

**SYLLABUS**  
**COMDDE 4630, 6630**  
**SPEECH FOR STUDENTS WHO ARE**  
**DEAF AND HARD OF HEARING**

**SPRING SEMESTER, 2008**  
**ELIZABETH PARKER, INSTRUCTOR**  
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**Office Hours:** I work in Salt Lake City at the Utah School for the Deaf, 2870 Connor Street. I am available through email or voicemail at all times. If you would like to meet with me in person, please contact me and we can talk before or after class. I check email and messages several times a day and usually can get back to you within 24 hours.

**Location:** Class will be held Thursdays, throughout Spring Semester from 9:30-12:00\* in room \_\_\_\_\_ of the \_\_\_\_\_ building. We will work through the entire time with one ten-minute break. If you like, you may bring snacks to class.

**Course Description:** This course is designed to provide teachers, parent-infant advisors, speech pathologists and other team members the background and skills needed to work as a team to maximize students' potential to use spoken communication as a tool with which to communicate in the world around them.

**Objectives:**

- \*Understand the anatomy and physiology of the hearing and speech mechanisms;*
- \*Determine where and how to begin a speech program;*
- \*Complete an Oral-Peripheral Examination;*
- \*Analyze the phonetic and phonologic levels of speech;*
- \*Select appropriate teaching strategies for a variety of phonemes*
- \*Evaluate the need for various amplification options;*
- \*Recognize the strengths of each team member and demonstrate willingness to work together using a team approach.*
- \*Be able to understand the International Phonetic Alphabet both receptively and expressively.*

## **Requirements:**

### **Attendance.**

Since this class meets only once a week, please make every effort to attend every class. You will be graded on participation each week. If you must miss due to illness or family emergency, it will be the student's responsibility to make up the missed work.

### **Textbook:**

Spoken Communication for Students Who Are Deaf or Hard of Hearing: A Multidisciplinary Approach, by Diane H. Klein and Elizabeth W. Parker, available at the USU bookstore and at [www.buttepublications.com](http://www.buttepublications.com) or by calling: 1-866-312-8883.

### **Readings:**

I will either make copies of other pertinent articles of interest for your reading collection, or will give Internet addresses for others.

### **Tests:**

1. We will have weekly quizzes\*, which will be on the IPA and the assigned readings.
2. There will be two equally weighted exams: a mid-term and a final. These will cover everything including readings, IPA, lectures, group activities and your personal experiences. The final exam will be inclusive of the entire semester.

### **Assignments:**

1. **The Student Speech Record/Oral Peripheral Exam.** Select a child with whom to work. Children between the ages of 4-7 are usually ideal for this assignment. Complete the Student Speech Record/Oral Peripheral Exam on this child. Videotape yourself completing this assessment. Videotapes should be between 8-10 minutes long.
2. **Research Paper.** You may choose a topic related to **speech and deafness** and complete a 5-7-page research paper detailing your findings. You need to use a minimum of five sources and list these on your completed bibliography. Use a variety of sources including the Internet, personal communications, books, journal articles and others. APA style must be used. Your final report needs to be unbiased, factual and well researched from all points of view.
3. **Oral Presentation.** You need to prepare a 40-60 minute oral presentation on your research paper. The presentation needs to be in PowerPoint and include a one-page handout for each class member and for me.
4. **Cyber Mentors.** You will each be assigned a cyber mentor with whom you will communicate through email. You need to write to him or her at least three times throughout the semester.
5. **Speech Lesson Plan.** You will develop and demonstrate a lesson plan for 2 speech phonemes. Make copies to share with the class.

## **Grading:**

Grades are made on an objective and subjective basis. The quizzes, tests and papers are graded objectively or subjectively depending on the question and given percentage scores. (example: if you get 94 out of 122, you receive a 77% on the test). The questions or assignments are graded subjectively based on the following guidelines:

A = Consistently shows the highest level work; goes the extra mile demonstrating knowledge; well-written, descriptive, on time and shows deep thought and analysis. There are no errors in grammar, spelling or syntax. Ideas are backed up with research.

A- = Excellent work with no spelling, grammatical or syntactical errors. Students have done good research and understand the material.

B+ = Good work showing some weaknesses in certain areas. Work is somewhat less consistent and may contain some errors in grammar, syntax or spelling.

B = Good work with weaknesses in certain areas. Student has done the work adequately and may show several errors in grammar, syntax or spelling.

B- = Completed the work, but with several areas of concern. May not adequately back up knowledge of the research; contains errors in grammar, syntax and spelling; is incomplete in expression of ideas.

C+ = Work shows several areas of concern including expression of ideas, understanding of topic and ability to communicate knowledge of material. Work may include several errors in grammar, syntax and spelling.

Point system:

Cyber Mentor Program	50	
speech lesson plan	30	
weekly quiz average*	100	*lowest quiz score dropped
midterm	100	
final	100	
research paper	100	
outline/handout	20	
class presentation	50	
<u>SSR</u>	<u>50</u>	
<b>Total Possible Points:</b>	<b>600</b>	

564-600=A

546-563=A-

528-545=B+

510-527=B

492-509=B-

474-491=C+

456-473=C

438-455=C-

CED Requirements: We strive to successfully meet the standards outlined by the Council for Exceptional Children and the Council on Education of the Deaf. In this class we include objectives from CEC Standards:

1K1, 1K3, 1K5, 2K4, 2S1, 3K1, 3K2, 3S4, 3S5, 3S9, 4S1, 5S1, 8K1, 8K4, 8K5, 8S1, 8S6, 9S5

CED Standards: 1.2, 1.3, 1.7, 1.8, II.1, II.4, II.5, II.7, III.1, III.2, III.S.1, IV.1, IV.2, IV.3, IV. 8, IV.S.2, IV.S.4, V.S.1, VII.2, VII.3, VII.S.2