

Intro to Language Development and Disability Section 80

EDSE 102

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/28/2023

Contact Information

Course and Contact Information

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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): 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

* Classroom Protocols

Classroom Community Expectations

Make efforts to...

Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment (NO QUESTIONS ASKED) I need a written request 48 hours before it is due. Only exceptions include emergencies (e.g. illnesses, accidents, family emergencies).

Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together and may happen during online discussions.

Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur through readings and materials provided in this class. Please note that we will be using a brave space rather than safe space approach.

Make the most of our space and time together. Engage in the online discussions, complete readings and most importantly ASK QUESTIONS. As a professor, I don't "hold all the answers" but I appreciate the engagement.

Program Information

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

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 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

<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/>

Universal Teacher Performance Expectations	Mild/Moderate Teacher Performance Expectations	Extensive Support Needs Teacher Performance Expectations	Early Childhood Teacher Performance Expectations
4.2 (Introduce) 5.7(Introduce)	1.2(Practice) 1.3(Introduce) 3.3(Introduce) 4.7(Practice) 6.3(Assess)	1.3(Assess), 1.7 (Practice) 1.8(Assess) 2.3(Assess) 2.8(Assess) 3.1(Introduce) 5.5(Assess) 5.6(Assess)	1.4(Practice) 3.9(Practice) 4.12(Practice) 5.4(Practice) 5.7(Practice)

SJSU Studies – SELF, SOCIETY, & EQUALITY IN THE U.S. (Area S)

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.
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 Learning Outcomes (CLOs)

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

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
4. 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 Materials

Required Texts

Gleason, J. B., & Ratner, N. B. (2017). *The development of language* (10th ed.). Boston: Pearson. ISBN: 978-0134161143

Note: The 10th edition is required because previous editions do not contain the important revision in Chapter 11-Second Language Acquisition.

Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press. ISBN: 0807069159

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/3622207360002919>) for more information

Other Readings and Excerpts (*posted on CANVAS*)

ASK Resource Center (2013). Six principles of IDEA: The Individuals with Disabilities Education Act. Retrieved from <http://askresource.org/wp-content/uploads/2014/09/Six-Principles-of-IDEA.pdf>

Ciòè-Peña, M. (2020): Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers, *Bilingual Research Journal*, DOI: 10.1080/15235882.2020.1799884

Cioè-Peña, M. (M) othering Labeled Children: Bilingualism and Disability in the Lives of Latinx Mothers. In *(M) othering Labeled Children*. Multilingual Matters.

Connor, D. J. (2008). *Urban narratives: Portraits in progress, life at the intersections of learning disability, race, & social class* (Vol. 5). Peter Lang.

Hikida, M., & Martínez, R. A. (2019). LANGUAGING, RACE, AND (DIS) ABILITY. *Langaging Relations for Transforming the Literacy and Language Arts Classroom*, 69.

Lawrence-Brown, D., & Sapon-Shevin, M. (2015). *Condition Critical—Key Principles for Equitable and Inclusive Education*. Teachers College Press.

Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

Rickford, J. R. (2016). *Raciolinguistics: How language shapes our ideas about race*. Oxford University Press.

Wright, P. (2010, Nov 29). This history of special education law. Retrieved from <http://www.wrightslaw.com/law/art/history.spec.ed.law.htm>

☰ Course Requirements and Assignments

Course Assignments [Total of 250 points]

Assignment Name	Description	Aligned TPEs	Point Total
Reading Reflections	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. 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. Two of these reflections will be FORMAL analytical papers (worth 15 points each to meet Area S writing requirement), and three will be INFORMAL choice reflections (worth 10 points each).	GELO: 1, 2, 3, 4 CLO: 1,2,3,4,5,6 U: 4.2, 5.7, MM: 3.3, 4.7, 6.3 ESN: 3.1, 5.5, 5.6, ECSE: 5.4	3 CHOICE reflections @ 10 points each= 30 points 2 ANALYTICAL reflections @ 15 points each=30 points 60 POINTS
Language Development Reading Quizzes	A total of 5 quizzes on the Gleason & 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. <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. These makeup quizzes are due no later than 1 week after the initial quiz.</i>	CLO: 1,2,3,4,5,6 U: 4.2, 5.7, MM: 1.2, 1.3; 3.3, ESN: 1.3, 1.8, 2.3. 3.1, 5.5, 5.6, ECSE: 5.4	5 Quizzes @ 20 points each= 100 POINTS

Stakeholder Application Project	<p>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. Students will then apply this knowledge to analyze a language sample to identify phonological processes and calculating MLU, and prepare a presentation for the stakeholder based on the interview, and MLU calculation.</p> <p><i>For credential students implications must be made for the Individualized Education Plan and aligned with grade level standards.</i></p>	<p>GELO 1, 2, 3, 4</p> <p>CLO: 4, 5, 6</p> <p>U: 4.2, 5.7</p> <p>MM: 1.2, 1.3, 3.3, 4.7</p> <p>ESN: 1.3, 1.7, 1.8</p> <p>ECSE 1.4, 4.12</p>	<p>40 POINTS</p>
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"> · Communication and Disability · Disability and Language Status · Race, Gender and Disability · Disability and Culturally Sustaining Practices <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 class.</p>	<p>GELOs 1, 2, 3, 4</p> <p>CLO: 1, 2, 3</p> <p>U: 4.2</p> <p>MM: 4.7, 6.3</p> <p>ESN: 1.3, 1.7, 1.8</p> <p>ECSE: 1.4, 4.12</p>	<p>50 points</p>

244-250 points= A+ [98-100%]

237-243 points= A [95-97%]

224-236 points = A- [90-94%]

217-223 points = B+ [87-89%]

210-216 points = B [84-86 %]*

199-209 points = 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.**

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

Grading Information

1. This class contains a combination of formal and informal assignments. Informal assignments will be exempt from grammar/spelling point deductions. All formal written assignments, however, 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
2. All assignments are due on the dates assigned and submitted via CANVAS. Email or paper copies will not be accepted. 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 **3 points per day late**. 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)**. 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.

University Policies

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

Week #/Date	Topics Covered	Readings & Assignments	Standards
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<p>Session 1</p> <p>August 21-25th</p>	<p>Introductions</p> <p>Co-Creating Expectations</p>	<p>Paris & Alim (2017) Culturally Sustaining Pedagogies Chapter 6 “This Stuff Interests Me” (in class)</p>	<p>CLO 1, 2, 3</p> <p>PLO 1</p> <p>GELO 1, 2, 3, 4</p> <p>U1.6, ESN 2.8, MM 6.3</p> <p>Area S: SK2, SGR1</p>
<p>Session 2</p> <p>August 28th-Sept 1st</p>	<p>Historical and Political Processes, Activism and Social Movements</p>	<p>Canvas Readings: Sapon-Shevin & Lawrence Brown Chapter 5</p> <p>Text Readings: Love Chapter 1</p> <p>Choice Reading Reflection 1 Due</p>	<p>CLO 1, 2, 3</p> <p>PLO 1</p> <p>GELO 1, 2, 3</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p> <p>Area S: SK2, SGR1</p>
<p>Session 3</p> <p>Sept. 4th-8th</p>	<p>Disability Categories and Law</p> <p>Language Development Introduction</p>	<p>Canvas Readings: Wright (2010); ASK Resource</p> <p>Text Readings: Gleason & Ratner Chapter 1</p> <p>Reading Quiz #1</p>	<p>CLO 4, 6</p> <p>PLO 2</p> <p>GELO 1, 2, 3</p> <p>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</p> <p>Area S: IS3.2, SK2, SGR1</p>
<p>Session 4</p> <p>Sept. 11th to Sept 15th</p>	<p>Families, Perspectives and Disability</p> <p>Early Communication Development</p>	<p>Canvas Readings: Cioè-Peña (2020) Article</p> <p>Text Readings: Gleason & Ratner Chapter 2</p> <p>Choice Reading Reflection 2 Due</p>	<p>CLO 4, 5, 6</p> <p>PLO 2</p> <p>GELO 1, 2, 3, 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>

<p>Session 5</p> <p>Sept 18th-Sept 22nd</p>	<p>Teacher Roles in Student Academic Language and Social Development</p> <p>Stakeholder Assignment Info</p>	<p>Canvas Readings:</p> <p>Lawrence-Brown and Sapon-Shevin Chapter 1; Love Chapter 2</p> <p>Text Readings: Gleason & Ratner Chapter 2-3</p>	<p>CLO 3, 4, 5, 6</p> <p>PLO 1, 2</p> <p>GELO 1, 2</p> <p>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</p>
<p>Session 6</p> <p>Sept 25th -Sept 29th</p>	<p>Human Language Development (Semantic and Phonological)</p>	<p>Text Readings: Gleason & Ratner Chapter 5; Love Chapters 3-4</p> <p>Reading Quiz #2</p>	<p>CLO 4, 5, 6</p> <p>PLO 2</p> <p>GELO 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 7</p> <p>Oct. 2nd -Oct. 6th</p>	<p>Race, Language Disability and Intersectionality</p> <p>Language Development and Bilingual Language Development</p>	<p>Canvas Readings: Hikida & Martinez Chapter 4; Cioè-Peña Book Chapter 1</p> <p>Text Readings:</p> <p>Love Chapter 5</p>	<p>CLO 1, 2, 3, 4</p> <p>PLO 1, 2</p> <p>GELO 1, 2, 3, 4</p> <p>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</p>
<p>Session 8</p> <p>Oct. 9th-Oct. 13th</p>	<p>Language Development and Bilingual Language Development Continued</p>	<p>Canvas Readings: Rickford (2016) Introduction</p> <p>Text Readings: Gleason & Ratner Chapter 11; Love Chapter 6</p> <p>Reading Quiz #3</p>	<p>CLO 1, 2, 3, 4</p> <p>PLO 1, 2</p> <p>GELO 1, 2, 3, 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>

<p>Session 9</p> <p>Oct. 16th -Oct. 20th</p>	<p>Legal Considerations and Equity</p> <p>Theoretical Considerations and Language Acquisition</p>	<p>Text Readings:</p> <p>Gleason & Ratner Chapter 7</p> <p>Analytical Reading Reflection 3 Due</p>	<p>CLO 2, 3, 4, 5, 6</p> <p>PLO 1, 2</p> <p>GELO 1, 2, 3, 4</p> <p>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</p> <p>Area S: IS3.1, AK</p>
<p>Session 10</p> <p>Oct. 23rd-Oct. 27th</p>			
<p>Session 11</p> <p>Oct. 30th-Nov 3rd</p>	<p>Creating Classroom Communities, Culturally Sustaining Pedagogies</p> <p>Variations in Language Development</p>	<p>Canvas Readings:</p> <p>Alim & Paris Chapter 1</p> <p>Text Readings:</p> <p>Gleason & Ratner Chapter 8</p> <p>Analytical Reading Reflection 4 Due</p>	<p>CLO 1, 2, 3, 4</p> <p>PLO 1</p> <p>GELO 1, 2, 3, 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 12</p> <p>Nov. 6th – Nov. 10th</p>	<p>Language and Literacy in the School Years</p>	<p>Text Readings: Gleason & Ratner Chapter 10</p> <p>Reading Quiz #4</p>	<p>CLO 4, 5, 6</p> <p>PLO 2</p> <p>GELO 4</p> <p>U1.6, ESN 2.8, MM 6.3</p>

<p>Session 13</p> <p>Nov. 13th-Nov. 17th</p>	<p>Atypical Language Development</p>	<p>Text Readings: Gleason & Ratner Chapter 9-10</p> <p>Choice Reading Reflection 5 Due</p>	<p>CLO 4, 6</p> <p>PLO 2</p> <p>GELO 1, 2, 3</p> <p>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</p> <p>Area S: IS3.2, SK2, SGR1</p>
<p>Session 14</p> <p>Nov. 20th-Nov. 24th</p>	<p>Future Advocacy and Critical Action</p>	<p>Canvas Reading: Sapon-Shevin and Lawrence Brown Chapter 12</p> <p>Text Readings: Love Chapter 7-end</p>	<p>CLO 1, 2, 3</p> <p>PLO 1, 2</p> <p>GELO 1, 2, 3, 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 15</p> <p>Nov 27th – Dec 1st</p>	<p>Language Assessments for CLD Learners</p>	<p>Canvas Reading: Authentic Assessments</p> <p>Reading Quiz #5</p>	<p>CLO 4, 5, 6</p> <p>PLO 2</p> <p>GELO 4</p> <p>MM3.3, U 4.2, U5.6, U5.7, ESN 3.1, ESN 5.5, ESN 5.6, ECSE 5.4</p>
<p>Session 16</p> <p>Dec. 4th – Dec. 8th</p>		<p>Final I-Search Paper Due Dec 8th</p>	<p>CLO 1, 2, 3, 4, 5, 6</p> <p>PLO 1, 2</p> <p>GELO 1, 2, 3, 4</p> <p>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</p>