

ALCB 400A: LIP-READING: SIMPLE CONSONANT SOUNDS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	0
Hours:	2 lecture per week (24 total per quarter)
Advisory:	Students are advised to set aside a short period of time each day to allow practice either in a mirror or with another individual.
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Student will be able to identify two homophones of M.
- Student will be able to explain one technique for improving the listening/communication in a normal listening environment.

Description

Designed for adults with acquired, congenital, or progressive hearing impairment and those who have difficulty processing receptively speech in adverse listening situations. Includes the most visible basic consonant sounds of the English language and how production of these basic speech sounds appears on the lips and face of various speakers. Descriptions of mechanics of the ear, sound, and hearing testing are presented. Large area assistive listening devices are described (e.g., T-coil, FM, infrared, personal captioning devices). Practical experience in lip-reading both in and out of class.

Course Objectives

The student will be able to:

1. Practice lip-reading
 - a. Describe visible homophone groups of easy to recognize consonants
 - b. Demonstrate some ability to follow conversations and discussions using auditory and visual cues
 - c. Demonstrate ability to focus on one person's speech, ignoring background noise, while being able to describe potential obstacles to this process
 - d. Communicate receptively using relatively visible consonants as verbal/non-verbal cues, along with cues from context, semantics, and grammar
2. Utilize coping skills for dealing with hearing loss

Course Content

This course includes lecture/discussions/practice of all or part of these areas except where indicated:

1. Lip-reading
 - a. Words in context, utilizing contextual cues and categories
 - b. Words in isolation and homophones
 - c. Easily visible consonants and the cues related to their production
 - d. Verbal and non-verbal cues
 - e. Features of auditory cues
2. Dealing with hearing loss
 - a. Coping skills and adapting the environment to optimize communication, large venue listening devices
 - b. Social problems related to hearing loss (lecture/discussion)
 - c. Reasonable expectations for hearing aids (lecture/discussion)
 - d. Descriptions of medical and audiological procedures relating to hearing loss, mechanics of ear, and hearing (lecture/discussion)

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: accessible classroom with assistive listening devices as needed, adequate lighting, whiteboard or blackboard, electrical outlets, and wall or screen for projection.
2. When taught online/virtual: students and faculty need internet access with Zoom-capable computer, monitor, and speakers.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Instructor observation of ability to reflect course material
 Participation in all classroom activities
 Student self-assessment of ability to communicate in adverse listening situations

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

The student will participate in discussions
 The student will learn and practice lip-reading techniques
 The student will create and/or present lip-reading materials for others to lip read
 The student will listen to lectures on topics related to hearing loss and lip-reading

Representative Text(s) and Other Materials

Selected articles, websites, and other reference materials as assigned by instructor, including digital resources provided by respected institutes, such as Johns Hopkins University and the Mayo Clinic.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Students are expected to write samples of sentence-length or longer in standard conversational English to illustrate various aspects of lip-reading and lip-reading challenges
2. Students are expected to read various articles and books, and view videos pertaining to subject matter covered in class
3. Outside of class, students are expected to practice speechreading (lip-reading) using materials distributed in class, dedicated practice times with friends and family, as well as using video and online materials

Discipline(s)

Deaf and Hearing Impaired: Disabled Students Programs and Services