

ALCB 400E: LITERARY LIP-READING

Foothill College Course Outline of Record

Heading	Value
Units:	0
Hours:	24 lecture per quarter (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 will 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:

- Demonstrate speechreading: full face and side view.
- Demonstrate speechreading: visible sounds.
- Implement contextual cues to increase speechreading of invisible speech sounds.
- Implement assertive techniques to ease communication obstacles caused by speaker habits and environment.
- Request and utilize assistive listening devices when needed in public venues, classes, group conversation, etc.

Course Content

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

Lab Content

Student practice and demonstrations of speechreading technique, with instructor observations and feedback from both instructor and other students for improving proficiency: a variety of practical situations will be simulated.

Special Facilities and/or Equipment

Accessible classroom with assistive listening devices and captioning as needed, adequate lighting with control for backlighting, whiteboard or blackboard, electrical outlets for projection of materials and computers when needed. Materials to use for lip-reading/speechreading practice.

Method(s) of Evaluation

- 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

During periods of instruction the student will be watching and interpreting other students as they model speechreading materials, usually paragraphs from contemporary novels and other sources; the student will be modeling speechreading materials in a manner consistent with optimizing communication for a hard of hearing listener; the student will be listening 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. Students 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

Carter, Betty Woerner. [I Can't Hear You in the Dark: How to Learn and Teach Lipreading](#). Springfield, IL: Charles C. Thomas Publisher, 1998.

Kaplan, H., C. Garretson, and S. Bally. [Speechreading: A Way to Improve Understanding](#). Washington, DC: Gallaudet University Press, 1985.

Scharper, Diane, and Phillip Scharper. [Reading Lips and Other Ways to Overcome a Disability](#). Loyola University of Maryland, Baltimore, MD: Apprentice House, 2009.

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

Other assigned readings may include:

Journals, such as On the Level, the Quarterly Newsletter of the Vestibular Disorders Association, and journal of Hearing Loss Association of America, Hearing Loss Magazine.

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

A. 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.

B. 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.

C. Using a newspaper or magazine, read to oneself or in a mirror read by a partner to observe the production of certain speech sounds.

D. 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