Part 1: Course Information

Professor Information

Professor: Dr. Brittan A. Barker  
Office: 152 ECERC  
Office Telephone: 435.797.0434  
Office hours: by appointment  
E-mail: brittan.barker@usu.edu (*preferred method of contact)

Class Meeting Time + Location

• Friday 12:00 pm – 12:50 pm  
• 162 ECERC

Please know that this syllabus serves three major functions. 1) It is a contract between you and Dr. Barker that states the rules and student expectations for this course. 2) It is a permanent record to hold Dr. Barker accountable and document what will be covered in this course. 3) It is a tool that can help students become more effective learners in this course.

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 transdisciplinary environment. 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 1-credit course. Students enrolled in this class 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 class.

Learning Objectives

This 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 LSL. 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 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

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

2. **Standard IV-E**: The student will be competent in the treatment of individuals with auditory, balance, and related communication disorders
   - **E1**: Interact effectively with patients, families, and other appropriate individuals, and professionals
   - **E4**: Counsel patients, families, and other appropriate individuals
   - **E5**: Develop culturally sensitive and age-appropriate management strategies
   - **E6**: Collaborate with other service providers in case coordination

3. **Standard IV-G 3**: The student will demonstrate knowledge of contemporary professional issues and transdisciplinary collaboration.
   - **G3b**: Collaborate with other professionals in case management
   - **G3d**: Adhere to the ASHA Code of Ethics and behave professionally

<table>
<thead>
<tr>
<th>learning objective</th>
<th>KASA competencies</th>
<th>By the end of the course, students will be able to...</th>
<th>learner outcome measures</th>
</tr>
</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 and role release.  
deploy listen.  
describe how hearing loss affects a child’s speech, language, listening, and educational development. | class discussion  
thought papers  
communication reflection  
case study commentary |
### Textbook + Course Materials

#### Suggested Texts

#### Suggested Software

#### Readings
Readings listed below 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.


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<table>
<thead>
<tr>
<th><strong>acquire skills in working with others as a member of an interdisciplinary team</strong></th>
<th><strong>E4, E6, G3b</strong></th>
<th>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.</th>
<th>class discussion thought papers communication reflection case study commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>learn to analyze and critically evaluate ideas, arguments, and points of view</strong></td>
<td><strong>F2, F3, F4, F6</strong></td>
<td>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.</td>
<td>class discussion thought papers case study commentary</td>
</tr>
<tr>
<td><strong>acquire an interest in learning more by asking questions and seeking answers</strong></td>
<td><strong>F2, F3, E6,</strong></td>
<td>ask questions in professional forums within and across all disciplines. Identify top-tier, evidence-based resources for professional and parent education.</td>
<td>class discussion thought papers</td>
</tr>
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**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.
## COMD 6850: Listening + Spoken Language Interdisciplinary Seminar
### Fall 2016

### Schedule of Topics, Readings, + Assignments
*(this schedule should be viewed as a tentative outline subject to reasonable adjustment)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Student Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2</td>
<td>introductions + review of syllabus</td>
<td>Nancarrow, et al. (2013)</td>
<td></td>
</tr>
<tr>
<td>September 9</td>
<td>listening + spoken language: an educational philosophy + communication modality</td>
<td>Crowe, et al. (2014); Luckhurst (2008)</td>
<td></td>
</tr>
<tr>
<td>September 16</td>
<td>the value of an interdisciplinary team</td>
<td>King, et al. (2009)</td>
<td></td>
</tr>
<tr>
<td>September 23</td>
<td>who do you think you are?</td>
<td>SLP, AuD, + SpEd scopes of practice</td>
<td></td>
</tr>
<tr>
<td>September 30</td>
<td>role release</td>
<td>Bruce, et al. (2008)</td>
<td></td>
</tr>
<tr>
<td>October 7</td>
<td>successful communication</td>
<td>Ch. 1 from Knapp et al. (2014)</td>
<td></td>
</tr>
<tr>
<td>October 14</td>
<td>deep listening</td>
<td>English, et al. (1999); Kurtzer-White &amp; Luterman (2003)</td>
<td>assign communication reflection</td>
</tr>
<tr>
<td>October 20 THURSDAY</td>
<td>no formal class meeting; work on communication reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 28</td>
<td>diversity on the transdisciplinary team</td>
<td>Eagly &amp; Johannesen-Schmidt (2001)</td>
<td>turn in communication reflection assignment</td>
</tr>
<tr>
<td>November 4</td>
<td>the families + children you educate + empower</td>
<td>Wood Jackson &amp; Turnbull (2004)</td>
<td>assign final case study commentary</td>
</tr>
<tr>
<td>November 11</td>
<td>listening technology: the <em>Cliff's Notes</em> version</td>
<td>Nelson, et al. (2013)</td>
<td></td>
</tr>
<tr>
<td>November 18</td>
<td>listening technology: the <em>Cliff's Notes</em> version</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 25</td>
<td><strong>NO CLASS ~ Thanksgiving holiday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 2</td>
<td>educating the “outsiders”</td>
<td>Blair, et al. (1999)</td>
<td>guest educator participant</td>
</tr>
<tr>
<td>December 9</td>
<td>what do you know now?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 14</td>
<td><strong>FINAL CASE STUDY DUE VIA CANVAS</strong></td>
<td></td>
<td>no later than December 14 @ 5:00pm</td>
</tr>
</tbody>
</table>
Part 4: Grading Policy

Course Requirements + Grading

1) Discussion and class participation are worth 40% 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; and providing peer feedback when appropriate.

2) Thought papers are worth 30% of the final class grade. Each student will be required to thoughtfully comment on at least 5 different journal 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 ✓. Thought papers going above and beyond on critical thinking are likely to earn a ✓+. (When calculating final grades, ✓+ converts to 98% and ✓ converts to 93%.)

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. Barker at the beginning of each class. After the class begins and Dr. Barker makes the call for thought papers, a thought paper will be considered late. Late thought papers are not accepted.

3) Communication reflection are worth 10% of the final class grade. Students will independently complete a communication reflection during the semester. The reflection is due on October 28, prior to the start of class via Canvas. The assignment and will focus on an out-of-class, communication self-evaluation. Reflection assignment details will be provided in class later in the semester.

4) Case study commentary is worth 20% of the final class grade. This paper will draw on the student’s personal experience working with children and staff from the LSL program while simultaneously requiring the student to pull from what they’ve learned during the semester’s seminar. Details about the case study commentary a will be provided in class on November 4. The case study commentary will be turned in electronically via Canvas prior to 5:00pm on December 14, 2016.

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. Barker’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. Barker will update the online grades each time a grading session has been complete—typically 1-2 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</td>
<td>94-100%</td>
<td>achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>achievement that meets course requirements in every aspect</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>61-63%</td>
<td></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>
</tbody>
</table>

Important note: Dr. Barker does not “grade on a curve”. Dr. Barker will grade your performance in terms of the percentage of a possible score; the letter grades assigned to those percentages are listed above. She reserves the right to grade more generously than these standards, but promises that she will not be tougher than what is listed. Dr. Barker does not negotiate final grades. The grade you scored is the grade you earned.

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 assignments 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. Barker 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. Barker 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. Barker of Any Accommodations Needed**

If anyone has special needs or disabilities, please contact the Disability Resource Center (DRC). 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. Barker first. If your complaint cannot be handled by Dr. Barker, please speak with the Division Chair of Audiology, Dr. Karen Muñoz.

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.)
- USU Academic Policies and Procedures (Links to an external site.)
- Academic Freedom and Professional Responsibility Policy (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. Barker 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. Barker. 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. Barker 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. Barker suspects academic dishonesty, she will report that student without question.

Course policies are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be announced in class and posted in Canvas.
**Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

Student Services: [http://www.usu.edu/studentservices/](http://www.usu.edu/studentservices/) (Links to an external site.), 435.797.1712, studentservices@usu.edu, TSC 220

Student Advocates: [http://www.usu.edu/ususa/legal/](http://www.usu.edu/ususa/legal/) (Links to an external site.), 435.797.2912, TSC 340,

Access and Diversity: [http://www.usu.edu/accesscenter/](http://www.usu.edu/accesscenter/) (Links to an external site.), 435.797.1728, mailto:access@usu.edu; TSC 315

Multicultural Programs: [http://www.usu.edu/accesscenter/multiculture/](http://www.usu.edu/accesscenter/multiculture/) (Links to an external site.), 435-797-1728, TSC 315

LGBTQA Programs: [http://www.usu.edu/accesscenter/lgbtqa/](http://www.usu.edu/accesscenter/lgbtqa/) (Links to an external site.), 435-797-GAYS, TSC 314

Provost's Office Diversity Resources: [http://www.usu.edu/provost/faculty/diversity/](http://www.usu.edu/provost/faculty/diversity/) (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: [http://www.usu.edu/studentservices/studentcode/](http://www.usu.edu/studentservices/studentcode/) (Links to an external site.)

**Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

**Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.