

California State University, Northridge
Department of Special Education

SPED 563: Spoken Language and Audiology for Teachers of the Deaf/Hard of Hearing
FALL 2007

INSTRUCTOR: Rachel Friedman Narr, Ph.D

OFFICE: ED Bldg. 2210

TIME: Mondays 4:20-8:20

OFFICE HOURS: by appointment

CLASS #:15223

EMAIL ADDRESS: rachel.narr@csun.edu

CLASSROOM: ED1130

The Department of Special Education cannot take messages for professors. **Please do not call the Department office to report anticipated absences or late arrivals.**

Conceptual Framework: The College of Education, as a professional school, is committed to advance learning, teaching, and student success. This is accomplished using a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled, and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships throughout campus and with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service, and collaboration with the community and professions. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and advance their success in accordance with national, state and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

COURSE DESCRIPTION

Examination of audiological and speech theory and practice pertinent to the teaching of the deaf and hard of hearing with emphasis on bilingual methods, procedures, and materials used in teaching speech, speechreading, and auditory training. Study on research and literature of spoken communication of the deaf and hard of hearing.

COURSE OBJECTIVES

Students will be able to:

1. Describe the anatomy of the ear and the etiology and characteristics of hearing loss;
2. Discuss major historical trends of Audiology, assessment, and spoken English development;
3. Describe and contrast speech development of hearing and DHH children;
4. Discuss basic audiology and speech assessment principles as they relate to individuals who are DHH;
5. Describe the current status of personal and group amplification and the role of the teacher in maintenance and optimal use of such devices;
6. Utilize audiology and speech information to design and implement instructional plans in developing specific auditory or spoken English skills;
7. Explore the various places of audiology and spoken English in a bilingual environment;
8. Research current trends in cochlear implants, especially for deaf children, and their maintenance in the classroom;
9. Review IEP goals on audiology and spoken English and the collaboration between the teacher and the service providers;
10. Develop strategies in working with parents of students who are DHH in optimizing their children's audiology and spoken English development.

REQUIRED TEXTS:

Readers are available for purchase for this course.
Please place the reader into a 3-ring binder.

Presentation Methods for the Course:

The course will use a variety of teaching methods, including discussion, lecture, live and videotaped demonstration, field-based observation, student presentations, hands-on and simulated classroom and laboratory practice, and internet-based learning opportunities.

INSTRUCTORS NOTES:

- Students may also receive and be responsible for additional reading material provided during this class. Each student should organize class and book notes, and supplemental reading material into your 3-ring binder. This can serve as a readily accessible *reference and resource manual for future academic and professional work*. Optional readings for students interested in a more detailed look at certain topics are also available from the instructor, library, and internet upon request.
- Please proofread all of your assignments. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Student papers should reflect high quality and be appropriate for **graduate level** course. Late unexcused papers will be penalized.
- Late assignments will be penalized 10% of the total grade for each week (and portions thereof) the assignment is late.

- Assignments may be turned in through email or Web CT. When sending email, please include a pertinent topic in the “subject” heading. Unidentified emails will be automatically rejected.
- Writing Requirements within the graduate program: This is a **graduate course** and students are expected to turn in papers and assignments of graduate quality. All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proof read before they are handed in. Please discuss individual concerns with your professor.
- Writers in the fields of psychology, other behavioral and social sciences and special education express their ideas in a form and style developed by the American Psychological Association, commonly referred to as “APA”. This writing form and style is familiar to a wide audience and allows the reader to concentrate on the content of the writing. It is expected that students will follow the requirements of APA style rules in all written course assignments. Such requirements are detailed in the Publication Manual of the American Psychological Association, 5th edition, 2001. You may also find useful information at www.apastyle.com. Students will find the APA Manual to be an invaluable resource and are encouraged to review and perhaps purchase the edition.
- Cheating and plagiarizing are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.
- Respectful classroom conduct is expected at all times.
- Cell phones, pagers, and instant messengers should be OFF.
- Laptop computers are permissible if used for notetaking. Internet surfing and instant messaging is not permissible during class, unless as part of an assignment.
- *Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the center will verify the existence of a disability based on the documentation provided and approved accommodations. Students who are approved for test taking accommodations must provide an Alternative Testing Form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at 818.677.2684.*

GRADING STANDARDS

Grading Rubric

A = Outstanding - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Attendance and participation in class is consistent and engaging.

B = Very Good - Performance reflects complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Attendance and participation in class is consistent and engaging.

C = Satisfactory - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Attendance and participation is sporadic and limited.

D = Barely Passing - Performance reflects severe misconceptions about the information. There is little or no demonstration of generalization or application. Assignments are incomplete, poorly prepared, and/or missing. Attendance and participation are poor.

F = Failing - Performance reflects lack of engagement with the information. No assignments are completed. Attendance and participation are poor.

<u>Percentage of Points</u>		<u>Grade</u>	
93 - 100	A	78 - 79	C+
90 - 92	A -	73 - 77	C
88 - 89	B+	70 - 72	C -
83 - 87	B	60 - 69	D
80 - 82	B-	00 - 59	F

INC grades are considered using university guidelines. Please see the University Catalog.

THOUGHTFUL DISCUSSIONS	
Communicate your own ideas	ARE NOT a summary
Are creative	ARE NOT a regurgitation of the material
May contain a critique	ARE NOT boring
Provoke other thoughts	
May be questions	
Are based on the literature	

Required Assignments: SPED 563 Fall 2007
Audiology & Spoken Language Development for Teachers of the DHH

All assignments must be typed on 8 1/2 X 11 paper, with standard fonts (e.g., 12 point); double-spaced; and margins (e.g., 1"). Correct spelling, grammar, and punctuation are expected. Submit assignments using email or WebCT. **Documents should be saved as MS Word documents.** *Specific guidelines are available for each assignment. Rubrics for grading are attached to each set of guidelines.*

Assignment	CSTP/CED Standards	Points Possible = 240	Due Date
Individual Assignments			
Personal Philosophy of Auditory and Spoken Language Development: Discuss your philosophy of auditory and spoken language development with students who are DHH. This assignment will become part of your portfolio.	CSTP: Developing as a Professional Educator. CED: Professionalism & Ethical Practices (Disposition)	20	First copy Due 09/17 Final copy Due 12/03
Research Analyses: Read, summarize, and critique two research articles pertaining to aural/oral development with students who are D/HH.	CSTP: Developing as a Professional Educator. CED: Professionalism & Ethical Practices (Knowledge)	30	Article 1 Due 10/08 Article 2 Due 12/03
Observations: Complete 2 observations of aural rehabilitation (speech/auditory therapy) with DHH student(s). HEI or JTC class fieldtrip in lieu of ONE observation	CSTP: Developing as a Professional Educator. CED: Characteristics of Learners (Knowledge)	20	1 Due 11/05 1 Due 11/26
Quizzes and Reading Assignment Activities: A variety of activities will be conducted that require interaction and response to the readings. Activities may be in class, online at home, small group, individual, quizzes, or discussions.	All Standards: Knowledge and Skills	50	Weekly
In-Class participation/Online Discussions: In-class and online participation are required. Participation consists of comments and questions, active listening and engagement during class, and reading preparation. Online discussion forums and activities are expected for	All Standards: Knowledge, Skills, and Dispositions	20	Weekly

<p>extended dialogue and learning within topic areas. <i>See participation rubric for grading criteria.</i></p>			
<p>Collaborative Assignments</p> <p>You will form small collaborative working groups to complete the following assignments</p>			
<p>Jigsaw and Case Study: Functional Auditory Assessments & Speech/Auditory Training Curricula</p> <p>Your group will select and become experts on one Functional Assessment and one Speech/Listening Curriculum. Assessments and Curricula will then be applied within a case study format.</p>	<p>CSTP: Engaging and Supporting All Students in Learning; Assessing Student Learning; Developing as a Professional Educator CED: Assessment, Diagnosis & Evaluation</p>	<p>50</p>	<p>Discussed in class 10/29</p> <p>IN CLASS ACTIVITY Nov. 19</p>
<p>Integrated Auditory & Spoken Language Development Lesson:</p> <p>Your group will develop a content area lesson and choose appropriate goals for speech and/or auditory development to integrate into the lesson. You will implement your lesson for the class.</p> <p>Include the lesson plan, the adaptations you made to the lesson to infuse speech/auditory skills, your data recording strategy, and a written summary and evaluation of the lesson.</p>	<p>CSTP: Engaging and Supporting All Students in Learning; Planning Instruction and Designing Learning Experiences for All Students; Understanding and Organizing Subject Matter for Student Learning. CED: Instructional Content & Practice; Planning & Managing the Teaching & Learning Environment</p>	<p>50</p>	<p>Discussed in class 11/26</p> <p>IN CLASS ACTIVITY Dec. 10</p>