University of Southern Mississippi  
College of Health  
Department of Speech and Hearing Sciences  
Syllabus Spring 2016

Course Title and Number: SHS 435, Oral/Aural Communication with Students Who Are Deaf/Hard of Hearing

Course Credit Hours: 3.00

Catalog Description: Students will construct objectives, activities and materials to use in listening activities, spoken language instruction and speech development with children who are deaf and hard of hearing.

Prerequisites: Minimum overall 2.75 GPA.

Professor of Record: Dr. Marietta M. Paterson

- Office Location: JB George Building, Room 230
- Office Hours: By appointment
- Telephone: 601-266-5992
- Fax: 601-266-5224
- Email Address: marietta.paterson@usm.edu

Format of Course: face-to-face

Course Time: MW 1:00-2:15 pm, Room 203, JBG Building

Drop Date: The last day to drop the course without academic or financial penalty is XXXX

Required Course Text and Chapter Readings:
Supplemental Readings and Sources:
Alexander Graham Bell Academy, LSLS Standards (handout)
“Baby It’s Me”, DVD series from UK on early child language development.
Ling, D., and North, S. Ling Speech Cards.

Required Technology:
Students will need to be proficient with using Microsoft Word, making presentations using powerpoint, searching the internet and Blackboard course management software.

Standards Alignment:
The Deaf Education graduate curriculum is aligned with the Initial Teacher Preparation standards of the Council on Exceptional Children (CEC), which subsume the Council on Education of the Deaf (CED) candidate standards. InTASC student standards (1-10) which are aligned with CAEP standards are also subsumed. This course addresses the following CEC Initial Teacher Preparation Standards: Standard 1: Learner Development and Individual Learning Differences; Standard 2: Learning Environments; Standard 3: Curricular Content Knowledge, Standard 4: Assessment, Standard 5: Instructional Planning & Strategies; Standard 6: Professional Learning and Ethical Practices; Standard 7: Collaboration. The CED sub-standards and InTASC standards related to each Candidate Learning Outcome are listed in the brackets.

Course Goals:
The overall goal of this course is to provide students with an understanding of how spoken language and speech development is acquired through listening and strategies for auditory-linguistic learning can be acquired through learning, speech and spoken language development with deaf and hard of hearing students. Students will acquire knowledge of the acoustic elements of spoken language and speech (speech perception), auditory
development of spoken language, impact of hearing loss on these developments, functional auditory assessments, use of advanced hearing technology, classroom acoustics, assessing, planning for and teaching speech and spoken language through listening, auditory learning hierarchies. Students will learn how to write objectives, create support activities and materials to use in listening activities, spoken language instruction and speech development with children who are deaf and hard of hearing. As well, best practices and professional standards in listening and spoken language will be addressed. Students will learn about the components of auditory-oral educational option and programs for children with hearing loss and their families.

**Instructional Strategies:**
The course content will be presented through lecture, class discussion, guest speakers, in-class learning activities, demonstration, observation of instruction, critique of videos and instruction, role-play, homework assignments and presentation. A variety of media will be used.

**Student Learning Outcomes:** At the completion of this course the student will:

1. Describe auditory developments in early childhood, the auditory brain and spoken language development as well as the impact of sensorineural hearing loss on these developments (DHH1K1, DHH1K2, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH1K9, DHH6K7; InTasc 1,2).

2. Explain the importance of the 1-3-6 protocol in the early detection of hearing loss and demonstrate understanding of the importance of initiating early auditory based intervention and the role of parents in auditory/oral programs for children with hearing loss (DHH1K1, DHH1K2, DHH1K3, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH1K9, DHH2K1, DHH5S1, DHH6K7, DHH7S1; InTasc 1, 2, 3, 9)

3. Describe the different pathways to learning currently found in the field, outcome differences based on when children with hearing loss start auditory based intervention, complicating factors and the impact on educational preparation of children who are late to listening (DHH1K1, DHH1K2, DHH1K3, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH1K9, DHH2K1, DHH5S1, DHH5S5, DHH6K1, DHH6K7, DHH7S1; InTasc 1, 2, 3)

4. Describe spoken language as an acoustic event and identify the acoustic features and characteristics of speech: vowels, consonants, supra-segmental features and aspects of prosody (DHH1K7, DHH2S5, DHH4K1, DHH5S1, DHH5S2, DHH5S4; InTasc 1, 2).

5. Describe the acoustic parameters of the six sounds on the Ling Six Sound Test by frequency and intensity; relate these sounds to an audiogram; explain and perform the Ling Six Sound test diagnostically and explain how results might vary for students using different hearing technology (hearing aids, cochlear implants, FM systems, BAHA) (DHH1K7, DHH2S4, DHH2S5, DHH4K1, DHH5S1, DHH5S2, DHH5S4; InTasc 1, 2, 6)
6. Describe the use of advanced hearing technology by Deaf and Hard of Hearing students in educational settings and life and the steps in troubleshooting hearing aids, cochlear implants and FM systems, BAHA (DHH5S4, DHH5S5, DHH6S2, DHH7S1; InTasc 4, 5, 6, 8).

7. Identify and explain principles and best practices in auditory-verbal learning from early intervention to school-aged students and the AGBell LSLS standards for practice for auditory-verbal educators and auditory-verbal therapists (DHH6S1, DHH6S3, DHH6K1, DHH6K2, DHH6K3, DHH6K4, DHH7K1, DHH7S1; InTasc 7, 9, 10).

8. Explain or define common terms used in best practices: auditory access, auditory environment, auditory learning, acoustic highlighting, speech perception, speech production, Hirsh model and variations by Cole (DHH1K2, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH1K9, DHH4K1, DHH5S1, DHH5S2, DHH5S4, DHH5S5; InTasc 1, 2, 3).

9. Identify a range of functional auditory assessments, describe their use in establishing current levels of performance (DHH1K2, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH1K9, DHH3S2, DHH4K1, DHH5S1, DHH5S2, DHH5S4, DHH5S5; InTasc 6, 7).

10. Identify a range of auditory learning hierarchies and explain their pros and cons. (DHH1K2, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH1K9, DHH3S2, DHH4K1, DHH5S1, DHH5S2, DHH5S4, DHH5S5; InTasc 4, 5, 8).

11. Explain the Ling speech remediation model, principles and approach to the assessment and teaching speech to Deaf and Hard of Hearing students, identify a range of speech production assessments, and explain the Ling model rationale for setting targets (Ling PLE, Paterson-Cole PC-PEP, Kretschmer & Donnolly Intelligibility Scale) (DHH3S2, DHH4K1, DHH4S1, DHH5S1, DHH5S2, DHH5S3, DHH5S4, DHH5S5; InTasc 1, 6, 8).

12. Explain the components of a Speech Session Plan for planning sessions that emphasize learning through audition and the Stages of Practice model (Paterson & Cole) and acoustic, articulatory and physiologic-based strategies for teaching speech to the deaf and hard of hearing (DHH4K1, DHH4S1, DHH5S1, DHH5S2, DHH5S3, DHH5S4, DHH5S5, DHH5S10; InTasc 4, 5, 7, 8).

13. Identify the components of an effective auditory-oral program (DHH1K1, DHH1K2, DHH1K3, DHH1K4, DHH1K5, DHH1K6, DHH2K1, DHH2S1, DHH2S4, DHH2S, DHH3S1, DHH3S2, DHH5S4, DHH5S6, DHH5S7, DHH6K1, DHH6K2, DHH6K3, DHH6K4, DHH7K1, DHH7S1; InTasc 1, 9, 10).

14. Identify Classroom Auditory Environment questionnaires and checklists for use in assessing the auditory environment in general education classrooms and access to classroom information; explain the role of the teacher of the deaf, educational audiologist, speech pathologist, general educator, Principal of school and parent in optimizing a listening and learning situation for Deaf and Hard of Hearing students. (DHH1K1, DHH1K2, DHH1K3, DHH1K4, DHH1K5, DHH1K6, DHH2K1, DHH2S1,
DHHS4, DHHS2, DHHS1, DHHS2, DHHS54, DHHS56, DHHS57, DHHS6K1, DHHS6K2, DHHS6K3, DHHS6K4, DHHS7K1, DHHS7S1; InTasc 2, 6, 9, 10).

Evaluation Methods:

<table>
<thead>
<tr>
<th>Student Learning Outcome #</th>
<th>Assignment</th>
<th>InTASC Standards</th>
<th>Rubric</th>
<th>Due date</th>
<th>Points/%value of grade</th>
</tr>
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<tbody>
<tr>
<td>#1, 2, 3, 4, 5, 8</td>
<td>Mid term open book exam</td>
<td></td>
<td></td>
<td>TBA</td>
<td>20%</td>
</tr>
<tr>
<td># 5, 6, 8, 9, 12</td>
<td>Ling Six Sound Test Project</td>
<td>yes</td>
<td>TBA</td>
<td></td>
<td>15%</td>
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<tr>
<td># 1, 2, 3, 4, 6, 8, 10</td>
<td>Observation and Critique of Auditory-Oral/Verbal Instruction with LSLS AV checklist</td>
<td>yes</td>
<td>Mid term</td>
<td></td>
<td>15%</td>
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<td># 2, 3, 6, 7, 8, 13, 14</td>
<td>Site visit to Magnolia Speech School and reflection on an auditory-oral program</td>
<td>yes</td>
<td>TBA</td>
<td></td>
<td>10%</td>
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<td></td>
<td>Powerpoint presentation on one functional auditory assessment</td>
<td>yes</td>
<td></td>
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<td># 1-14</td>
<td>Homework Assignments and Class Participation</td>
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<td># 4, 5, 6, 8, 11, 14</td>
<td>Final project: Assessment Binder</td>
<td>yes</td>
<td>May 11</td>
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Assignment Descriptions:

1. **Mid Term Open Book Exam**
   Each student will write a mid term examination in open-book format. The examination will be comprised of short answer, multiple choice, matching and integrative problems on material from class, homework assignments and readings.

2. **Ling Six Sounds Test Project**
   Each student will complete a project to demonstrate knowledge and skills in the use of the Ling Six Sounds Test. Each student will administer the test accurately in controlled conditions to one deaf or hard of hearing student. The final project includes the performance of the Ling Six Sounds test, reporting results on detection and discrimination, a vowel worksheet and a self-evaluation of learning.

3. **Observation and Critique of Auditory-Oral/Verbal Instruction:**
   Observe, identify, respond to questions, and write reflections on instruction with auditory-oral/verbal children whether live or on video. Each student will observe and critique video data and/or live teaching of DHH children in early intervention, auditory-verbal therapy, assessment, and instructional situations. The student will complete an instructional analysis form, write a reflection and participate in class discussion to understand and analyze practice approaches.
4. Site Visit to Magnolia Speech School and Reflection
Students will tour and spend time observing an auditory-oral program in action through a site visit to Magnolia Speech School on North Flag Chapel Road in Jackson, MS. The instructor will arrange the visit at a time to be determined during the semester. Students will be responsible for their own travel costs.

5. Homework Assignments and Class Participation:
A number of homework assignments will be given which might include reading and answering questions, or writing a reflection, finishing a learning activity worksheet, sourcing some information on the internet and so on. This class will be a mix of lecture and discussion where student participation is expected, encouraged and mentored.

6. Final Project: Create Assessment Binder for Use in Planning Listening, Speech and Spoken Language Goals
In lieu of a final examination, each student will prepare an assessment tools binder that can be used in the field to select a protocol of assessment tools for use with Deaf and Hard of Hearing students. There will be five sections: Acoustic Information, Functional Auditory Assessments, Speech Production Assessments, Classroom Auditory Environment Assessments, Spoken Language Assessments. There should be a master Table of Contents, and for each section a page that summarizes briefly the name, age range and use of the assessment and limitations of the assessment tool. Further explanations will be provided in class.

Grading Scale:

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<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
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Professional Education Unit Policies and Conceptual Framework:
All policies of the University of Southern Mississippi’s Professional Education Unit can be found online at https://www.usm.edu/education-psychology/unit-policies. The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures on this website will prevail. The Unit’s conceptual framework can be found at that link, too.

Class Policies on Attendance and Make-Up Work:
1. Students are expected to attend class regularly, participate in class discussions and prepare for class.
2. Students are expected to turn off cell phones when they enter class.
3. Students are expected to attend each class, participate in activities, submit assignments/projects when work is due, take exams or submit exam projects when scheduled.
4. Students are responsible for all material presented in class, including handouts. There will be a number of small homework assignments including readings, answering questions, research on the internet, that need to be prepared for class participation and discussion. This work will count towards an assignment completion and participation grade.

5. Written assignments are due as scheduled. Late assignments will have 10% of the assignment grade deducted up to one week late. Any assignments not completed beyond one week will require a meeting with the course instructor and may result in not completing the course.

6. Students should meet with their course instructor regarding any delay in completing requirements, absence due to illness or other serious matters.

7. Incomplete grades are assigned at the discretion of the instructor and removed per direction of the instructor and university policy.

8. Advance notice of absence by email or phone call, will be appreciated by the instructor.

Course Communication:
Students may contact me by phone or email. Students should use their USM email addresses.

Remediation Statement:
Students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills.

Academic Honesty Statement:
When cheating is discovered, the faculty member may give the student and “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

Plagiarism Statement:
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text ad full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes, and include author(s), year of publication or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment and/or in the course and/or the student may be reported to the Vice President for Academic Affairs for further action.
ADA STATEMENT: Students with disabilities requiring assistance, and who qualify under Section 504 and/or the Americans with Disabilities Act (ADA), should contact the Coordinator for the Office of Disability Accommodations 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 for Disability Accommodations
118 College Drive # 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 email the ODA office at ODA@usm.edu

Resources for Student Success:

Student Resources for Writing and Speaking Assignments

The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. They offer one to one writing instruction that is designed to help students become more effective writers. The Center offers tutorial services on a walk-in basis or by appointment (on the hour for an hour). However, the appointments often book up several days in advance, so it is a good idea to book in advance. During a session, a tutor will talk with you about your writing project, asking you questions that will help you clarify your thoughts, specify your purpose and decide how to proceed. The tutor will not write a paper for you—your writing is your own--- but the center will help you find ways to develop your ideas more fully and express them more effectively.

The Speaking Center fosters the development of students’ skills to become competent and ethical speakers. The Speaking Center provides personalized assistance with speaking assignments at any stage, from generating topics to delivering the presentation an opportunity to rehearse video record, observe, and discuss with a consultant present. Walk-ins will be seen on a first come, first served basis when the center is open. Appointments are recommended. The Speaking Center will not compose, write or edit speeches for students, prepare visual aids, or guarantee a perfectly composed and/or delivered presentation.

The Speaking Center - 601-266-4965, Cook Library, 117, www.usm.edu/speaking-center
The Writing Center - 601-266-4821, Cook Library, 112, www.usm.edu/writing-center

Course Schedule: (Dates and flow of content are tentative and subject to change)
• From the ears to the brain: listening development and hearing loss.
• Introduction to acoustic phonetics (sounds of speech) and relation articulatory phonetics.
• Aural (re)Habilitation approaches: auditory-verbal therapy; auditory-oral group learning
• Auditory Access, Troubleshooting use of hearing aids, cochlear implants and FM systems.
• Auditory Learning Environments.
• Auditory Curricula, Hierarchies of auditory learning
• Functional Auditory Assessment: Ling Six Sounds Test and other tools
• Language and Communication: Assessment, Sampling, Target Setting, Planning for Teaching, Implementation
• Speech assessment, teaching, development and remediation
• Alexander Graham Bell Association for the Deaf, Academy: LSLS certification standards – Auditory-Verbal Educator, Auditory-Verbal Therapist

Features of an Auditory/Oral Program:
• Philosophy
• Early Intervention
• Parent-Professional Partnership
• Physical Facility
• Personnel
• Assessment
• Educational placements: range of ages of students served
• Inclusion and Mainstreaming Models