

# COURSE OUTLINE

**Course Name:** Speechreading Level 2

**Department Head/Coordinator:** Lisa Dillon Edgett (Project Coordinator) **Effective Date:** September 2011

<b>School or Centre:</b>		<b>Department:</b>
School of Language Studies		Deaf & Hard of Hearing Adults
<b>Course History:</b>		<b>Year of Study:</b>
New Course		Grade 10 Equivalency
<b>Name of Replacing Course (if applicable):</b>	<b>Course Number:</b>	DHHE 0619
	<b>Number of Credits:</b>	0

**Course Pre-requisites (if applicable):**

Speechreading Level 1

**Course Co-requisites (if applicable):**

n/a

**PLAR (Prior Learning Assessment & Recognition)**

No  Yes (details below):

**Course Description:**

This course provides the opportunity for individuals with hearing loss (and their partners) to build upon the foundation of effective communication skills introduced in Speechreading Level 1. Students will continue to improve speechreading efficiency through individual and group activities. Students will demonstrate more confident and assertive behaviour, and will conduct conversations that demonstrate the knowledge, skills, and attitude that support effective communication.

**Instructional Strategies:**

This course provides the practical experience to master the strategies and behaviour changes introduced in Level 1.

Lectures, class discussions, role-play scenarios, and multimedia presentations are utilized to observe, imitate, and practice effective communication behaviours. Individualized and self-paced speechreading skill development occurs each week in the computer lab. This course meets once per week for twelve weeks.

**Course Learning Outcomes:**

Upon completion of this course, students will:

1. demonstrate speechreading skills through participation in classroom activities where integration of the visual and auditory aspects of speech is vital to understanding.
2. describe difficult communication situations, formulate solutions to proposed challenges, and demonstrate effective positive behaviours in role-play scenarios.
3. adapt behaviour, make changes to the environment, and guide the behaviour of others in an assertive manner to maximize conversational effectiveness in the classroom and real-life situations.
4. choose appropriate technical devices that enhance awareness and understanding and be able to explain the benefits and limitations of these devices to others.

**Program Learning Outcomes:**

n/a

## Evaluation/Grading System

Grading System	Specify if 'Other':	Specify Passing Grade:
Satisfactory/Unsatisfactory		S = 65%

## Components and Weighting of the Assessment/Evaluation Plan:

Type	Percentage	Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):
Participation	50	Attendance and participation in class discussions, practice, and role-plays is vital to skill attainment & development.
Other	30	Self-assessment of skills, anecdotal reports, & verbal feedback from the instructor occur throughout to gauge learning.
Lab Work	20	The computerized speechreading exercises are scored and recorded within the program.
Final Exam		
Practicum		
	<b>Total</b>	<b>100</b>

## Learning Environment/Type

Instruction Type	Hours Per Instruction Type	Comments
L - Classroom	18	
B - Lab (Computer, Chemistry...)	9	
<b>Enter Total Hours</b>	<b>27</b>	

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

**Course Topics and Sequence Covered:**

- Communication scales (e.g. Client-oriented Scale of Improvement);
- Relaxation exercises (e.g. eyes, body, breathing)
- Individualized speechreading practice in the computer lab (e.g. vowels, consonants, everyday communication)
- Automatic speechreading of familiar phrases & speechreading drills (e.g. contrast words, homophenous words, paragraphs)
- Speechreading components (e.g. gestures and body language, situational cues, linguistic factors)
- Communication strategies (e.g. anticipatory, repair) and assertive behaviour
- Identifying communication problems and devising solutions
- Technology (e.g. hearing aids, FM, infrared, telephones, alerting systems, closed captioning)
- Meta-communication (e.g. talking about conversational successes)

## **VCC Education and Education Support Policies**

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

**<http://www.vcc.ca/about-vcc/policies/index.cfm>**

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

### **FOR COMMITTEE USE ONLY**

<b>Date Approved by Education Council:</b>		<b>Date Approved by VCC Board (if applicable):</b>	
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