Instructor: C. G. Marx, AuD, CCC-A  
Office: SRS 123  
Phone: 266-6227 (office)  
266-5232 (clinic)  
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Office Hours: Tuesday and Thursday from 1:00 to 2:15, and other times by appointment

Drop Date: Additional handout will specify dates for specific semesters

Credit Hours: 3

Text: Auditory Disorders in School Children  
Fourth Edition  
Authors: Ross Roeser and Marion Downs

Learner Outcomes/Action Plan:

1. The student will acquire the knowledge necessary to identify varying types and degrees of hearing loss and make decisions regarding their speech, language and educational implications.

2. The student will develop an awareness of the psychoacoustic parameters and influences involved in speech perception.

3. The student will understand the principles of various amplification systems, including the types available, fitting criteria and performance outcomes.

4. The student will develop an awareness of the normal developmental sequence of speech, language, auditory and cognitive milestones.

5. The student will understand the varying methodologies and strategies used in assessing communicative skills in hearing impaired children.

6. The student will gain the skills necessary to develop and implement a communication intervention program for hearing impaired children.
7. The student will acquire an understanding of the principles of auditory training and speech reading.

8. The student will understand basic classroom modifications which assist in the acquisition and maintenance of communication competencies.

All learning outcomes fulfill the criteria for the following American-Speech-Language-Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA) standards. To view specific information on these standards go to: http://www.asha.org/Certification/2012-Audiology-Certification-Standards/

Audiology Standards IV-A1, A4, A5, A6, A7, A15.
Audiology Standards IV-B3
Audiology Standards IV-D5
Audiology Standards IV-E1

Course Requirements and Formative/Summative Assessment Procedures:

1. Each student is responsible for all material presented in class, including all handouts and assigned readings.

2. Each student is expected to attend class regularly and to participate in class discussions.

3. Each student will take three examinations, each totaling 100 points. Examinations will consist of true and false, fill-in-the-blank, and short answer covering knowledge of material presented in class, from assigned readings and handouts. There will be no make-up tests given. If you miss an exam, the following exam will count double. If you miss more than one exam, you will receive a zero for that test. There will be no make up for the final exam. Graded formative assessments, in whatever format, may be returned to students at times for review and or instructional purposes. Students will not be allowed to keep these assessments. They are to be intended for personal use only and should not be shared or otherwise made available to any other student. Violations of this principle will be considered academic misconduct and will be dealt with according to University policy.
4. Each student will complete a special project totaling 50 points. Any project that is late or not picked up from the instructor as directed is penalized 10 points. The project will consist of developing a handout of resource material for teachers and parents. The guide should be at least two pages and contain references for educational material, program and professional contact information. The form and content is limited only by your creativity.

5. Grades on each of the three examinations and the project will be averaged to determine the final grade in the class. The class grading scale will be as follows:

- 90 - 100 points = A
- 80 - 89 points = B
- 70 - 79 points = C
- 60 - 69 points = D
- below 60 points = F

Remediation:

If you do not have a satisfactory grade of 70% or higher, the student may contact the instructor for remediation. Remediation may include, but is not limited to, any one or more of the following:

1. Individual tutoring on selected topics with the instructor's Graduate Assistant.
2. Additional assigned readings on topics discussed in class.
3. Additional assignments as deemed necessary.
4. Submit chapter outlines from textbook on areas of difficulties and prepare study questions

Academic Integrity:

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others’ work)
2. Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members’ involved

6. Unauthorized academic collaboration with others

7. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy. Note that repeated acts of academic misconduct will lead to expulsion from the University.

Americans with Disabilities Statement

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA), he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:
The University of Southern Mississippi
Office of Disability Accommodations
118 College Dr. #8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601)266-5024 or (228)-214-3232
FAX: 601-266-6035
Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or e-mail ODA at oda@usm.edu.
Course Outline:

I. Audiology review
   A. Common terminology
   B. Types of hearing loss
   C. Degrees and configurations of hearing loss

II. Psychoacoustic aspects of speech perception
   A. Intensity parameters
   B. Frequency parameters
   C. Durational parameters
   D. Linguistic constraints

III. Amplification systems
   A. Personal hearing aids
      1. Types and components
      2. Electroacoustic characteristics
      3. Maintenance and operation
   B. FM systems and other assistive devices
      1. Types and components
      2. Candidate selection
      3. Maintenance and operation
   C. Performance outcomes

IV. Normal speech and language development
   A. Components of communication
   B. Early pre-language milestones
      1. Motherese
      2. First words
   C. Acquisition of childhood language
      1. Receptive and expressive sequence
      2. Pragmatic development
   D. Phoneme classification
      1. Place
      2. Manner
      3. Distinctive features
      4. Phonetic alphabet
   E. Acquisition of speech skills
      1. Phoneme development
      2. Suprasegmental parameters

V. Speech and language development in hearing impaired children
   A. Changes in early milestone acquisition
   B. Semantic, syntactic and pragmatic differences
   C. Speech production variations
   D. Voicing and suprasegmental differences

VI. Assessment of communication abilities
   A. Evaluation guidelines
B. Norm referenced assessments
C. Criterion referenced assessments
D. Informal/Nonstandardized procedures
E. Data collection and result interpretation

VII. Communication development and management
A. Program selection criteria
B. Language intervention
   1. Family responsibilities
   2. Priority areas of successful management
   3. Formal approaches to specific skill development
   4. Naturalistic language
   5. Whole language
C. Speech production intervention
   1. Family responsibilities
   2. Priority areas for successful management
   3. Formal approaches to specific skill development
   4. Special instrumentation
   5. Speech conservation and monitoring

VIII. Auditory training and speech reading
A. Auditory development
B. Auditory assessment
C. Auditory learning and activities
D. Visual perception and evaluation
E. Speech reading activities

IX. Classroom modifications essential to communication development
A. Teacher responsibilities
B. Child responsibilities
C. Teaching strategies
D. Curriculum modifications
E. Student to student communication