DHH 350 – Access to the Phonemic Code
Fall 2017

INSTRUCTOR
Dr. J. Lindsey Kennon, Ed.D.

COURSE TIME/LOCATION
Online

CONTACT INFORMATION
Phone (936) 468-5510
Fax (936) 468-2906
Office Human Services 308

DO NOT EMAIL ME VIA D2L!

EMAIL
jlkennon@sfasu.edu

OFFICE HOURS
T/Th 10:00 a.m. – 12:00 p.m.
W 9:00 -10:00 a.m.
Other Times by Appointment**

PREREQUISITES
SPH 274 (Course Grade of B or Better)

COURSE CREDIT
3 Semester Hours

I. COURSE DESCRIPTION
This course provides a variety of strategies for giving deaf and hard of hearing students access to the phonemic code of written English. It includes some audiological principles, maintenance of assistive listening devices, and methods for working with children who have cochlear implants.

Prerequisite: SPH 274 (B or Better)

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES
Program Learning Outcomes (PLO’s) Based On CEC Student Learning Outcomes (NCATE)

• In addition to building upon the knowledge specific to the education of DHH students in previous coursework, SPH 350 Addresses the Following CEC Standards:

  o Advanced Standard 1
    • The SPH 350 student will learn how to help others understand the needs of individuals with exceptional learning needs.
    • The SPH 350 student will learn how best to create positive and productive work environments and mentor others to promote high expectations for themselves, other professionals, and deaf/hard of hearing students.
    • Product: Mainstream Teacher Inservice Packet

  o Advanced Standard 2
    • The SPH 350 student will expand their knowledge of instructional and assistive technologies used to support access to learning for the deaf/hard of hearing student population.
    • Product: Chapter Quizzes, Overview Notebook, Discussion Board Posts

  o Advanced Standard 6
    • The SPH 350 student will understand the value and role of collaboration with both internal and external stakeholders.
    • Product: Mainstream Teacher Inservice Packet

This course also incorporates and promotes the Perkins College of Education Vision, Mission, Goals and Core Values.

Service – Ongoing parental contact and teaching in general are considered critical service-oriented components of your experience.
Openness – Teacher candidates must demonstrate the ability to work with children of diverse backgrounds (including various cultural backgrounds), a wide range of hearing, academic and language levels, and various communication preferences. Candidates must also demonstrate openness to new ideas presented by mentor teachers, parents, and University mentors.

Collaboration – During student teaching, teacher candidates learn to work with various professionals involved in the education of deaf children. They learn to balance their own philosophies with the need to enlist the support of others who may have a different philosophy.

Integrity – Teacher candidates must abide by University, District, State, and School policies.

Academic Excellence – Timely and high-quality completion of all required elements, especially of the work sample, will demonstrate academic excellence. Additionally, teacher candidates should demonstrate high-expectations for their students. Teacher candidates must strive to fill in any gaps in knowledge in order to teach effectively.

Life-Long Learning – Participation in professional organizations and workshops is required and encouraged of all teacher candidates.

### III. COURSE ASSIGNMENTS/ACTIVITIES/PRODUCTS

**Chapter/Content Quizzes** (15 @ 100 Pts. Each)
- **Advanced Standard 2**
- You are responsible for all reading assignments for the course.
- Class discussions (discussion boards) as well as chapter readings from our text are fair game for quiz material.
- Fifteen (15) quiz grades will be calculated into your final grade. Quizzes are open book & administered via D2L in the “Quizzes” tab.
- The instructor solely makes the decision whether or not another quiz attempt is allowable and will contact the student to inform them they may retake a specific quiz.
- This activity will serve two purposes:
  1. It will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field.
  2. It will help prepare you for your TExES Exam.

**Weekly Discussion Board Posts** (15 @ 100 Pts. Each)
- **Advanced Standard 2**
- You are responsible for all reading assignments for the course.
- Fifteen (15) discussion board posts will be calculated into your final grade.
- This activity will serve this purpose:
  1. It will demonstrate your knowledge of the course content.

**Syllabus/D2L Quiz** (100 Pts.)
- Your knowledge and understanding of the course logistics as outlined by the course syllabus and D2L content (layout, due dates, required readings, lecture dates, etc.) will be assessed.
- The syllabus quiz will be timed. You will have a very short amount of time to take the syllabus quiz. I realize I cannot keep you from using an “open book” policy. Severely limiting your time will require you to be intimately familiar with the course. BE PREPARED.
- This activity will serve the following purposes:
  1. It will ensure you are familiar with the syllabus and course layout and logistics, imperative for an online format.
  2. It will give the instructor a beginning view of your professionalism and work ethic.

**Overview Notebook** (100 Pts.)
- **Advanced Standard 2**
This is an individual assignment.
Throughout the semester, students will be gathering handouts, resources and valuable information on the myriad of topics discussed. Students will organize these resources into a notebook containing the most relevant nuggets of information for future use and reference in their classrooms.
You may either create a hard copy (physical notebook) or an electronic copy. If choosing to do a hard copy, you must hand deliver to my office on or before the date due (pay attention to TIMES and DATES). If choosing to do an electronic copy (i.e. ONE Word document with screen shots of where you have saved all information on your computer), you may email me your “notebook” in the appropriate D2L DropBox.
This activity will serve two purposes:
1. It will give you a ready resource in your classroom for your own use as reminders and refresher or for use with mainstream teachers and parents as you educate them on information relevant to the education of their DHH students.
2. It will provide a source of review for your TExES Exam.

Mainstream Packet (100 Pts. – Majors ONLY / Minors Exempt)
- Advanced Standard 1
- Advanced Standard 6
This is an individual project.
Students will create a product with which to share in mainstream teacher inservice/training outlining relevant information on the education of DHH students with regard to amplification devices, understanding what DHH students can/cannot hear, etc. Students will create a folder containing all pertinent and required information, as well as a PowerPoint that would be used for a training session. The folder must be hand-delivered to my office. Any distance students must mail the folder to my office, postmarked by the due date. The PowerPoint is to be uploaded to the appropriate D2L DropBox.
This activity will serve the following purpose:
1. It will help you understand what is important for mainstream teachers to understand as they are responsible for educating DHH students with various educational needs/concerns.

Hearing Aid Troubleshooting Kit (100 Pts. – Majors ONLY / Minors Exempt)
- Students will compile a Hearing Aid Troubleshooting Kit containing specific items as required by the instructor.
- Item list will be posted on D2L. Current product availability and cost is semester-dependent.
- Item costs are the responsibility of the student. Please prepare ahead of time with financial resources. An estimate for the cost is $40 - $60, but this is a guideline only. Market prices and product availability fluctuate from semester to semester.
- DO NOT WAIT until the last minute to order your items. Doing so might cause your kit to be turned in late, which is unacceptable. Plan ahead and order in plenty of time to have a completed kit ready by the due date.
This activity will serve the following purposes:
1. It will give you a ready resource for your classroom.
2. It will provide you a means to participate in the hearing aid labs for the course.

Final Exam (100 Pts. for Pre-Assessment, 100 Pts. for Final Assessment)
- You will take the final exam TWICE:
  o ONCE as a pre-assessment. This is NOT graded for content. You will receive a grade of 100 for completing the exam or a grade of 0 for not completing it.
  o Once at the end of the semester. This grade WILL count for content. You will receive a percentage grade based on your performance on the exam.
  o Both exams will be identical in content but will not be available throughout the semester. (Meaning, you will not have access to the final exam for the entire semester.) The exam will open and close during the week it is due (see Timeline).
• This activity will serve two purposes:
  1. It will help you become familiar with research-based practices, teaching/methods, and pertinent information relevant to our field.
  2. It will help prepare you for your TExES Exam.

Class Attitude/Professionalism (100 Pts.)
• This is strictly a subjective grade based on the instructor’s observations of you throughout the semester. The Professionalism Rubric will be utilized, as well as a self-assessment.
• The relevance of this grade is two fold:
  1. You do not want to become one of those teachers who sits in the back of the room at inservice and complains about having to learn and share.
  2. You are responsible for your own learning. You can glean as much or as little out of this course as you would like. However, keep in mind that you are becoming and EDUCATOR. Your participation and attitude can make or break your future success! Trust me.

Course Evaluation (100 Pts.)
• See description in Section VII of course syllabus.

IV. EVALUATION /ASSESSMENT (GRADING)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VALUE</th>
<th>HOW ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (15)</td>
<td>100 Pts/Each</td>
<td>% Correct</td>
</tr>
<tr>
<td>Discussion Board Posts (15)</td>
<td>100 Pts/Each</td>
<td>Completed/Not Completed</td>
</tr>
<tr>
<td>Syllabus &amp; D2L Quiz</td>
<td>100 Pts</td>
<td>% Correct</td>
</tr>
<tr>
<td>Overview Notebook</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Mainstream Packet (Minors EXEMPT)</td>
<td>100 Pts</td>
<td>Rubric</td>
</tr>
<tr>
<td>Hearing Aid Kit (Minors EXEMPT)</td>
<td>100 Pts</td>
<td>Checklist</td>
</tr>
<tr>
<td>Final Exam Pretest</td>
<td>100 Pts</td>
<td>Completed/Not Completed</td>
</tr>
<tr>
<td>Final Exam Posttest</td>
<td>100 Pts</td>
<td>% Correct</td>
</tr>
<tr>
<td>Class Attitude/Professionalism</td>
<td>100 Pts</td>
<td>Rubrics/Observation</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>100 Pts</td>
<td>Completed/Not Completed</td>
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TOTAL POINTS POSSIBLE | SUM TOTAL | AVERAGE
A 90 – 100% | D 60 – 69%
B 80 – 89% | F 59% and Below
C 70 – 79%

*ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO RECEIVE ANY GRADE OTHER THAN AN “F”.*
### V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Activity / Due</th>
</tr>
</thead>
</table>
| Week 1     |                  | **Module 1: Introduction**  
Self-Tour of Course (Quiz DUE Sat by 10 p.m.)  
Week 1 DB (Due Sat by 10 p.m.) |
| 08/27/17   | Module 1         |                                                                               |
| Week 2     | **Module 2: Pre-Assessment**  
Final Exam Pre-Assessment - NON GRADED/Completion Credit Only  
(Due by Sat at 10 p.m.)  
Week 2 DB (Due Sat by 10 p.m.) |
| 09/03/17   | Module 2         |                                                                               |
| Week 3     | **Module 3: The Ear**  
Audiology Ch. 1 Quiz (Due Sat by 10 p.m.)  
Week 3 DB (Due Sat by 10 p.m.) |
| 09/10/17   | Module 3         |                                                                               |
| Week 4     | **Module 4: Physics of Sound**  
Audiology Ch. 2 Quiz (Due Sat by 10 p.m.)  
Week 4 DB (Due Sat by 10 p.m.) |
| 09/17/17   | Module 4         |                                                                               |
| Week 5     | **Module 5: Hearing Assessment**  
Audiology Ch. 3 Quiz (Due Sat by 10 p.m.)  
Week 5 DB (Due Sat by 10 p.m.) |
| 09/24/17   | Module 5         |                                                                               |
| Week 6     | **Module 6: Amplification**  
Audiology Ch. 4 Quiz (Due Sat by 10 p.m.)  
Week 6 DB (Due Sat by 10 p.m.) |
| 10/01/17   | Module 6         |                                                                               |
| Week 7     | **Module 7: Acoustic Environment**  
Audiology Ch. 5 Quiz (Due Sat by 10 p.m.)  
Week 7 DB (Due Sat by 10 p.m.) |
| 10/08/17   | Module 7         |                                                                               |
| Week 8     | **Module 8: Systems in the Classroom**  
Audiology Ch. 6 Quiz (Due Sat by 10 p.m.)  
Week 8 DB (Due Sat by 10 p.m.) |
| 10/15/17   | Module 8         |                                                                               |
| Week 9     | **Module 9: Midsemester Break**  
Use this week to get ahead so you aren’t working during Thanksgiving Break! Also, this is a good point to check your average and be sure you’re on target for your desired grade.  
Week 9 DB (OPTIONAL POST)  
Week 9 Quiz (Due Sat by 10 p.m.)  
Week 9 VR Quiz (Due Sat by 10 p.m.)  
Week 9 VR Quiz (Due Sat by 10 p.m.) |
| 10/22/17   | Module 9         |                                                                               |
| Week 10    | **Module 10: Cochlear Implants**  
Audiology Ch. 7 Quiz (Due Sat by 10 p.m.)  
Week 10 DB (Due Sat by 10 p.m.) |
| 10/29/17   | Module 10        |                                                                               |
| Week 11    | **Module 11: Hearing Aids & CI's in the Classroom**  
Audiology Ch. 8 Quiz (Due Sat by 10 p.m.)  
Cochlear Ch. 2 Quiz (Due Sat by 10 p.m.)  
Week 11 DB (Due Sat by 10 p.m.) |
| 11/05/17   | Module 11        |                                                                               |
| Week 12    | **Module 12: Building Collaborative Teams**  
Thanksgiving Holiday Next Week (Plan Ahead!) – Module 13 will open this week so that you might avoid working during Thanksgiving Break.  
Cochlear Ch. 4 Quiz (Due Sat by 10 p.m.)  
Week 12 DB (Due Sat by 10 p.m.) |
| 11/12/17   | Module 12        |                                                                               |
| Week 13    | **Module 13: Teacher Roles & Responsibilities / Clear Speech**  
Audiology Ch. 10 Quiz (Due Sat by 10 p.m.)  
Cochlear Ch. 7 Quiz (Due Sat by 10 p.m.)  
Week 13 DB (Due Sat by 10 p.m.) |
| Thanksgiving Week 11/19/17 | Module 13      |                                                                               |
| Week 14    | **Module 14: Supporting Communication with Sign**  
Cochlear Ch. 9 Quiz (Due Sat by 10 p.m.)  
Week 14 DB (Due Sat by 10 p.m.) |
| 11/26/17   | Module 14        |                                                                               |
| Week 15    | **Module 15: Bibi Method, Cueing Systems, IEP’s & Reading Audiograms**  
Misc. Quiz (Due Sat by 10 p.m.)  
Audiogram Quiz (Due Sat by 10 p.m.)  
Week 15 DB (Due Sat by 10 p.m.) |
| Dead Week 12/03/17 | Module 15  |                                                                               |
| Week 16    | **Module 16: Review & Final Exam**  
Final Exam (Due WED 12/13/17 by 10:00 p.m.)  
Module 17: Course Wrap-Up  
Professionalism Self-Assessment, Mainstream Packet, & Overview Notebook Due WED 12/13/17 by 11:00 A.M. (DROPBOX OR IN MY OFFICE) |
| Finals Week 12/10/17 | Module 16 & 17 |                                                                               |

*Your instructor reserves the right to adjust the course calendar as necessary. Unforeseen circumstances may require reducing or enhancing/adding to the overall quantity of the content.

Dates are tentative. We will be guided by our own learning. Adjustments may be necessary. *REVISED JLK 08/17*
VI. REQUIRED MATERIALS (2)


**FEM STATEMENT**

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

**LiveText STATEMENT**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Supplemental readings could be periodically posted.

VII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

In the college of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.

VIII. UNIVERSITY POLICY INFORMATION

**Students with Disabilities** - To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [here](#). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity** - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials or aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [here](#).
Withheld Grades Semester Grades Policy (A-54) - Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior - Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. ADDITIONAL INSTRUCTOR POLICIES & GUIDELINES FOR SUCCESS

CLASS PARTICIPATION

In order to get maximum benefit from any lecture, you must read the required sections of the text(s) before the lecture/presentation/podcast. This facilitates not only your understanding and assimilation of the information, but our class discussions. Adequate and beneficial class discussion that is one-sided on the part of the instructor is not optimal for learning and for your preparation to become a quality educator of DHH students. Readings and discussions are for YOUR benefit. You are responsible for your own learning and the degree to which you wish to be prepared for your future career as an educator. Do you want your future students to receive the best of you, or the you that did “just enough to get by”? If the instructor finds that, as a general trend, the class is not adequately prepared to participate fully in class discussions of the texts, additional assignments may be added to the coursework to assure adequate preparation on the part of students.

GRAMMAR

- Please be mindful of what you turn in to me.
- As a future professional in whatever field you are entering, you are to exemplify excellence. This may mean, for some of you, honing your grammatical skills. Proofread your work!
- I will be deducting points for grammatical and spelling errors (1 point per error). Please be professional.

QUALITY WORK

- I will demand quality work from my students. Please extend me the courtesy of your hard work and time.
- All work should be submitted in a timely manner and should be of the best quality
• No handwritten work, please.

LATE WORK

• I do not accept late work in this course.
• I WILL NOT reopen ANY QUIZ for any reason.
• I will accept other assignments (other than quizzes, the final exam, and discussion posts) late ONLY for excused, legitimate reasons as determined by the instructor. One class period leniency is the maximum time limit for these late assignments. Prior notice must be given if at all possible. Documentation will be required at the discretion of the instructor.
• However, keep in mind that ALL coursework must be completed in order to receive a grade for the course.