COURSE: SHS 625 - Audio Instrumentation (Fall, 2016)

GRADUATE CATALOG
DESCRIPTION: Covers basic electronics, auditory function measures, research, and computer use.

INSTRUCTOR: Dr. Terrio [office Rm 228 SRS Phone 266-5220] [Office hours are posted to my door]

FORMAT: 3 hrs credit; Lecture, demonstrations (TBA)

MEETINGS: Mondays and Wednesdays, 11 a.m.-12:15 p.m.
KASA TARGETS: A11, A12, A13, A14, A23, A24, A25, C3

OBJECTIVES:
1. To develop a basic vocabulary related to audio instrumentation.
2. To develop an understanding of the principles of equipment operation.
3. To demonstrate basic acoustic concepts and their relationship to equipment operation.

SUPPLEMENT: Bring a basic calculator with a log function to all meetings. Cell phones cannot be used as calculators during formative assessments.

FORMATIVE OUTCOMES ASSESSMENT: Learning outcomes will be formally assessed at the end of each module in an objective format. Students must also demonstrate competence [manipulation of controls, measurement procedures] with the instrumentation included in this course. Students are expected to generalize their competencies to clinical practicum. The final exam is comprehensive. ½ credit is given for correct items that are incorrectly spelled on all formative assessments.

GRADING: The final grade is derived by adding points from all tests.
90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D

GENERAL: Final grades are available online through the University SOAR web site. Your instructor cannot discuss grades over the phone or by email.

Class attendance is required; 10 points are deducted from the final grade for each unexcused absence (doctor’s excuse required).

Make-up exams require a signed physician’s excuse; arrange make-ups with your instructor; make-ups are to be completed within a week after returning from an absence; incomplete makeup’s earn a score of zero after the allotted time period.

Please switch-off cell phones during class meetings and formative assessments. Cell phones, Google glasses, Smart Watches, Apple Watches, etc. should be switched-off and placed out of sight in back packs during formative assessments. Students are not allowed to photograph or in any way distribute formative assessments.

ADA: If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, 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 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 ODA at oda@usm.edu.

From the USM Undergraduate Bulletin: “When cheating is discovered, the faculty member may give the student an 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.”

Academic Integrity Statement
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):
- Cheating (including copying from others’ work)
- Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct
The best time for questions is either during or immediately after class.

Please adopt a buddy who will take notes, collect handouts, etc. for you if you have to miss a class. Students are ultimately responsible for any material that is missed during an absence.

If you have any special medical needs, please be sure to inform either your instructor or a friend in class so we'll know what to do in an emergency.

Course topics include, but are not limited to:

- **Module**: Basics of electricity
- **Module**: Bio-electrical hazards
- **Module**: Filters
- **Module**: Instrumentation for cerumen management
- **Module**: Audiometer, calibration and audiogram essentials
- **Module**: Video-otoscopy
- **Module**: CE96 software

Final exam: Comprehensive final scheduled on Wednesday, December 14th @ 10:45 – 1:15

In compliance with USM LEC guidelines 2/13/06 [www.usm.edu/lec/teaching_resources_syllabus.html]

Remediation:

Students with unsatisfactory performance scores in this course may wish to consider the following remediation strategies.

I. Test preparation:
   A. organize and be thorough in your attempts at learning the material you need for tests;
   B. study from good notes- rewrite notes after class, check with other students or your course “buddy,” and use your textbook as a supplement as needed;
   C. avoid thinking you can cram just before tests (if you're cramming and your grade is not what you'd like, then cramming doesn't work for you);
   D. effective studying requires good time management (depending on who you are and a given course, days or weeks of prep time may be needed);
   E. strive for a relaxed state of concentration- study in a quiet, distraction free setting (avoid texting, TV, music, etc.)
   F. avoid speaking with fellow students who have not prepared, who express negativity, or who may distract your preparation;
   G. allow yourself plenty of time to arrive a little early at a test site;
   H. a study group may be a good approach for you (but it's not for everyone).

II. Approach exams with confidence:
   A. use whatever strategies you need to personalize success: visualization, logic, talking to yourself, practice, team work, journaling, etc.;
   B. create “self-study” note cards; use the cards to test yourself;
   C. if you're taking a “paper and pencil” test, then rehearse for the test by actually writing answers to your study questions (as opposed to simply “reading over your notes”);
   D. view exams as an opportunity to show how much you've studied and to receive a reward for the studying you've done (and the time invested).

III. Following some “healthy lifestyle” tips may help:
   A. get a good night’s sleep the night before exams;
   B. don’t go to exams with an empty stomach- fresh fruits and vegetables are often recommended to reduce stress;
   C. stressful foods can include processed foods, artificial sweeteners, carbonated soft drinks, chocolate, eggs, fried foods, junk foods, pork, red meat, sugar, white flour products, chips and similar snack foods, foods containing preservatives or heavy spices;
   D. take a small snack or some other nourishment to help take you to remain focused;
   E. avoid high sugar content (candy)- it may hurt more than help. !

IV. During tests:
   A. read directions carefully;
   B. budget your test taking time- pace yourself accordingly the number of items and the time allotted for the test;
   C. focus on the question at hand- don’t let your mind wander to other things;
   D. change positions to help you relax;
   E. if you go blank, don’t perseverate (“dwell” on an item)- skip the item and go to the next one;
   F. if you're taking an essay test and you go blank on the whole test, pick a question and start writing- it may trigger the answer in your mind;
   G. don’t panic when students start handing in their papers- there's no reward for finishing first;
   H. write down important formulas, facts, definitions and/or keywords in the margin first so you won’t worry about forgetting them.
V. Use relaxation techniques as needed:
   A. relax- you are in control;
   B. take slow, deep breaths;
   C. pause- think about the next step and keep on task, step by step;
   D. acknowledge that you have done, and are doing, your best.

VI. After tests, review how you did:
   A. list the preparation strategies worked, and hold onto those;
   B. list what did not work and eliminate those strategies; try new ones as needed.

These suggestions sound like a lot of work, don't they?

Resources:

http://www.testtakingtips.com/anxiety/
http://www.studygs.net/tstprp8.htm
http://www.testprepreview.com/test_anxiety.htm

Mental Well-Being Statement
USM recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601-266-4829. More information is also available at https://www.usm.edu/student-counseling-services. All students are eligible for free, confidential individual or group counseling services. In the event of emergency, please call 911 or contact the counselor on call at 601-606-HELP (4357).

Additional resources:
Speaking Center. http://www.usm.edu/speaking-center
Student Counseling: http://www.usm.edu/student-counseling-services
Student Success Center: http://www.usm.edu/success
Writing Center: http://www.usm.edu/writing-center