

ALCB 400B: LIP-READING: VOWELS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	0
Hours:	2 lecture per week (24 total per quarter)
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 demonstrate ability to focus on one person's speech, ignoring background noise
- Student will be able to demonstrate some ability to follow conversations and discussions using auditory and visual cues derived from a speaker's production of vowel sounds

Description

Designed for adults with acquired, congenital or progressive hearing impairment and/or difficulty processing speech in adverse listening conditions. Includes the most visible vowel sounds of English language and contrasting the appearance of production of different vowel sounds by the oral and facial structures of the speaker. Aspects of hearing and the auditory range of vowels will be discussed. Small area assistive listening devices will be introduced along with special features of hearing aids (e.g., restaurant programs, t-coils, music programs). Practical experience in lip-reading both in and out of class.

Course Objectives

The student will be able to:

1. visibly identify and discriminate vowel sounds in English
2. demonstrate some ability to follow conversations and discussions using auditory and visual cues derived from a speaker's production of vowel sounds
3. demonstrate ability to focus on one person's speech, ignoring background noise
4. communicate receptively using, as part of a message, relatively visible vowels and consonants as verbal/non-verbal cues
5. utilize coping skills and technology for dealing with hearing loss

Course Content

1. Visibly identify and discriminate vowel sounds in English
 - a. Descriptions/identifications of visible aspect of speech production
2. Demonstrate some ability to follow conversations and discussions using auditory and visual cues derived from a speaker's production of vowel sounds

- a. Visible verbal and non-verbal cues
 - b. Auditory cues
3. Demonstrate ability to focus on one person's speech, ignoring background noise
 - a. Visible verbal and non-verbal cues in the presence of noise, visual, and other environmental distractions
 - b. Auditory cues
 4. Communicate receptively using, as part of a message, relatively visible vowels and consonants as verbal/non-verbal cues
 - a. Lip-reading voiced and unvoiced
 - i. Words in context, utilizing contextual cues
 - ii. Words in isolation
 - iii. Easily visible vowels and discrimination of vowel sounds and the cues related to their production that increase probability of understanding
 5. Utilize coping skills and technology for dealing with hearing loss
 - a. Coping skills and adapting the environment to optimize communication, small venue and conversational listening devices and texting devices to optimize clear hearing and vision of both vowels and consonants
 - b. Social problems related to hearing loss
 - c. Reasonable expectations for hearing aids and new or advanced features of hearing aids

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: accessible, mostly quiet classroom with assistive listening devices and/or captioning as needed, adequate lighting, whiteboard or blackboard, electrical outlets and screen or wall for projected or video materials.
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
Post-test on last day of quarter

Method(s) of Instruction

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

The student will be participating in discussions
The student will be learning and practicing lip-reading techniques
The student will be presenting lip-reading materials for others to lip-read
The student will be listening 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.

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

1. Students are expected to write language 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