

**Syllabus for Seminar in Speech for the Deaf  
CSDS 262 Spring 2019  
California State University, Fresno**

<b>Course Information</b>	<b>Instructor Name</b> Chantel Cox, Ed. D.
<b>Units</b> 3.0	
<b>Time</b> –Weekly online instruction and ten face-to-face hours required during 2 weekends of required attendance on the CSU Fresno campus. Three one hour required synchronous meetings to be arranged.	<b>E-Mail:</b> chantelc@mail.fresnostate.edu
<b>Location of face-to face meetings:</b> TBA	<b>Telephone</b> (559) 250-3947 (Cell-call/text okay)
<b>Website</b> – To access the course on <a href="http://blackboard.csufresno.edu">Blackboard</a> login to <a href="http://blackboard.csufresno.edu">http://blackboard.csufresno.edu</a> using your Fresno State username and password. <b>For help with Blackboard</b> contact The Blackboard Resource Center at 278-7373 or send an email to <a href="mailto:tiltsupport@csufresno.edu">tiltsupport@csufresno.edu</a> .	<b>Office Hours:</b> TBA <b>Department Address</b> California State University, Fresno CDDS Dept., Deaf Education 5310 N Campus Drive M/S PH 80 Fresno, CA 93740-8019

## Catalog Description

Prerequisite: CSDS 162, 202, permission of instructor

Methods to develop oral communication for deaf and hard-of-hearing children and youth; demonstration and off-campus practicum. (Formerly CSD 262 and CDDS 262)

## Course Information

This course is an 80/20 hybrid course with 80% of the instruction online and 20% of the instruction in a face to face setting. This course will familiarize you with the types of assessment instruments and teaching strategies used to teach speech to Deaf and Hard of Hearing (D/HH) children, and will give you an opportunity to begin implementing appropriate speech techniques in lessons with children. You will also become familiar with related topics such as Cued Speech, current technology, and cochlear implants.

## Prerequisites

Basic knowledge and understanding of: speech and language development of deaf and hard of hearing children, audiological assessment information, hearing aids, cochlear implants, auditory development, speech acoustics, and lesson planning. Prerequisite learning modules: Introduction to spoken language, describing spoken language, Daniel Ling philosophy, Auditory development, Writing behavioral objectives, Anatomy and physiology of speech production.

## Recommended Textbooks and Materials

Tye-Murray, N. (2009). *Foundations of aural rehabilitation, 3<sup>rd</sup> Edition*. Clifton Park, NY: Selmar

Ling D. (2001) *Speech for the hearing impaired*. Washington D.C.: AG Bell Association of the Deaf.

Chute, P., & Nevins, M. (2006). *School Professionals working with children with cochlear implants*. San Diego, CA: Plural Publishing.

Marschark, M., & Spencer, P. (2006). *Advances in the spoken language development of deaf and hard-of-hearing children*. New York, NY: Oxford University Press, Inc.

## Course Organization

The course will follow the tentative schedule. Any changes will be noted by announcement in Blackboard or with an email message to students.

## Primary Learning Outcomes

1. Identify audible speech sounds from a student's aided and unaided audiogram.
2. While working on curriculum content, assess, execute, and evaluate weekly individualized speech lesson with a Deaf/Hard of Hearing (D/HH) student.
3. Given a videotape of a D/HH student speaking and/or signing:
  - Identify two major areas of speech in which the child needs intensive speech work and/or two major areas of language in which the child needs intensive language work
  - Select the area most crucial to developing intelligible speech and/or intelligible language production
  - List in detail specific activities to remediate errors
4. Complete CSDS 262 and Chapter Outlines and Research Summaries
5. Compare and contrast Cued Speech and Visual Phonics: the major features, the advantages, and disadvantages
6. Demonstrate communication strategies for individuals who are deaf and blind
7. Develop a file of speech activities appropriate for D/HH students using at least 8 resources
8. Develop a file of ASL activities appropriate for D/HH students using at least 8 resources
9. Use established systems to identify syllabification and phrasing in spoken English, and parameters and prosody in ASL
10. Write a 5-6 page research paper on a topic related to speech development or ASL development and present research to the class

## Grading

Course Assignments	Points	
A. Tests	100 points	(20%)
B. Practicum	100 points	(20%)
C. Practicum Portfolio	50 points	(10%)
D. Current Issues Research Paper	50 points	(10%)
E. Speech/Language Activities file	50 points	(10%)
F. Assignments	50 points	(10%)
G. Final Exam	100 points	(20%)
<b>Total Points</b>	<b>500 points</b>	

Total Points	Grade	
450-500	A	90%-100%
400-449	B	80%-89%
350-399	C	70%-79%
300-349	D	60%-69%
Below 300	F	59% and below

Total number of points possible is 500 points.

## Examinations and Major Assignments

### **A. Tests** (2 tests, 50 points each, 100 points total)

There will be two tests covering course readings, class lectures and discussions. Online test items will be multiple choice, short answer, or true/false. One make-up test will be allowed.

### **B. Practicum** (100 points for teaching, 50 points for portfolio)

With the support of your university instructor, you will find a classroom with a credentialed DHH teacher in your area to teach a minimum of nine speech and/or language lessons to two Deaf or hard of hearing children during the semester. The university instructor will supervise your lessons with either direct supervision or asynchronous supervision through video. Written lesson plans and detailed description of teaching material will be submitted via email at least four days before each scheduled practicum. Before each lesson is taught you will incorporate any suggestions from the instructor by revising your lesson before teaching. During the speech practicum sessions, you will video the session and document student responses. After completing each session of practicum, you will submit 15 minutes of the digital video with your own evaluation of the lesson along with documentation of the student responses on the electronic copy of the revised lesson plan with 48 hours.

Lesson plans will be written to address core academic standards and include each of the following areas:

- Articulation Instruction and Practice
- Vocabulary Development

Auditory Based Activities  
Cognitive strategies

Your practicum performance will be evaluated using the following criteria:

- Teaching effectiveness (including perceptiveness and flexibility)
- Ability to communicate with client
- Quality of lesson plans
- Quality of clinical materials
- Implementation of professor's suggestions
- Punctuality (of lesson plans and practicum attendance)**

**Practicum portfolio**

At the end of the semester, you will submit a practicum portfolio that includes:

- An evaluation of speech sound production of your students at the beginning of the semester and at the end of the semester
- Lesson plans with added self -evaluations and documentation of student progress for each lesson
- Samples of materials used
- Log of practicum hours
- Copies 4 digital videotapes of your speech lessons

**Speech Activities File** (50 points)

To begin developing a collection of appropriate speech activities to use in your own classroom, and to become familiar with well-known resources and authorities in the field of speech for the deaf, you will submit a speech activities file, including the reference (author, date, webpage) for each activity. The file can be an electronic document or the file can be typed or neatly printed in ink on index cards and put in a file box. The file will be submitted with an APA reference list including at least 8 sources. File will include the areas of:

<b>Articulation</b>	<b>Cards</b>	<b>Activity</b>
<b>Vowel production</b>	5 cards	
	1 card	listing front vowels, back vowels, central vowels, r-colored vowels and diphthongs
	1 card	drills for practice (may include Daniel Ling)
	3 cards	Additional activities for practicing vowels from other sources
<b>Common vowel errors</b>	5 cards	
	1 card each	neutralization, substitution, diphthongization, prolongation, nasalization. Describe remediation strategies for each
<b>Consonant production</b>	18 cards	
	1 card	Reference card listing the manner and place of production for all consonant sounds.

**Articulation**

<b>Cards</b>	<b>Activity</b>
1 card	appropriate placement, placement, and practice for semi-vowels sounds
1 card	Appropriate placement, placement, and practice for fricative sounds
1 card	Appropriate placement, placement, and practice for plosive sounds
1 card	Appropriate placement, placement, and practice for stop sounds
1 card	Appropriate placement, placement, and practice for nasal sounds
1 card	Appropriate placement, placement, and practice for liquid sounds
1 card	Appropriate placement, placement, and practice for affricate sounds
10 cards	Articulation activities from additional sources

**Rhythm**

15 cards	
13 cards	Best activities for phrasing, stress/accent, syllabification
1 card	Rules for Phrasing (Clarke Curriculum)
1 card	Rules for Syllabification (Clarke Curriculum)

**Voice**

15 cards	
1 card	Ling subskills for vocalization
1 card	Ling subskills for loudness
1 card	Ling subskills for pitch
1 card	Ling subskills for duration
11 cards	Activities for breathing/breath control, resonance/nasality, pitch, quality, and loudness

ALL SPEECH SOUNDS NEED TO BE WRITTEN USING NORTHAMPTON SYMBOLS. You will need to change IPA symbols found in resources to the appropriate NH symbol.

Your activities file will be evaluated using the following criteria:

<b>Graded Activity</b>	<b>Points</b>
Completeness/ accuracy	20
Organization/ clarity	10
Thoroughness of bibliography/ APA format	1
Efficiency of reference retrieval	10

Five percentage points will be deducted from the final grade for each calendar day late.

#### **D. Current Issues Research Paper** (50 points)

You will research a current issue related to spoken language for deaf or hard of hearing students. Topic must be approved by the instructor. Using the Publication Manual of the American Psychological Association, you will prepare a Literature Review (Section 1.02) of the topic selected. A minimum of 5 sources (2 published in the last 2 years and 3 resources published in the last 5 years) must be cited in the paper. You will research, summarize and compare original source research based on research with data collection in a 5-6 page, approximately 1500 word, typewritten paper using APA guidelines. You must include a Title page (Section 2.01 - 2.03), Abstract Section 2.04), Introduction (Section 2.05), Conclusion (Section 2.08) and References (Section 2.11). Possible topics include: Cochlear implant research, Current technology of hearing aids and auditory trainers, Brain development research related to rehabilitation or speech development, Speech development, Speech Intelligibility. Five percentage points will be deducted from the final grade for each calendar day paper is late.

#### **Online presentation**

You will be required to provide an online presentation on your researched topic. The presentation should highlight the research found. You will need to have visual materials to support your presentation. Your paper and presentation will be evaluated using the following criteria:

<b>Evaluated on:</b>	<b>Points</b>
Use of APA guidelines	10
Organization/flow	5
Writing style	10
Content	10
Clarity of expression	5
Online presentation	10

#### **E. Assignments and Research Summaries** (50 points)

Assignments or article summaries will be due each week. Please see tentative schedule for assigned articles and activities. Article summaries need to include the following information: title, authors, APA Reference, and a 1-2 paragraph summary of the information and a reflection on how you will use this information in your future practice.

#### **F. Final Examination** (100 points)

For your final exam, you will watch a videotaped speech sample of a child with a hearing loss and you will identify the two major speech errors affecting intelligibility and state your rationale for your choice. You will then describe the 6 most appropriate activities for remediating each error.

### **Study Expectations**

It is usually expected that students will spend approximately 3 hours of study time outside of class for every one hour in class. Since this is a 3-unit graduate level class, you should expect to study or work on projects an average of 9 hours per week for this class. Some students may need more outside study time and some less.

### **Communication Protocol**

If you wish to contact the instructor, please do so by e-mail. Please make sure you type 'CDDS 262' in the subject heading. You can usually expect a reply within 48 hours if you send the e-mail between Sunday evening and Friday morning.

## *University Policies*

### **TECHNOLOGY REQUIREMENTS FOR THE INTERNET CLASSROOM**

To take this course you must have the following:

- A computer with Internet access.
- An active email account. By default, Blackboard sends mail to your CSUFRESNO email account. **If you do not check your CSUFRESNO email address regularly, please go in immediately and forward your messages to the account that you do check.** Login (email.csufresno.edu), select "Options", then "Settings" then enter the address you prefer under "Mail Forwarding". Please note: you must login to your CSUFRESNO email account and delete old messages or your mailbox will fill up and you will not be able to receive messages.
- **Microsoft Office** (You may purchase Microsoft Office from CVIP with your Fresno State ID).
- Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the FREE Reader. There is a link on the left side of this Web site to "Get Adobe Reader". You will need this plug-in to access documents posted in this class.

Class materials are accessible on Blackboard. Log onto the California State University, Fresno website, look for the drop-down menu on the home page and go to Blackboard. To log in, you must have a CSUF e-mail username and password. **Students are also expected to regularly access their Fresno State email account as this is the account used for official university correspondence and Blackboard communications.**

### **HONOR CODE**

“Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

## **SPECIAL NEEDS**

If you have special needs as addressed by the American with Disabilities Act (ADA) and need course material in alternative formats, please notify me immediately and contact the office of Services for Students with Disabilities, (559) 278-2811. Reasonable efforts will be made to accommodate your special needs

## **CHEATING AND PLAGIARISM**

It is important to know the university policy on cheating and plagiarism when you take tests and write research papers. Cheating and plagiarism in the Fresno State General

Catalog reads as follows:

**Cheating.** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term cheating not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.”

**Plagiarism.** Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used, as one’s own work.” <http://www.csufresno.edu/catoffice/current/>

**Plagiarism Detection** - The campus is now subscribing to the TURNITIN plagiarism prevention service through Blackboard, and you will need to submit written assignments to TURNITIN. Your work will be used by TURNITIN for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILL NOT be available for your viewing. **Because the instructor cannot objectively determine a student’s intentions, she will consider student behavior that is consistent with cheating or plagiarism to be cheating or plagiarism. It is the student’s responsibility to avoid any suspicious behaviors.**

Please be mindful of class assignments. If a class assignment is an individual assignment, meaning each individual turns in one assignment, you **MAY NOT WORK WITH OTHER STUDENTS IN CLASS!** I consider “shared” homework cheating and will treat it as such. This rule applies to tests as well.

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### **DROPS FOR “SERIOUS AND COMPELLING REASONS”**

1. It is important to know that “failing or performing poorly in a class is not an acceptable serious and compelling reason within the university policy, nor is dissatisfaction with the subject matter, class, or instructor.” For additional information read the Fresno State General Catalog available at <http://www.csufresno.edu/catoffice/current/>
2. For other important information regarding the Spring semester see page one in the Schedule of Courses or visit <http://www.csufresno.edu/catoffice/current/calndr.html>

### **COMPUTERS**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."