ALCB 400D: SPEECHREADING CHALLENGE

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

- The student will be able to discuss coping skills for dealing with hearing loss

Description

For adults who have been practicing lip-reading/speechreading techniques and want to maintain performance levels through highly challenging practice sessions that use the variety of skills needed for ease of communication barriers caused by hearing loss. Improve ability to lip-read in real time and complex conversational situations.

Course Objectives

The student will be able to:

1. demonstrate receptive lip-reading—full face and side view.
2. demonstrate lip-reading—visible sounds.
3. identify words having visible phonemes in isolation and in varying degrees of context.
4. discuss coping skills for dealing with hearing loss.
5. identify visible phonemes and group them as homophenes.
6. describe appropriate technological innovations for dealing with hearing loss.

Course Content

1. Demonstrate receptive lip-reading—full face and side view
   a. Receptive lip-reading (speechreading)—full face and side view
2. Demonstrate lip-reading—visible sounds
   a. Visible phonemes (visemes), homophene groups
3. Identify words having visible phonemes in isolation and in varying degrees of context
   a. Words in isolation
   b. Words in context
   c. Speechreading from a variety of speakers with a variety of materials
4. Discuss coping skills for dealing with hearing loss
   a. Coping techniques
5. Identify visible phonemes and group them as homophenes
   a. A variety of speechreading challenges including requirements for speechreading whole sentences and whole paragraphs with little or no audible information and with varied amounts of contextual information
6. Describe appropriate technological innovations for dealing with hearing loss
   a. Using technology
      i. Loop systems
      ii. FM and infrared
      iii. Hearing aids
      iv. Bluetooth
      v. Adapted telephones
      vi. Simultaneous captioning of various speech technology
   b. Understanding the audiogram, questions to ask your audiologist
   c. Understanding the different types of hearing professionals and what they offer
   d. Assistive devices and when to use
   e. Questions for your audiologist

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 used to amplify lecture material
Pre-test on the first day of the quarter and post-test on the last day of the quarter, for students to be able to evaluate their own progress

Method(s) of Instruction

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

Lecture, discussion, oral presentations and demonstrations
Speechreading practice: sentences, paragraphs and other short language samples presented by a variety of speakers/models
Participating in class discussions about topics related to hearing loss and normal hearing, research in pertinent areas, hearing loss technology and speechreading/lip-reading

Representative Text(s) and Other Materials

No course materials.

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

1. Students are encouraged to try using lip-reading/speechreading in a variety of settings (large and small gatherings, meetings, restaurants, watching television and movies)
2. Luncheon for lip-reading practice organized for all lip-reading students and guests to practice communicating in noise (up to three times per year)
3. Writing includes samples of spoken English that present particular challenges, descriptions of particular environments that require special adaptations or techniques to maximize communication or to enable students to remain in a conversation

Discipline(s)

Speech Language Pathology: Disabled Students Programs and Services OR Deaf and Hearing Impaired: Disabled Students Programs and Services