100%]

A [95-97%]

A- [90-94%]

B+ [87-89%]

B [84-86%]

B- [80-83%]

*\*The special education department (EDSE) requires a B or better in each course in order to count for credit/pass.*

*\*\*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.*

## University Policies

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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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Week #/Dates	Topics Covered
Session 1 August 20-22	<b>Module 1</b> <ul style="list-style-type: none"><li>• Introductions</li><li>• Co-Creating Expectations</li></ul>
Session 2 August 25-29	<b>Module 2</b> <ul style="list-style-type: none"><li>• Historical and Political Processes, Activism and Social Movements</li></ul>
Session 3 September 2-5	<b>Module 3</b> <ul style="list-style-type: none"><li>• Disability Categories and Law</li><li>• Language Development Introduction<ul style="list-style-type: none"><li>◦ Overview of typical language development</li><li>◦ The structure of language</li><li>◦ Biological bases of language</li></ul></li><li>• Promoting children's language development by providing rich exposure to varied forms of language and responding attentively to children's language use, including home languages and dialects, as well as translanguaging</li></ul>

Week #/Dates	Topics Covered
Session 4  September 8-12	<b>Module 4</b> <ul style="list-style-type: none"> <li>Families, Perspectives and Disability</li> <li>Early Communication Development</li> </ul>
Session 5  September 15-19	<b>Module 5</b> <ul style="list-style-type: none"> <li>Teacher Roles in Student Academic Development</li> <li>Language and Social Development               <ul style="list-style-type: none"> <li>Supporting existing linguistic repertoires, including home languages and dialects</li> <li>Supporting translanguaging as students develop beginning language conventions</li> <li>Developing children's expressive language skills, including discussing, presenting, and writing</li> </ul> </li> </ul>
Session 6  September 22-26	<b>Module 6</b> <ul style="list-style-type: none"> <li>Human Language Development (Phonological, Semantic, Morphology, Syntax)               <ul style="list-style-type: none"> <li>Understanding phonological development</li> <li>Attending to vocabulary knowledge and use</li> <li>Understanding grammatical structures (e.g., morphology and syntax)</li> </ul> </li> </ul>
Session 7  September 29 - October 3	<b>Module 7</b> <ul style="list-style-type: none"> <li>Race, Language Disability and Intersectionality</li> <li>Language Development and Bilingual Language Development</li> </ul>
Session 8  October 6-10	<b>Module 8</b> <ul style="list-style-type: none"> <li>Language Development and Bilingual Language Development Continued               <ul style="list-style-type: none"> <li>Leveraging existing linguistic repertoires</li> <li>Home languages and dialects</li> <li>Translanguaging and promoting multilingualism</li> </ul> </li> </ul>
Session 9  October 13-17	<b>Module 9</b> <ul style="list-style-type: none"> <li>Legal Considerations and Equity</li> <li><i>Work on Assignment Completion</i></li> </ul>

Week #/Dates	Topics Covered
Session 10 October 20-24	<b>Module 10</b> <ul style="list-style-type: none"> <li>Theoretical Considerations for Language Acquisition</li> </ul>
Session 11 October 27-31	<b>Module 11</b> <ul style="list-style-type: none"> <li>Creating Classroom Communities, Culturally Sustaining Pedagogies</li> <li>Variations in Language Development</li> <li>Language and Literacy in the School Years <ul style="list-style-type: none"> <li>Sharing Oral Stories</li> <li>Metalinguistic awareness and play</li> <li>Learning to Read &amp; Write</li> <li>When Learning to Read and Write is Difficult</li> <li>Importance of Exposure to Vocabulary in Literacy Dev.</li> <li>Role of bilingualism, as well as awareness and acceptance of multilingualism, in vocabulary and literacy development</li> </ul> </li> </ul>
Session 12 November 3-7	<b>Module 12</b> <ul style="list-style-type: none"> <li>Atypical Language Development</li> </ul>
Session 13 November 10-14	<b>Module 13</b> <ul style="list-style-type: none"> <li>Future Advocacy and Critical Action</li> </ul>
Session 14 November 17-21	<b>Module 14</b> <ul style="list-style-type: none"> <li>Language Assessments for CLD Learners</li> </ul>
Session 15 November 24-December 5 <i>(Thanksgiving Holiday November 26-28)</i>	<ul style="list-style-type: none"> <li>Work on Final I-Search Paper</li> </ul>