

COMD 6340 | Fall 2016
Foundations of Listening and Spoken Language

Professor

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OFFICE HOURS:

By appointment: In-person or via Zoom

COURSE DESCRIPTION, GOALS, OBJECTIVES AND ASSESSMENT TOOLS

Course Description

Because of universal newborn hearing screening, early fitting of hearing technology (e.g., digital hearing aids, cochlear implants, FM systems), and enrollment in comprehensive early intervention programs, most children who are deaf or hard of hearing (DHH) have the ability to develop age-appropriate listening and spoken language (LSL). To maximize each child's LSL potential, it is important for the professionals working with this population to understand how to assess speech, language, and auditory perception skills of children with hearing loss, identify strengths and weaknesses, and develop appropriate intervention plans. Thus, specific techniques, strategies, and teaching behaviors to develop LSL skills in young children who are DHH will be demonstrated and explored.

IDEA Objectives

1. To develop specific skills, competencies and points of view needed by professionals in the field most closely related to this course
2. To learn to apply course materials (to improve rational thinking, problem solving and decisions)
3. To learn how to find and use resources for answering questions or solving problems.

Knowledge and Skills Acquisition (KASA) Objectives (SLP students only)

In this course each SLP student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). For SLP students, the American Speech-Language-Hearing Association (ASHA) has specified that in order to be competent, students must achieve a level of 80% or better on each KASA item. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

The KASA objectives for this course are as follows:

- 1 To develop an understanding of the function of the auditory system in the development of communication across domains;
- 2 To develop an understanding of the importance of optimized hearing technology;
- 3 To discuss and observe remediation strategies and habilitation techniques that support the development of spoken language in children with hearing loss;
- 4 To develop diagnostic skills to appropriately assess the progress of a child with hearing loss across communication domains.

Course Outcomes. The student will:	Related Assessment	KASA Professional Standards (ASHA)
Improve writing skills	Midterm, article critique	III-B, II-C, III-D, IV-G
Develop higher level thinking skills, involving the ability to analyze, synthesize, and evaluate information	Unit Quizzes, Threaded Discussions, Final Exam	same
Demonstrate knowledge of receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities.	Unit Quizzes, Threaded Discussions, Final Exam	III-C
Demonstrate knowledge of hearing, including the impact on speech and language	Unit Quizzes, Threaded Discussions, Final Exam	III- C
Demonstrate knowledge of communication modalities (including oral, manual, augmentative, and alternative communication techniques, and assistive technologies.	Unit Quizzes, Threaded Discussions, Final Exam	III-C

Listening and Spoken Language Specialist (LSLS) Domains

There are 9 LSLS Domains. While we will cover each domain to some degree, we will spend the most time on the following domains:

	Listening and Spoken Language Domains Covered
Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 8	Education

COURSE RESOURCES:

Course Technology Requirements

All course content will reside in Canvas.

- <http://online.usu.edu>
- Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For **Canvas**, **Passwords**, or any other computer-related technical support contact the **IT Service Desk**.
 - 435 797-4357 (797-HELP)
 - 877 878-8325
 - <http://it.usu.edu>
 - servicedesk@usu.edu

COURSE ACTIVITIES

Required Texts

Estabrooks, W., MacIver-Lux, K., & Rhodes, E.A. (2016). Auditory-Verbal Therapy: For young children with hearing loss and their families, and the practitioners who guide them. San Diego, CA: Plural Publishing.

White, E., & Voss, J. (2015). Small talk: Bringing listening and spoken language to your young child with hearing loss. St. Louis, MO: Central Institute for the Deaf.

Required weekly chapters will be listed on the corresponding modules.

Additional Readings

Throughout the course, I will provide various handouts, readings, and other material. You are responsible for accessing, reading, and learning this material. Readings are located on the unit pages accessed through Modules.

Presentations

For most topics there will be recorded lectures and their accompanying powerpoint presentations. You are responsible for the information presented in these videos for quizzes and assignments.

Unit Quizzes and Assignments

Students will complete unit quizzes & other assignments on the information/content that is presented. Quizzes should be completed by the posted due date. No late assignments will be accepted without permission from the instructor. Unit quizzes and assignments will be detailed within the unit modules.

Discussions

Each student will contribute to weekly guided discussions that will focus on the unit/topic of the week. The guided discussions typically focus on reading materials or case studies and are

designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. Each student must post a minimum of 2 responses: an original posting by midnight on Sunday each week and then two responses to postings from your classmates by midnight on Tuesday of each week. Although these are the deadlines, please help contribute to engaging and informative discussions by posting as early in the week as possible. The discussion grading rubric is as follows:

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points
Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines, and also were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

Semester Project

Students will complete a semester project. Details will be provided in Canvas in the coming weeks.

Final Exam

A final exam will be administered covering the content of the entire course. The final exam will be a “take home” exam that will assigned during the last week of the course.

COURSE SCHEDULE

Unit Dates	Unit Duration	Description
Unit 1 Aug 29-Sept 6	One Week	Introduction to Deaf Education and the LSL approach
Unit 2 Sept 7 – Sept 13	One Week	Overview of AVT AVT/LSL approach and The

		Brain LSLS certification / AGBell
Unit 3 (Two Weeks) Sept 14 – Sept 27	Two Weeks	Audiology and technology overview (Sept 14-Sept 20) Ling sounds, listening checks Troubleshooting summary NBHS / EHDI / NCHAM
		Audiology: activity based (Sept 21-Sept. 27)
Unit 4 Sept 28 – Oct 11	Two Weeks	Listening and Auditory Development
Unit 5 Oct. 12-25	Two Week	Intro to Language Development, Cognition, and Theory of Mind
Unit 6 Oct 26-Nov. 1	One Week	LSL strategies Language- Morphology
Unit 7 November 2-8	One week	Parent Guidance Language-Syntax
Unit 8 November 9-15	One week	AVT Lessons Plans Language- Semantics
Unit 9 Nov 16-22	One week	Parent Guidance/AVT Lessons Language- Pragmatics
Nov 23 – Nov 29		Thanksgiving Break
Nov. 30 – Dec 9		Course wrap-up Resources Final Exam

COURSE GRADING:

Your grade is based on performance of course components and possible points.

Component Points

- Quizzes and Assignments 30%
- Discussions 30%
- Term Project 20%

- Final Exam 20%

GRADE PERCENTAGE RANGE POINTS

- A 100% - 94%
- A- 93% - 91%
- B+ 90% - 88%
- B 87% - 84%
- B- 83% - 81%
- C+ 80% - 78%
- C 77% - 74%
- C- 73% - 71%
- D 70% - 61%
- F < 60 %

COURSE POLICIES

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
- A death in the immediate family,
- Financial responsibilities requiring a student to alter a work schedule to secure employment,
- Change in work schedule as required by an employer,
- Other emergencies deemed appropriate by the instructor.

(<http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf>)

Communication

All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by and email, cell phone for text messages, or other social networking services of your choice.

- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

Student Communications

Please use my university email address for all communications (renee.lucero@usu.edu). I do

not routinely check the email function within Canvas and would prefer to have everything route through my university account.

Course Etiquette

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Instructor Responsibilities

- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that opportunities to participate are shared equally by all students in the class.

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

Submitting Electronic Files

All electronic files must be submitted in word(.doc, .docx) unless otherwise stated. Please name your file in the using the following convention: *Assignmentname_Yourname.doc*. Files in formats other than doc, docx and/or without the proper naming convention (or at least a reasonable attempt) will be returned to the student and additional handling charges (lost points) may apply.

Course Fees

There are no course fees associated with this course.

Late Work

All discussion postings and assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments will not be accepted if submitted 48 hrs after the due date. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Medical explanations must be accompanied by a doctor's note. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

[The Honor Pledge](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)

- [Online Resources for Students with Disabilities](#)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University:

<http://www.usu.edu/student-services/student-code/>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.