

# ALCB 400B: LIP-READING: VOWELS

## Foothill College Course Outline of Record

Heading	Value
<b>Units:</b>	0
<b>Hours:</b>	24 lecture per quarter (24 total per quarter)
<b>Degree &amp; Credit Status:</b>	Non-Degree-Applicable Non-Credit Course
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	None
<b>Grade Type:</b>	Non-Credit Course (Receives no Grade)
<b>Repeatability:</b>	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:

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

## Course Content

- Hearing Loss
  - Coping skills and adapting the environment to optimize communication, small venue and conversational listening devices
  - Social problems related to hearing loss
  - Reasonable expectations for hearing aids and new or advanced features of hearing aids
  - Descriptions/identifications of visible aspect of speech production
- Lip-Reading voiced and unvoiced
  - Words in context, utilizing contextual cues

- Words in isolation
- Easily visible vowels and discrimination of vowel sounds and the cues related to their production that increase probability of understanding
- Verbal and non-verbal cues
- Auditory cues

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

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.

## Method(s) of Evaluation

- Instructor observation of ability to reflect course material
- Participation in all classroom activities
- Post-test on last day of quarter

## Method(s) of Instruction

Lecture, discussions, demonstrations. During periods of instruction the student will be participating in discussions, learning and practicing lip-reading techniques, presenting lip-reading materials for others to lip-read, listening to lectures on topics related to hearing loss and lip-reading.

## Representative Text(s) and Other Materials

Dugan, Marcia B. Hearing Loss. Washington, D.C.: Gallaudet University Press, 2003.

Sisson, Melanie, AU.D. "The Audiogram Explained, At Last!" Hearing Health Foundation. <http://www.dr.org/magazine/39/Spring+2010+Issue/article/318>

Jeffers, J. and M. Barley. Speechreading (Lipreading). Springfield, Illinois: Charles C. Thomas Press, 1980.

Although these texts are older than the suggested "5 years or newer standard," these are seminal texts for teaching lip-reading and speechreading.

Selected articles, websites and other reference materials as assigned by instructor.

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

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. They are expected to read various articles and books, and view videos pertaining to subject matter covered in class. Outside of class they 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