

California State University, Northridge
Department of Special Education

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

INSTRUCTOR

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

College Conceptual Framework
(Revised: Summer 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

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.

NOTE: *This course includes 5 hours of the required 200 hours of supervised early fieldwork. This guided fieldwork is accomplished through two supervised field-based, service-learning projects that focus on strategies for the **development of listening and spoken language skills**. Mentorship for the field-based projects comes directly from the instructors. Each of the projects is implemented with deaf students (or their families) and is guided and scaffolded by the instructors. The instructors provide mentorship through modeling and explicit feedback of project implementation and in many cases, students are encouraged to repeat the project if/as necessary.*

COURSE OBJECTIVES

Students will be able to:

1. Describe the anatomy of the ear and the etiology and characteristics of different hearing levels, including unilateral and minimal hearing levels
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.
11. Describe the relationship between early identification and early intervention, and various facets of early intervention.

REQUIRED Reading:

[Chapter-based website](#): Friedman Narr & Evans, (2014). Spoken Language and Audiology.

You will also receive and be responsible for additional reading material provided during this class. These resources can serve as a readily accessible **reference and resource manual for future academic and professional work**. Optional readings for anyone interested in a more detailed look at certain topics are also available from the instructors, library, and internet upon request.

Articles

Bernstein, L. E. & Auer, E. T. (2003). Speech perception and spoken word recognition. (Ch. 27). In Marschark, M., & Spencer, P.E. (Eds.). *Oxford Handbook of Deaf Studies, Language, and Education*. New York, NY: Oxford University Press.

- Davidson, K., Lillo-Martin, D., & Pichler, D.C. (2013). Spoken English language development among native signing children with cochlear implants. *Journal of Deaf Studies and Deaf Education*, 19, 238-250.
- Fitzpatrick, E. M., Wittingham, J., Durieux-Smith, A. (2014). Mild bilateral and unilateral hearing loss in childhood: A 20-year view of hearing characteristics, and audiologic practices before and after newborn hearing screening. *Ear and Hearing*, 35, 10-18.
- Geers, A. E., Mitchell, C. M., Warner-Czyz, A., Wang, N., Eisenberg, L. S. (2017). Early sign language exposure and cochlear implantation benefits. *Pediatrics*, 140, 1-9.
- Jackson, C.W., Wegner, J.R., & Turnbull, A.P (2010). Family quality of life following early identification of deafness. *Language, Speech, and Hearing Services in Schools*, 41, 194-205.
- Jamieson, J.R., (2010). Children and youth who are hard of hearing: Hearing accessibility, acoustical context, and development. (376-389). In Marschark, M., & Spencer, P.E. (Eds.). *Oxford Handbook of Deaf Studies, Language, and Education*, vol. 2. New York, NY: Oxford University Press.
- Kyle, F. E., Campbell, R., MacSweeney, M. (2015). The relative contributions of speechreading and vocabulary to deaf and hearing children's reading ability. *Research in Developmental Disabilities*, 48, 13-24.
- Litovsky, R. (2010, February 16). Bilateral cochlear implants: Are two ears better than one? *The ASHA Leader*.
- NSF Science of Learning Center on Visual Language and Visual Learning. (2012). Research Brief No. 6: The implications of bimodal bilingual approaches for children with cochlear implants.
- Porter, H., Sladen, D. P., Ampah, S.B., Rothpletz, A., & Bess, F. H. (2013). Developmental outcomes in early school-age children with minimal hearing loss. *American Journal of Audiology*, 22, 263-270.
- Swanwick, R. (2016). Deaf children's bimodal bilinguals and education. *Language teaching*, 49, 1, 1-34.
- Tobey, E. (2010, February 16). The changing landscape of pediatric cochlear implantation: Outcomes influence eligibility criteria. *The ASHA Leader*.
- Young, A. (2010). The impact of early identification of deafness on hearing parents. (241-250). In Marschark, M., & Spencer, P.E. (Eds.). *Oxford Handbook of Deaf Studies, Language, and Education*, vol. 2. New York, NY: Oxford University Press.

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.

Course Expectations

We strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student experience.

If you have a disability and need accommodations, please register with the **Disability Resources and Educational Services** (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact the instructor to set up an appointment.

We highly value effective communication. If you are confused, have needs, or would like to share something with either instructor, please reach out. While we check-in with students from time-to-time during the semester, we don't know what you don't share. We can help problem-solve if/ as needed.

IMPORTANT NOTICE ON CSUN COMMUNICATION: CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or preferred address, log in and select Mail for forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

There's more....

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

Online Etiquette (for *synchronous* online classes)

All of your learning activities take place online which requires rules of etiquette for everyone in the class to follow. For this course we will primarily use Canvas and Zoom.

Your attendance is crucial, not only for you but for your classmates, too! Every student has something of unique value to add to the class environment based on your life experience,

background, ethic and cultural heritage. Don't be stingy, come to our online class and share your talents and knowledge with all of us!

Because American Sign Language is a visual language, we ask that you keep your camera on during class. **The class policy is that your screen name be visible on your device.** It's highly encouraged that you use a computer for access the class and related materials. If you need assistance accessing a computer through CSUN, please let me know as soon as possible. (Occasionally, you might need to use a cell phone or tablet. If so, be sure to add your name to your device before the beginning of the class.)

Once you enter the Zoom room, you will be muted. This ensures all members of the class can hear the instructors and any background noise from your location will not be disruptive. It will be important to remain muted until called on by the professor to avoid disruptions during class.

During our first class we will review the buttons on Zoom that allow students to raise their hands and ask questions using the Chat function and how to enter and leave breakout rooms.

Please contact us should you have special requests or have questions about this policy.

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.

Required Assignments:

Correct spelling, grammar, and punctuation are expected for all work.

Specific guidelines are available for each assignment. Rubrics for grading are attached to each set of guidelines.

Assignment	DHH TPEs/CED Standards	Percent of Grade
Personal Philosophy of Auditory and Spoken Language Development: Discuss your philosophy of auditory and spoken language development with students who are DHH.	CED: Professionalism & Ethical Practices (Disposition)	10%
In-class participation, Reading Quizzes & Online Discussions Individual assessment of knowledge and skills through theory and application. The exam will contain multiple choice, open ended, and essay type responses.		25%
Understanding Research: Analyze and and discuss two articles pertaining to aural/oral development with students who are D/HH.	CED: Professionalism & Ethical Practices (Knowledge)	15%
Language planning in bimodal/bilingual classroom: Explain the idea of "translanguaging" and why it's critical in Deaf Education. Explain the role of language planning in a multilingual, bimodal deaf education classroom. Use the case study classroom OR use the students in your own class to create a language plan for the class.	DHH 1.5 DHH 4.1 DHH 4.6	20
Service Learning/ Community Engagement Assignment: In-service for General Education Teaching Staff Successful completion of this project satisfies 2.5 hours of the early fieldwork requirement.	DHH 2.6 DHH 2.7 DHH 3.5 DHH 6.4 DHH 7.12	15%
Service Learning/ Community Engagement Assignment: Audiogram explanation for parents Successful completion of this project satisfies 2.5 hours of the early fieldwork requirement.	DHH 5.4 DHH 6.2	15%

Weekly Schedule
(Subject to change with prior notice)

	Topic/ Assignments		Reading Due for this session
Week 1	Overview and Introduction to the Course		
Week 2	Foundations DHH 2.3 DHH 4.2 DHH 6.1 DHH 6.1		Ch. 1 Rethinking Deaf Education Ch. 2 Empowering Today's Teachers Deaf Children's Bilingual Bimodalism (Swanwick, 2016) The "Why" and "How" of a Bilingual-BiModal (Nussbaum, et.al., 2012) Weekly Reading Response
Week 3	<ul style="list-style-type: none"> • Foundations continued • Audiograms • Roles and Responsibilities; Collaboration with service providers DHH 2.7 DHH 2.7 DHH 4.7 DHH 4.7 DHH 7.12 DHH 7.12	Sound Audiograms	Ch. 3 Foundations of Hearing & Spoken Lang Roles and Responsibilities of ToDs Weekly Reading Response DHH 4.7
Week 4	<ul style="list-style-type: none"> • Audiological Assessments DHH 5.3 DHH 5.3 Assignments: <ul style="list-style-type: none"> • Development of Service Learning/Community Engagement Assignments • Research in Deaf Education 	Requirements and Rubrics for the Community Engagement Assignments Parent Friendly Letter explaining language and speech Research assignment	Ch. 4 Describing Hearing Applications of Language Planning Geers, et.al. (Early sign language exposure and cochlear implantation benefits, 2017) Deaf Children Need Language (Hall, Hall, & Caselli, 2019) Baade (2022). Ending Audism begins with education. <i>ASHA Leader</i> , May/ June 2022.

			Weekly Reading Response
Week 5	<ul style="list-style-type: none"> • Audiological Assessment (con't) • Audiograms Practice • Auditory Neuropathy • Speechreading 	Portable audiometers for hands-on activity	Ch. 5 Audiological Assessment Ch.9 Speechreading Weekly Reading Response
Week 6	<ul style="list-style-type: none"> • Cochlear Implants • Early Intervention 		Clark et al (2020). Early intervention protocols: Proposing a default bimodal bilingual approach for deaf children. <i>Maternal and Child Health Journal</i> , 24, 1339-1344. VL2 Research Brief: Family Involvement in ASL Acquisition Language 1 st Parent Guide Weekly Reading Response
Week 7	<ul style="list-style-type: none"> • Listening Technology 	Language 1 st Neuroplasticity and Cochlear Implants: Clinical Implications Advanced Bionics Tools for Schools	Ch. 6: Listening Technology VL2 Research Brief: Cochlear Implants Weekly Reading Response
Week 8	<ul style="list-style-type: none"> • Hearing aids • FMs • Classroom Acoustics • Educational Audiology DHH 2.6 DHH 2.6 DHH 6.4 DHH 6.4 	Practice presentation Preparation for Field Trip to JTC	Ch. 7: In the Classroom Hearing aid technology videos Demonstrations and Hands-on Lab.
Week 9	<ul style="list-style-type: none"> • Practice Presentations 		Ch.8: Teaching Strategies for Developing spoken language

			Weekly Reading Response
Week 10	<ul style="list-style-type: none"> Language Planning in deaf education classrooms DHH 1.5 DHH 1.5 DHH 4.1 DHH 4.1 DHH 4.2 DHH 4.6 DHH 4.6	Language planning schedules	<p>DeJong, et al (2019). Multilingualism as a resource. <i>Theory into Practice</i>, 58, 107-120.</p> <p>Wolbers, et al (2023). Translanguaging framework for deaf education. <i>Languages</i>, 8, 1-24.</p> <p>Compton, et al. (2014). Applications of Language Policy and planning to deaf education. <i>LPREN Brief</i>. Center for Applied Linguistics.</p> <p>Weekly Reading Response</p>
Week 11	<ul style="list-style-type: none"> Applications for classroom instruction Itinerant Teaching Spoken language Curricula Listening Curricula 	Presentations in various schools and with parents	
Week 12	<ul style="list-style-type: none"> Mild / minimal hearing levels 		<p>Bess et al. (2019). Listening-related fatigue in children with unilateral hearing loss. <i>Language Speech and Hearing in the Schools</i>, 51, 84-97</p> <p>Re-Read Ch. 4.4: mild, minimal hearing levels It's not nothing. pdf</p> <p>Weekly Reading Response</p>
Week 13	No Class- Thanksgiving		

Week 14	Teaching strategies continued DHH 3.5 DHH 3.5		Nussbaum, et al (2012). Students who are deaf and hard of hearing and use sign language: Considerations and strategies for developing spoken language and literacy skills. In DeConde Johnson & Yoshinaga-Itano (Eds). <i>Maximizing intervention for children who are deaf and hard of hearing</i> . Thieme Medical. Weekly Reading Response
Week 15	Practice Presentations DHH 3.1 DHH 5.4 DHH 5.4 DHH 6.2 DHH 6.2		
Week 16	Service-Learning Presentations		

SPED 563 Syllabus linking page

Standard	Page #	Standard	Page #
DHH 1.5 DHH 1.5	9	DHH 1.5	
DHH 2.3	7		
DHH 2.6 DHH 2.6	8	DHH 2.6	6
DHH 2.7 DHH 2.7	7	DHH 2.7	6
DHH 3.1	10		
DHH 3.5 DHH 3.5	10		
DHH 4.1 DHH 4.1	9	DHH 3.5	6
DHH 4.2	7	DHH 4.1	6
DHH 4.2	9		
DHH 4.6 DHH 4.6	9		
DHH 4.7 DHH 4.7	7	DHH 4.6	7
DHH 5.3 DHH 5.3	7		
DHH 5.4 DHH 5.4	10	DHH 5.4	6
DHH 6.1 DHH 6.1	7		
DHH 6.2 DHH 6.2	10	DHH 6.2	6
DHH 6.4 DHH 6.4	8	DHH 6.4	6

DHH 7.12 DHH 7.12	7	DHH 7.12	6
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