

ALCB 400E: LITERARY LIP-READING

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 short dedicated periods of time each day for lip-reading practice with others or in-mirror practice.
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 describe the need for hard of hearing individuals to remain current in probable conversational topics encountered in their daily experiences.
- Student will be able to describe at least one way that using contextual clues can improve the probability of understanding conversation.

Description

Advanced instruction in lip-reading techniques for the hard of hearing adult. Practice in lip-reading/speechreading using group discussion of readings presented in class by a variety of speech models. Emphasis on speechreading language samples that vary in length from one word to one paragraph with or without context, sometimes presented partially aloud, sometimes in complete silence. Additional focus on utilization of extensive contextual cues and use of short- and long-term memory to help with speech understanding, as well as focus on homophone review and visibility of articulation of speech sounds, visible discrimination of speech sounds. Lip-reading materials consist of the reading of books, short stories, or articles written in contemporary American English read together in class, suggested by students and selected by the instructor or by a vote of the students.

Course Objectives

The student will be able to:

1. Demonstrate speechreading: full face and side view
2. Demonstrate speechreading: visible sounds
3. Implement contextual cues to increase speechreading of invisible speech sounds
4. Implement assertive techniques to ease communication obstacles caused by speaker habits and environment

5. Request and utilize assistive listening devices when needed in public venues, classes, group conversation, etc.

Course Content

1. Lip-reading/speechreading
 - a. Receptive speechreading full face and varied side views and distances; varied materials
 - b. Receptive speechreading using contextual cues; varied speakers and spoken materials
 - c. Receptive speechreading using environmental cues; varied speakers, running discourse, or extended conversation
2. Hearing loss
 - a. Coping techniques involving interpersonal interaction (e.g., suggestions to make to help a speaker be more understandable)
 - b. Coping techniques involving assistive technology and hearing aids (e.g., asking for assistive listening device at theater or asking for preferred seating)
 - c. Occasional discussion of new technology and developments in hearing, hearing loss, and other pertinent topics

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:

Achievement of course objectives as reflected on Student Educational Contract
 Instructor observation of ability to reflect course material
 Participation in all classroom activities

Method(s) of Instruction

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

The student will watch and interpret other students as they model speechreading materials, usually paragraphs from contemporary novels and other sources
 The student will model speechreading materials in a manner consistent with optimizing communication for a hard of hearing listener
 The student will listen to lectures and discussions pertinent to the topics of speechreading, hearing loss, listening in challenging environments, managing speakers in conversation and group settings to maximize understanding by hard of hearing listeners
 The student will engage in frequent group discussions in a book-group style, for the purpose of highlighting different aspects of lip-reading challenges

Representative Text(s) and Other Materials

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 watch television programs with favorite "talking heads," such as news reports and interviews, with volume turned off or very low to practice lip-reading/speechreading in a rapid and challenging listening situation
2. Students create video recordings of favorite news and interview television programs so as to allow the recordings to be watched in silence, played back with sound, and then watched in silence again
3. Using a newspaper or magazine, students read to oneself or in a mirror read by a partner to observe the production of certain speech sounds
4. Students practice speechreading with friends and family members several times during the week for the purpose of learning individual characteristics of their appearance while uttering various speech sounds

Discipline(s)

Deaf and Hearing Impaired: Disabled Students Programs and Services