



College of Public Health & Health Professions Syllabus
SPA 6581 Auditory Bases of Language and Literacy (3hours)
Section Spring Semester 2022
Delivery Format: On-Campus

Instructor's Name: Susan Nittrouer
Room Number: DG-150
Phone Number: 352-273-9723
Email Address: snittrouer@pnhp.ufl.edu
Office Hours: Monday 1:00 to 5:00 or by appointment

When: Thursdays 8:30 to 11:30 AM
Where: HPNP G-114

PURPOSE AND OUTCOME Course Overview

This course is designed to enrich the knowledge of professional students in both the Doctorate of Audiology program and the Masters of Speech-Language Pathology program regarding auditory functions that underlie the acquisition and processing of spoken and written language. It will inform students regarding the development of the peripheral and central auditory pathways, and foster knowledge regarding how to work with individuals across the lifespan who have communication disorders related to dysfunctions of the auditory system, with an emphasis on children who have hearing loss or disorders/diseases of the auditory system that interfere with the acquisition of language or literacy.

Relation to Program Outcomes

The content of this course is designed to help you meet the following **CCC-SLP** Standard IV: Knowledge and Skills Outcomes.

Standard IV-A

The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing; hearing

(including the impact on speech and language); swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); and augmentative and alternative communication modalities.

The content of this course is designed to help you meet the following **CCC-A** Standard IV: Knowledge and Skills Outcomes.

Standard IV-A: Foundations of Practice

IV-a4. Normal development of speech and language

IV-a5. Language and speech characteristics and their development across the life span

IV-a6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment

IV-a7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning

IV-a9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services

IV-a16. Effects of cultural diversity and family systems on professional practice

IV-a29. Consultation with professionals in related and/or allied service areas

Standard IV-D: Intervention (Treatment)

IV-D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication

IV-D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:

- Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence
- Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems

Standard IV-F: Education/Research/Administration

IV-F2. Applying research findings in the provision of patient care (evidence-based practice)

Course Objectives:

At the end of this course, students will be able to:

- apply knowledge concerning the embryology and related disturbances of the auditory system to diagnosis and treatment of children presenting with auditory, language, or literacy problems
- evaluate and apply age appropriate assessment procedures for auditory functioning
- evaluate hearing loss in terms of types and degree to understand how those factors should affect choice of auditory device or prosthesis
- collaborate with interdisciplinary colleagues and advocate for patients exhibiting a full range of auditory dysfunction

- integrate information regarding age-related declines in hearing status into treatment of older patients
- assess and develop treatment plans for children with literacy challenges that incorporate accommodations or remediation involving auditory functioning


Instructional Method: Lectures, group discussions, and student projects

DESCRIPTION OF COURSE CONTENT

Required Textbook:

Readings will be assigned in conjunctions with a topic one or more weeks in advance of the related presentation. Students are responsible for completing those readings.

Week	Date	Topic(s)
1	1/06	INTRODUCTION AND GROUP ASSIGNMENTS Surprise Introduction Review of syllabus and course requirements Establish groups; begin team building (what makes a good team member); setting of goals for the team Assignment: 1. Select topic for 1 st presentation; begin work on it
2	1/13	REVIEW OF SOUND Review of sound, its propagation, measurements Team-building activity Assignment: Work on group presentation
3	1/20	Group presentations on the structures and functions of the auditory system (100 points) Assignment: Study for 1 st quiz
4	1/27	Lecture 1: Categorical speech perception Lecture 2: Speech acoustics Quiz 1: Sound and the auditory system (100 points) ASSIGNMENT: Free week
5	2/03	Attend G Paul Moore symposium Assignment: Write 750-word reflection paper on the symposium DUE Feb 9 at midnight (50 points)
6	2/10	Lecture 1: Early auditory development and measurement Lecture 2: Infant speech perception ASSIGNMENT: Prepare second group presentation
7	2/17	Lecture: Newborn hearing screening and EHDI Group activity: Prepare IFSP ASSIGNMENT: Write up IFSP DUE Feb 23 at midnight (25 points) Prepare 2nd presentation
8	2/24	Group presentations on disorders of the auditory system (100 points) Assignment: Study for 2 nd quiz
9	3/3	PRESCHOOL INTERVENTIONS Quiz 2 on speech acoustics, categorical perception, and early perceptual development (100 points) Preschool intervention; aural rehabilitation for children (GUEST SPEAKER: Cynthia Robinson, early intervention for deaf children) Group activity: Design early intervention program Assignment: Write up plan for early intervention program DUE March 16 at midnight (25 points)

10	3/10	Chill on spring break	
11	3/17	Lecture 1: School-age children with hearing loss Lecture 2: Suprathreshold auditory functions Assignment: Read research article; study for 3 rd quiz	
12	3/24	Review research article in class Lecture: Auditory bases of literacy disorders Quiz 3: Preschool and school-age children with HL (100 points) Assignment: Article review DUE March 30 at midnight (200 points)	
13	3/31	Lecture 1: Hearing tests Lecture 2: Standardized speech-language tests Assignment: Work on final group project	
14	4/7	Lecture: The aging auditory system (GUEST SPEAKER: Don Sinex) Group discussion: Inequities in service delivery to children with auditory-based language disorders Assignment: Complete group presentations	
15	4/14	Presentations on your choice (200 points)	

ACADEMIC REQUIREMENTS AND GRADING

Assignments

A total of 1000 points is possible in this course. These points will be credited over the following assignments.

1. Quizzes: Three quizzes will be given, each worth 100 points. **TOTAL: 300 points**

These quizzes will consist of tests of basic concepts.

2. Group presentations: Three group presentations will be given; each of the first two will be worth 100 points; the third will be worth 200 points **TOTAL: 400 points**
3. A review of the assigned research paper will be collected. **TOTAL: 200 points**
4. A one-page reflection on a presentation by a speaker at the G Paul Moore symposium will be expected **TOTAL: 50 points**
5. Two group write-ups will be collected, each worth 25 points. **TOTAL: 50 points**

There is no extra credit in this class.

Thus, grades will consist of:

Quizzes: 300 points

Group presentations: 400 points

Article review: 200 points

Reflection piece: 50 points

Group write ups: 50 points

Grading

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	<60%
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Grades of *WF*, *I*, *NG*, and *S-U* each correspond with 0.0 grade points. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Class Attendance

Attendance is required. Personal issues regarding attendance or fulfillment of course requirements are to be submitted in writing and will be dealt with on an individual basis. Absences that are unexcused will reduce your overall grade by 3 points.

If you are not present for a group project you will receive a zero for that assignment.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior and Communication Guidelines

You are expected to attend class and participate. Each class member has a different perspective and sharing provides a more meaningful exchange of ideas and interest. As a professional you will often be required to voice your opinion and perspective. Be respectful to the ideas of peers or the instructor if they differ from your own beliefs or experiences.

Use of laptops during class is forbidden, except for the taking of notes and completing quizzes. Use of phones during class is forbidden, except for use with iClicker. If there is an impending emergency or pressing issue that requires you keep your cell phone in sight please discuss with me prior to the start of class.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the [Disability Resource Center](#) within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's NonDiscrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.