

Basic Data Sheet
SP&A 43105
Phonemic Bases of Speech and Language

Title: Phonemic Bases of Speech and Language, SP&A 34105
Credit: 3 hours
Prerequisite: none

Catalog Description

Description of speech sound development and production by developmental stages comparing those with varying hearing losses and according to etiology/age of diagnosis. Stages of phonemic awareness/development in learning sound-letter relationships and emerging literacy skills for students with normal hearing compared with varying levels of hearing loss. Instructional activities to support phonemic awareness/development and implications regarding communication methodology, reading strategies (top-down vs. bottom-up), and Ling habilitation techniques. Application of phonemic strategies to enhance the communication of, and reading of, whole text passages. Application and integration of strategies into other academic areas and by age level.

Content Outline

1. Description of speech sound development and production by developmental stages; comparison of developmental stages for children with varying hearing losses.
2. Implications of speech development according to etiology, age of diagnosis, use of hearing technologies.
3. Stages of phonemic awareness/development for sound-letter relationships; comparison across students with varying levels of hearing loss; description of use in development of literacy skills--phonemic awareness in writing and reading skills.
4. Instructional activities to support phonemic awareness/development; implications regarding communication methodology (oral/oral, Total Communication, Bi-bi), reading strategies (top-down vs. bottom-up), and Ling habilitation techniques.
5. Application of phonemic strategies to enhance the writing process: phonetic and invented spelling, read-aloud editing, publication/production activities; forms of writing, e.g., poetry-Haiku and rhymes, advertising jingles and slogans.
6. Application of phonemic strategies to enhance the acquisition of reading skills: phonetic word attack strategies and stages, rhyming books and poems (making predictions, alliteration, onomatopoeia), reading/ performing whole text passages (stories, poems, plays, songs).
7. Application and integration of strategies into other academic areas (across the curriculum) and by age level (preschool, primary, upper elementary, middle school, high school).

Instructor expected to teach this course: Click, Gerling (SP&A faculty)

Sample Textbooks

Denes. (1993). The speech chain (2nd ed.). VHPS/WH Freeman. ISBN: 0716723441.
Ling, D. Teaching speech to the hearing impaired. A. G. Bell. ISBN: 0882000748.

Ling, D. Teacher/clinician plan book. A. G. Bell. ISBN: 0882000748.
Nussbaum, D., Waddy-Smith, B., & Wilson-Favors, V. Auditory and speech skills.
Washington, DC: Gallaudet University Pre-College Programs.

Resources only:

Tye-Murray, N. Communication training for hearing-impaired children and teenagers.
(Butte Pub.)

Tye-Murray, N. (1997). Communication training for hearing-impaired teenagers and young adults. (Butte Pub.)

Writing Expectations :

Observation papers, case study reports, lesson and instructional unit plans, viewing and recording videotapes of lessons, demonstrations of techniques, site visits and observations, quizzes and exams.

Alternative Methods of Instruction Approved: Distance

Objectives

1. Students will describe normal and varying speech sound development for children with hearing loss.
2. Students will describe speech development variations that may occur as the result of specific etiologies, neurological factors, genetics, the age of diagnosis, and use of hearing technologies.
3. Students will describe the stages of phonemic awareness/development for sound-letter relationships and emerging literacy skills for students with varying levels of hearing loss.
4. Students will develop instructional activities and lesson plans to support phonemic awareness/development incorporating specific strategies to support varying communication methodologies (oral/oral, Total Communication, Bi-bi), reading strategies (top-down vs. bottom-up), and Ling habilitation techniques.
5. Students will develop instructional activities and lesson plans to demonstrate appropriate application of phonemic strategies to enhance the literacy development of students.
6. Students will develop instructional activities and lesson plans to demonstrate the appropriate application and integration of strategies across the curriculum and by age level (preschool, primary, upper elementary, middle school, high school).
7. Students will receive positive evaluations from staff regarding their conduct, interaction, sign language skills, maturity, responsibility, and performance which will be used in evaluating their readiness to progress toward student teaching.

8. Students will understand and be able to develop lessons related to the auditory/listening components of speech and language development.
9. Students will develop lessons which infuse speech skills of students with hearing impairment into academic areas across the curriculum.