Department of Communicative Disorders + Deaf Education

COMD 6850: Listening + Spoken Language Interdisciplinary Seminar: Face-to-Face Friday

Spring 2017 Syllabus

Part 1: Course Information

Professor Information

Professor: Dr. Renee Polanco Lucero  Office: 154 ECERC

Office Telephone: 435.797.4464  Office hours: by appointment

E-mail: renee.lucero@usu.edu (preferred method of contact)

Class Meeting Time + Location

Friday 12:00 pm – 12:50 pm  164 ECERC

Course Description

This Listening + Spoken Language (LSL) interdisciplinary graduate seminar introduces students to a transdisciplinary approach to serving families and their children who are deaf and/or hard-of-hearing. This seminar will primarily take the form of an open discussion although some lectures will be necessary when introducing a new topic. During each seminar meeting we will focus on a topic related to effective strategies for implementing LSL services in a cohesive and productive manner. Topics will be introduced via a variety of mediums: research articles, opinion pieces, role-play, guest lectures, interviews, observations, and so forth.

Please note that LSL Interdisciplinary Seminar is listed as a 2-credit course. This course is collaboratively taught by Dr. Lauri Nelson and Dr. Lucero. Dr. Nelson and Dr. Lucero’s 1-credit component is taught online; work and activities for her online component me up 50% of your final grade. Work and activities for Dr. Lucero’s face-to-face component will contribute to 50% of your final grade. Students enrolled in this face-to-face component should plan to spend approximately 2 hours of class preparation for each credit hour they are registered for. Thus, out-of-class preparation time should total ~2 hours per week for
this face-to-face component of the course.

**Learning Objectives**

This face-to-face component of the course should enable students to develop and foster their analytical reading, oral arguments, discussion skills, critical thinking, and creative problem solving across disciplines within the specialty field of Listening and Spoken Language. These skills should allow for graduate students to communicate knowledgeably about evidence-based care of children who are deaf and/or hard-of-hearing. Furthermore, these skills should bolster students’ abilities to collectively determine the developmental needs of children who are deaf and/or hard-of-hearing and integrate intervention across audiology, deaf education, speech-language pathology, and other disciplines.

**Knowledge + Skills Assessment (KASA)**

In this component of the course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus below. In order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, they will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department.

**KASA Competencies For COMD 6850’s face-to-face Friday seminar**

1. **Standard III-F**: The student will demonstrate knowledge of current research in hearing loss and children with additional disabilities and the integration of research principles into evidence-based clinical practice.

   F2: Apply research findings in the provision of patient care (evidence-based practice) F3: Critically evaluate and appropriately implement new techniques and technologies supported by research-based evidence F4: Identifying internal programmatic needs and developing new programs

   F6. Maintain or establish links with external programs, including but not limited to education programs, government programs, and philanthropic agencies
### Learning Objective

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>KASA competencies</th>
<th>By the end of the course, students will be able to...</th>
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</thead>
</table>
| develop specific skills, competencies, and points of view needed by LSL professionals | F6, E1, E4, E5, E6, G3b, G3d | describe the characteristics LSL as an education philosophy.  
describe the characteristics of LSL as a communication modality.  
describe the significance of cross-discipline competency.  
deeply listen.  
describe how hearing loss affects a child’s speech, language, listening, and educational development.  
describe the role of LSL professionals in the process involved with both the Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP). |
acquire skills in working with others as a member of an interdisciplinary team

E4, E6, G3b

collaborate with team members and collectively determine the services that would most benefit children who are deaf and/or hard-of-hearing.

integrate the expertise of team members, yielding efficient and comprehensive assessment and intervention services for children who are deaf and/or hard-of-hearing.

deeply listen.

learn to analyze and critically evaluate ideas, arguments, and points of view

F2, F3, F4, F6,

read and comprehend peer-reviewed research with the field of LSL.

explain and connect ideas from the fields of audiology, deaf education, and speech-language pathology as they relate to the specialty field of LSL.

make informed choices regarding LSL services for children who are deaf and/or hard-of-hearing based on reasoned argument.

acquire an interest in learning more by asking questions and seeking answers

F2, F3, E6,

ask questions in professional forums within and across all disciplines.

identify top-tier, evidence-based resources for professional and parent education.

Listening and Spoken Language Specialist (LSLS) Domains

There are 9 LSLS Domains. While we will cover each domain to some degree, we will spend the most time on the following domains:

<table>
<thead>
<tr>
<th>Domain 5</th>
<th>Parent Guidance, Education, Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 8</td>
<td>Education</td>
</tr>
</tbody>
</table>
Textbook + Course Materials

Suggested Texts


Required Texts


Readings

Readings will be provided on *Canvas* as PDFs; these readings will be noted on the syllabus according to the day the readings will be discussed in class. Additional readings will be added to the syllabus as the course continues throughout the semester. These readings are intended for personal, educational use within this class ONLY.


Harry, B. (2008). Family-professional collaboration with culturally and linguistically


**Canvas**

This course will utilize the Canvas software package. Students can logon via [http://canvas.usu.edu](http://canvas.usu.edu) where *username* is the student’s A#, and the *password* is the student’s global password (the same one used for Banner or Aggiemail). If a student is not familiar with Canvas or needs password help, contact the *IT Service Desk*.

Canvas will be used to post important announcements, video/audio clips, assignments, grading rubrics, grades, and slides used during any lectures. (Please know that the presentation slides are simply outlines of the information presented during a lecture; they are not intended to substitute for coming to class, and will not contain all the information from lecture you are expected to learn. It is not required that students download or print out the slide handouts; the slides are made available should students find them helpful in learning and integrating the course material.) It is important to realize that Canvas is a software tool used to facilitate distribution and receipt of information for the course. Students should not rely on Canvas for due dates, assignment parameters, readings, etc. This syllabus is the tool that conveys all this important course information.

**Course Structure**

This class will take the form of discussion in addition to in- and out-of-class activities. Some lectures will be used to deliver basic, introductory information to the class. Students are responsible for readings and assignments outside of the weekly class meeting times; they occur throughout the semester.

**Schedule of Topics, Readings, + Assignments**

(this schedule should be viewed as a tentative outline subject to reasonable adjustment)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13</td>
<td>INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>January 20</td>
<td>Professional Partnerships and AVT</td>
<td>Ch. 13 (Estabrooks text)</td>
</tr>
<tr>
<td>February 3</td>
<td>LSL research</td>
<td>Ch. 3 (Estabrooks text)</td>
</tr>
<tr>
<td>February 10</td>
<td>Ethical dilemmas</td>
<td>ASHA leader links;</td>
</tr>
<tr>
<td></td>
<td>Assign presentations</td>
<td>Stockall &amp; Dennis (2015)</td>
</tr>
<tr>
<td>February 17</td>
<td>Ethical dilemmas</td>
<td>Alderson &amp; Goodey (1998);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hyde &amp; Power (2006)</td>
</tr>
<tr>
<td>February 24</td>
<td>Successful communication</td>
<td>Carney et. al (2010)</td>
</tr>
<tr>
<td>March 3</td>
<td>Successful communication</td>
<td></td>
</tr>
<tr>
<td>March 10</td>
<td>NO CLASS- SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>March 17</td>
<td>“What you should know about…” Presentations</td>
<td></td>
</tr>
<tr>
<td>March 24</td>
<td>“What you should know about…” Presentations</td>
<td></td>
</tr>
<tr>
<td>March 31</td>
<td>Working with CLD families</td>
<td>Harry (2008)</td>
</tr>
<tr>
<td>April 7</td>
<td>Working with CLD families</td>
<td>Rhoades et al (2004)</td>
</tr>
<tr>
<td>April 14</td>
<td>Educating the “outsiders”</td>
<td>Blair, et al. (1999)</td>
</tr>
<tr>
<td>April 21</td>
<td>NO CLASS- CEC Conference</td>
<td></td>
</tr>
<tr>
<td>April 28</td>
<td>Course wrap up</td>
<td></td>
</tr>
<tr>
<td>May 1-May 5</td>
<td>FINAL PAPER DUE- Wednesday May 3 by 5pm</td>
<td></td>
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</table>

**Part 4: Grading Policy**

*Course Requirements + Grading*

The following course requirements make up 50% of your final grade for this 2-credit, LSL seminar. The remaining 50% of your grade for this course will come from the course requirements that make up Dr. Nelson’s online component of this seminar.
1) **Discussion and class participation are worth 20% of the final class grade.** A student’s participation grade will be based on the student’s role in class. This includes: preparing assigned readings in advance of class; thoughtfully engaging in discussion in class; completing thought papers prior to class; and providing peer feedback when appropriate.

2) **Thought papers are worth 15% of the final class grade.** Each student will be required to thoughtfully comment on at least 5 different readings during the semester via a thought paper. A thought paper is a 1-page paper in which the student evaluates and synthesizes what was read. In the thought paper the student can pose questions, describe what they liked/disliked about a study, or propose a new study. Thought papers will be evaluated using a check mark system: ✓ + or ✓.

   Students are allowed to turn in only 1 thought paper/class period (despite the fact that there might be more than 1 reading assigned for the day’s discussion). Thought papers are not accepted in an electronic format (i.e. via e-mail or Canvas). Thought papers must be turned directly in to Dr. Lucero at the beginning of each class. Thought papers turned in after 12:10 pm on the day of class will be considered late.

3) **“What you should know about...” class presentations are worth 5% of the final class grade.** Students will independently prepare and complete this assignment. Each student will educate their transdisciplinary team members about a topic, chosen from their area of expertise, in a 7-minute class presentation. Presentations will take place during our class meetings on March 17 and 24; presentation dates for students will be randomly assigned. Details about the presentation will be provided in class on February 10.

4) **Final paper is worth 10% of the final class grade.** Details about this paper will be provided in class on March 31. The final paper will be turned in electronically via Canvas prior to May 5, 2017 at 5:00 PM.

**Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make up assignments or late work accepted without a serious and compelling reason and Dr. Lucero’s approval. If work is turned in after 12:10 PM on the day that it is due, the work is considered late. Students are always free to turn in work early, but late work loses a letter grade for each day it is late.

**Viewing Grades on Canvas**

Points you receive for graded activities will be posted to the Canvas grade book. Dr. Lucero
will update the online grades each time a grading session has been complete—typically 3-5 days following the completion of an activity.

**Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A A-</td>
<td>94-100% 90-93%</td>
<td>achievement that is <em>outstanding</em> relative to the requirements</td>
</tr>
<tr>
<td>B+ B B-</td>
<td>87-89% 84-86% 80-83%</td>
<td>achievement that is <em>significantly above</em> the level necessary to meet course requirements</td>
</tr>
<tr>
<td>C+ C C-</td>
<td>77-79% 74-76% 70-73%</td>
<td>achievement that <em>meets course requirements</em></td>
</tr>
<tr>
<td>D+ D D-</td>
<td>67-69% 64-66% 61-63%</td>
<td>achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>F</td>
<td>0-60%</td>
<td>represents failure (or no credit) and signifies that the work was either 1) completed but at a level of achievement that is not worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded and I.</td>
</tr>
<tr>
<td>I</td>
<td>incomplete</td>
<td>assigned at the discretion of the instructor in accordance with the rules of the College of Education + Human Services.</td>
</tr>
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**University + Course Policies**

*Academic Freedom and Professional Responsibilities*

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth.
Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (links to an external site) further defines academic freedom and professional responsibilities.

**Attend Class**

Although attendance is not mandatory, students are expected to attend all class sessions as listed on the course syllabus. Although your attendance is not mandatory for this class, failure to attend class regularly is likely to impair your success on the class participation/discussion as well as your future as a professional.

**Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Dr. Lucero know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective clinician and educator. Make sure that you are proactive in informing Dr. Lucero when difficulties arise during the semester so that she can help you find a solution.

**Understand When You May Drop This Course**

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to USU’s Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Inform Dr. Lucero of Any Accommodations Needed**

If anyone has special needs or disabilities, please contact the Disability Resource Center
Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the DRC. Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content (e.g., braille, large print, digital, or audio) are available with advanced notice.

**Disability Resource Center (DRC)** is located in Room 101 of the University Inn; their phone number is 435-797-2444

Disability related resources for current students:

- DRC Student Handbook (Links to an external site.)
- Deaf and Hard of Hearing Student Handbook (Links to an external site.)
- Disability Related Scholarships (Links to an external site.)
- Campus Resources (Links to an external site.)
- Documentation Guidelines (Links to an external site.)
- Online Resources for Students with Disabilities (Links to an external site.)

**Grievance Process**

If you have a complaint or concern regarding this course, please speak with Dr. Lucero first. If your complaint cannot be handled by Dr. Lucero, please speak with the Division Chair of Deaf Education, Dr. Lauri Nelson.

If problems appear irresolvable following these procedures, please file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (Links to an external site.).

**Full details for USU Academic Policies and Procedures can be found at:**

- Student Conduct (Links to an external site.)
- Student Code (Links to an external site.)
- Academic Integrity
- USU Selected Academic Policies and Procedures (Links to an external site.)
Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. Don’t cheat—it’s dumb, unethical, and illegal! It is important for the student to know that engaging in academic fraud, dishonesty, and cheating on academic work is unacceptable in any form. Engaging in such behaviors can result in expulsion from the University. The University’s Student Code states academic dishonesty includes, but is not limited to: copying someone else’s work, copying-and-pasting from the internet without properly citing your source, submitting the same paper in more than one course without prior approval from the instructor, failing to work independently on assignments when an instructor has designated that the task be done “individually”, or using instant-messaging during an exam. Know that Dr. Lucero does NOT approve of the use of test banks and old tests. If you access and/or use old assignments from previous enrollees of COMD 6850, such behavior will be considered academic dishonesty and treated as such. Sometimes plagiarism in unintentional, but it is still considered academic fraud—regardless of your intentions. If you are unclear how to properly cite someone else’s work, please see Dr. Lucero. She will gladly show you how to properly cite other people’s ideas using formatting prescribed by the American Psychological Association (APA; http://apastyle.apa.org/).

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge (links to an external site.): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

• Espouses academic integrity as an underlying and essential principle of the Utah State
University community;

- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and

- Is a welcomed and valued member of Utah State University.

**Important Note:** Please know that Dr. Lucero does not tolerate academic dishonesty and she upholds USU’s policies. As a faculty member it is her responsibility to inform the Office of Student Conduct of anyone suspected of academic dishonesty. Thus if Dr. Lucero suspects academic dishonesty, she will report that student without question.

**Syllabus Changes**
This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.