

Intro to Language Development and Disability EDSE 102

Fall 2026 Section 80 Fully Online 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/26/2026

Contact Information

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, 2:30-3:30pm; Wednesday, 2:30-3:30pm

Please click here to sign up for a date & time: [Fall 2026 \(https://calendar.app.google/J98TC5tJYfcntTnk8\)](https://calendar.app.google/J98TC5tJYfcntTnk8)

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 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

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

Academic Integrity & Course AI Policy

Academic Integrity Policy

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The [Academic Integrity Policy S26-10](https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf) (<https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf>) requires you to be honest in all your academic course work, which includes following the course restrictions on AI use and citing any AI use that was used if permitted.

We will be using AI responsibly within this course as specified in certain assignments. Unauthorized use of AI, or submitting AI-generated work as your own is considered cheating/plagiarism.

Faculty members are required to report all infractions, regardless of severity, to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](https://www.sjsu.edu/studentconduct/) (<https://www.sjsu.edu/studentconduct/>) website for more information.

General Guidelines

In this course we will be intentionally exploring some AI tools together in some specified assignments.

- In general, AI tools are permitted for learning and exploration, but not for completing assignments or exams without explicit permission.
- Tools we may explore together include ChatGPT, Google Gemini, AI-enhanced presentation tools like Canva, and AI image generators.
- AI usage requires transparency and citations will be required.
- Noncompliance will result in a meeting with the instructor to address the violation and determine corrective actions.

Permitted Uses of AI

You may use AI to:

- Summarize readings, lectures, or other course materials *as a study support*.
- Brainstorm ideas or generate initial outlines to get started on assignments.
- Explore multiple perspectives on a topic to deepen your understanding.
- Check clarity of written communication (grammar, flow, readability).

Prohibited Uses of AI

You may **not** use AI to:

- Generate final submissions for written assignments
- Write analytical reflections or apply course content on your behalf
- Fabricate citations, references, or data.

Assignment Designations

We will be using the following designations on individual assignments:



RED LIGHT: No AI tool use on this assignment or portion of assignment



YELLOW LIGHT: Limited use of AI tools as specified in this assignment or portion of assignment

The following resources will aid you in this endeavor:

- [AI Writer's Toolbox](https://sites.google.com/sjsu.edu/aiwritertoolbox/home?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8WblflwuAQdx4RMSFIJ-cSYymsjEI5oQT9y17n_AFovrVXBexIXVXmY3W0GWlsc_ySOob7qnSnwr6CfbxCvEDcVQgz_OA5uwvAcTtmwJQ) (https://sites.google.com/sjsu.edu/aiwritertoolbox/home?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8WblflwuAQdx4RMSFIJ-cSYymsjEI5oQT9y17n_AFovrVXBexIXVXmY3W0GWlsc_ySOob7qnSnwr6CfbxCvEDcVQgz_OA5uwvAcTtmwJQ).
- [SJSU AI Research Assistant](https://library.sjsu.edu/OneSearch-research-assistant?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8S7FkBFeb67oooqP8Fbd0oJERV5iwkLzkHchQT1235cINzcIAEI_omSYNJfLE2lcS2GLMKwBK8U2VWocLdlAev0iO3AQg1Ddr-fhmG7L_A) (https://library.sjsu.edu/OneSearch-research-assistant?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8S7FkBFeb67oooqP8Fbd0oJERV5iwkLzkHchQT1235cINzcIAEI_omSYNJfLE2lcS2GLMKwBK8U2VWocLdlAev0iO3AQg1Ddr-fhmG7L_A).
- SAID form to disclose AI usage [SAID form to disclose AI usage](https://the-said.pages.dev/) (<https://the-said.pages.dev/>)

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

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-education/>

Universal Teacher Performance Expectations (U)	Mild/Moderate Teacher Performance Expectation (MM)	Extensive Support Needs Teacher Performance Expectations (ESN)	Early Childhood Teacher Performance Expectation (ECSE)
• 4.2 (Introduce, Practice) • 5.4(Introduce) • 5.6(Introduce) • 5.7(Introduce) • 7.3(Introduce) • 7.5(Introduce) • 7.7(Introduce)	• 1.2(Introduce) • 1.3(Introduce, Practice, Assess) • 5.1(Introduce) • 5.5(Introduce, Practice)	-1.7 (Practice) • 1.8(Introduce, Assess) • 2.3(Introduce) • 3.1(Introduce) • 5.2(Introduce) • 5.6(Introduce, Practice) • 7.7(Introduce)	• 1.1(Introduce) • 1.2(Introduce) • 1.4(Practice & Assess) • 1.9(Introduce) • 1.11(Introduce) • 2.5 (Introduce) • 4.12(Introduce) • 5.4(Introduce) • 5.6(Practice) • 6.1(Introduce) • 7.7(Introduce) • 7.8(Introduce) • 7.9(Introduce) • 7.11(Introduce)

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.

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 Materials

(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

See *Library Course Materials* for access to free online textbook.

(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

See *Library Course Materials* for access to free online textbook.

Course Requirements and Assignments

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 minimum 1.5-page summary and 1.5-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. These reflections will be FORMAL analytical papers (worth 30 points each to meet Area 4 writing requirement).	• GELO: 1, 2, 3, 4 • CLO: 1,2,3,4,5,6 • U: 4.2, 5.7, • MM: 3.3, 4.7, 6.3 • ECSE: 5.4	3 ANALYTICAL reflections @ 30 points each= 90 POINTS
Language Development Reading Quizzes	A total of 6 quizzes on the Gleason & Ratner textbook <i>Development of Language</i> and other readings in the module will be assigned based on course readings. Quizzes will be completed individually using CANVAS. Typically there are 5-10 questions worth 1-2 points each.	• CLO: 1,2,3,4,5,6 • U: 4.2, 5.7, • MM: 1.2,1.3; 3.3, • ESN: 1.8, 2.3. • ECSE: 2.5, 5.4	6 Quizzes @ 10 to 20 points each
Weekly Assignments	Online Collaborative Annotations, Discussions, Learning Modules	U 5.6, 5.7, 7.5 MM 1.2, 1.3, 3.3 ESN 1.8, 2.3 ECSE 5.4, 7.7	4-10 points each

Assignment Name	Description	Aligned TPEs	Point total
Project: Promoting Language Development in Young Children	This project may be completed alone or in small groups. Students will utilize course readings and resources to create and discuss a chart of language & communication development strategies that take multilingualism into account. One strategy will be expanded into a classroom activity and a home extension.	• GELO 4 • MM: 1.2, 4.7 • ESN: 1.7 • ECSE: 1.4, 3.9, 4.12, 5.4, 5.7	35 POINTS Chart= 15 points Recorded Presentation = 20 points
Communicative Justice in Action Project & Final Written Analysis (2 parts)	Part 1 - choice from 2 options to be completed alone or in small groups: - Option 1: Family Interviews - Option 2: CUNY/NYSIEB Notecatcher Part 2 - final paper to be completed alone <i>Paper counts towards Area 4 requirements.</i>	• GELOs 1, 2, 3, 4 • CLO: 4,5,6 • U: 4.2, 5.7 • MM: 1.3,4.7, 6.3 • ESN: 1.7, 1.8 • ECSE: 1.4,2.5 4.12, 5.6	Part 1 = 30 points Part 2 = 20 points TOTAL= 50 POINTS

Course Requirements and Assignments (Required)

Success in this course is based on the expectation that students will spend, for each 1 unit of credit, a minimum of 45 hours over the length of the course (this equals 135 hours total or 9 hours per week for a 3-unit course) for instruction over 15 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

- 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.**
 - For support using APA, please visit this [Purdue OWL reference page](#).
 - 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.
 - All written assignments will be processed through **Turnitin**.
- 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 **24 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. The extension request **must include a designated date on which the student intends to submit the assignment**, which should be within one week of the original due date.
 - c. 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%]

C+ [77-79%]

C [74-76%]

C- [70-73%]

D+ [67-69%]

D [64-66%]

D- [60-63%]

F [<60%]

**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

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 #/Dates	Topics Covered
Week 1 8/19-8/23	Module 1 • Introductions • Co-Creating Expectations
Week 2 8/24-8/30	Module 2 • Historical and Political Processes, Activism and Social Movements

Week #/Dates	Topics Covered
Week 3 8/31-9/6	Module 3 - Disability Categories and Law - Language Development Introduction
Week 4 9/7-9/13	Module 4 - Families, Perspectives and Disability - Early Communication Development
Week 5 9/14-9/20	Module 5 - Teacher Roles in Student Academic Development - Language and Social Development (Pragmatics)
Week 6 & 7 9/21-10/4	Module 6 Human Language Development (Phonology, Morphology, Syntax, Semantics)
Week 8 10/5-10/11	Module 7 Race, Language Disability and Intersectionality
Week 9 10/12-10/18	Module 8 Bilingual Language Development
Week 10 10/19-10/25	Module 9 - Socioeconomic Status, Language Development, and Equity - Variation in Language Development
Week 11 10/26-11/1	Module 10 Theoretical Considerations for Language Acquisition
Week 12 11/2-11/8	Module 11 Language and Literacy in the School Years

Week #/Dates	Topics Covered
Week 13 11/9-11/15	Module 12 • Creating Classroom Communities, Culturally Sustaining Pedagogies
Week 14 11/16-11/22	Module 13 • Atypical Language Development
Week 15 11/23-11/29	No New Module: Work on Communicative Justice in Action Project, Part 2 Thanksgiving Holiday 11/25-27
Week 16 11/30-12/6	Module 14 • Authentic Language Assessments for CLD Learners • Future Advocacy and Critical Action
FINAL EXAM WEEK 12/8 - 12/15	• Complete Final Project: Communicative Justice in Action, Part 2