



Course Syllabus

1	Course title	Special Topics in Speech and Language Disorders
2	Course number	1804427
3	Credit hours	3 (theory)
	Contact hours (theory, practical)	3 (theory)
4	Prerequisites/corequisites	1804331
5	Program title	B.S. in hearing and speech
6	Program code	1804
7	Awarding institution	The University of Jordan
8	School	Rehabilitation Sciences
9	Department	Hearing & Speech Sciences
10	Course level	Undergraduate/ Third & Fourth Year
11	Year of study and semester (s)	2024-2025, First semester
12	Other department (s) involved in teaching the course	NA
13	Main teaching language	English
14	Delivery method	<input type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
16	Issuing/Revision Date	10/9/2022_ 24/9/2024

17 Course Coordinator:

Name: Rana Alkhamra, Ph.D

Contact hours: Sundays 10:30-11:30 & Mondays 11:30-12:30

Office number: 450

Phone number: 5355000, ext. 23271



Email:r.khamra@ju.edu.jo

18 Other instructors:

Name:

Office number:

Phone number:

Email:

Contact hours:

Name:

Office number:

Phone number:

Email:

Contact hours:

19 Course Description:

As stated in the approved study plan.



- **20 Course aims and outcomes:** to introduce a topic of interest in speech and language pathology, as determined by the faculty member who teaches the course, to extend the knowledge of students in that topic.

Students Learning Outcomes (SLOs):

1. **Discuss** the principles of Auditory Verbal Therapy (AVT) and their application in supporting auditory development in children with and without complex hearing loss. *Blooms' level Understand*
2. **Identify** the milestones of auditory, language, speech, cognition and literacy skills development and their significance in assessing progress in children undergoing AVT. *Blooms' level Remember*
3. **Explore** formal and informal assessment tools used in AVT to measure listening and speech & language outcomes in children with hearing loss. *Blooms' level Analyze*
4. **Create** intervention and session plans that incorporate strategies for listening, talking, and thinking to improve auditory and language skills in AVT sessions. *Blooms' level Competences*
5. **Explore** the different family coaching strategies in AVT, *Blooms' level Analyze*

21. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous	Evaluation Methods	Learning Resources
1	1.1	Course introduction	1	Blended	Moodle & Teams	S	Students & instructor introduction	Conversation

	1.2	Introduction to AVT	1	Blended	Moodle & Teams	A / S	Syllabus & Introduction to AVT	Course syllabus + discussing readings for assignment (chapter 10 / pages 285-327)
	1.3							
2	2.1	Types of hearing loss & hearing devices	1 , 7	Blended	Moodle & Teams	S	Class discussion	Course handouts+ textbook
	2.2	Types of hearing loss & hearing devices	1 , 7	Blended	Moodle & Teams	A / S	Class discussion & Moodle activity	Course handouts+ textbook
	2.3							
3	3.1	Auditory Verbal therapy: An overview	1 , 7	Blended	Moodle & Teams	S	Class discussion	Course handouts+ textbook
	3.2	Auditory Verbal therapy: An overview	1 , 7	Blended	Moodle & Teams	A / S	Class discussion & Moodle activity	Course handouts+ textbook
	3.3							
4	4.1	Auditory Brain Development and Auditory-Verbal Therapy	2	Blended	Moodle & Teams	S	Class discussion	Course handouts+ textbook+ online material Cr
	4.2	Auditory Brain Development and Auditory-Verbal Therapy	2	Blended	Moodle & Teams	A / S	Discussion & Moodle activity	Course handouts+ textbook+ online material
	4.3							
5	5.1	Developmental Domains in Auditory-Verbal Therapy- LISTENING	2	Blended	Moodle & Teams	S	Class discussion & activity	Course handouts+ textbook+ online material
	5.2	Developmental Domains in Auditory-Verbal Therapy-LANGUAGE	2	Blended	Moodle & Teams	A / S	Moodle activities	Course handouts+ textbook+ online material+
	5.3							
6	6.1	Developmental Domains in Auditory-Verbal Therapy- COGNITION	2	Blended	Moodle & Teams	S	Class discussion & Activities	Course handouts+ textbook+ online material
	6.2	Developmental Domains in Auditory-Verbal Therapy- PLAY & SPEECH	2	Blended	Moodle & Teams	A / S	Moodle OR JU exams activity on Developmental milestones	Course handouts+ textbook+ online material
	6.3							



7	7.1	Development of Literacy in Auditory-Verbal Therapy	4, 7	Blended	Moodle & Team	S	Class discussion & Moodle activities	Course handouts+ textbook+ online material
	7.2	Development of Literacy in Auditory-Verbal Therapy	4, 7	Blended	Moodle & Team	A / S	Discussion & Moodle activities	Course handouts+ textbook+ online material+
	7.3							
8	8.1	Auditory Hierarchy	3	Blended	Moodle & Team	S	Class discussion	Course handouts+ textbook+ online material
	8.2	Assessment in AVT	3	Blended	Moodle & Team	A / S	Online meeting	Course handouts+ textbook+ online material
	8.3							
9	9.1	Assessment in AVT			Moodle & Team	S	Class discussion & activities	Course handouts+ textbook+ online material
	9.2	Midterm (4/12/2024)	4	Face to face				
	9.3							
10	10.1	The Practice of Auditory-Verbal Therapy: The Auditory-Verbal Therapy Session: Planning, Delivery, and Evaluation	4, 6	Blended	Moodle & Teams	S	Class discussion	Course handouts+ textbook+ online material
	10.2	The Practice of Auditory-Verbal Therapy: The Auditory-Verbal Therapy Session: Planning, Delivery, and Evaluation plans	4, 6	Blended	Moodle & Teams	A / S	Discussion & Moodle activities	Course handouts+ textbook+ online material
	10.3							
11	11.1	The Practice of Auditory-Verbal Therapy: Strategies for listening, talking, and thinking	4	Blended		S	Class discussion & moodle activities	Course handouts+ textbook+ online material
	11.2	The Practice of Auditory-Verbal Therapy: Strategies for listening, talking, and thinking	4	Blended	Moodle & Teams	A / S	Class discussion & moodle activities	Course handouts+ textbook+ online material
	11.3				Moodle & Teams			
12	12.1	The Practice of Auditory-Verbal Therapy: Strategies for listening, talking, and thinking	4, 7	Blended	Moodle & Teams	S	Class discussion & moodle activities + presenting strategies video recording	Course handouts+ textbook+ online material
	12.2	Holiday						
	12.3							



13	13.1	Intervention: Case studies	5	Blended	Moodle & Teams	S	Class discussion & moodle activities	Course handouts+ textbook+ online material
	13.2	Holiday			Moodle & Teams			
	13.3							
14	14.1	Intervention: Case studies	5	Blended	Moodle & Teams	S	Class discussion & moodle activities	Course handouts+ textbook+ online material
	14.2	Intervention: Case studies	5	Blended	Moodle & Teams	S	Discussion & moodle activities	Course handouts+ textbook+ online material
	14.3			Blended	Moodle & Teams			
15	15.1	Family coaching strategies	5	Blended	Moodle & Teams	S	Class discussion & moodle activities	Readings+ Handouts+ online material
	15.2	Family coaching strategies	5	Blended	Moodle & Teams	A / S	Class discussion & moodle activities	Readings+ Handouts+ online material
	15.3							

22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:					
Evaluation Activity	Mark	Topic(s)	SLOs		Platform
Moodle & class participation	10 %	Throughout the course	1 through 7		Moodle ; Teams
Case study 1- Treatment plan of a child case with hearing loss (5 %) 2- Session plan + Video of session using listening strategies	15%	Child and adult cases analysis	2,4		



	implemented 10 %)				
Quizzes	5%	<i>Any course topic</i>	1 through 7	<i>Throughout the semester</i>	
Midterm Exam	30%	As presented in the schedule above	1,2		F to F
Final Exam	40%	After midterm material is included	3,4,.5	As assigned by registration	F to F

23 Course Requirements

(e.g: students should have a computer, internet connection, account on a specific software/platform...etc):

24 Course Policies:

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all in-person and asynchronous activities.
- Students are expected to be on time. Everyone should be in class during the first 10 minutes of the lecture
- When the student is unable to attend the in-person class, it is a courtesy to notify the instructor in advance using e-mail or teams.
- Repeated tardiness or leaving the in-person class meeting early will not be accepted.
- An absence of more than 15% of the in-class face-to-face meetings, which is **equivalent of (4) classes**, requires that the student provides an official excuse to the instructor and the dean.



B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.
- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.



- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments, quizzes, exams, in-class, and home-based/asynchronous course related activities. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F-Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

25 References:

- A- Textbook
- B- Estabrooks, W., MacIver-Lux, K., & Rhoades, E. A. (Eds.). (2020). *Auditory-verbal therapy: Science, research, and practice*. Plural Publishing.
- C- Additional selected readings will be assigned throughout the semester. These will be posted on E-learning Course material.



26 Additional information:

Name of Course Coordinator: Rana Alkhamra, PhD Signature: *Rana Alkhamra* Date: 10/21/2024

Head of Curriculum Committee/Department: Sara Alhanbali, Ph.D Signature: SH

Head of Department: Sara Alhanbali, Ph.D Signature: SH

Head of Curriculum Committee/Faculty: Prof. Kamal Al-Hadidi Signature: ----KAH--

Dean: ----- Prof. Kamal Al-Hadidi Signature: -----KAH-----



RESEARCH ARTICLE VIDEO/PRESENTATION ASSIGNMENT RUBRIC

The research article project will be assessed based on the points below:		NO	PARTLY	YES
1	The article addresses an important topic	0	1	2
2	The article is published in a peer reviewed journal	0		2
3	The article is published after the year 2020	0		2
4	The article adds new knowledge to its targeted audience	0	1	2
5	The video/presentation reflected the content of the article clearly and shows good understanding of the research	0	1	2
6	The video/presentation included short background of the topic researched, clear methodology, results, and discussion/conclusion	0	1	2
7	There is creativity in presenting the research in the video	0	1	3
8	It is evident that each of the group members participated in the video.	0		1
9	The video/presentation is well organized and presented	0	1	2
10	The group members collaborated in an organized manner to execute the project.	0	1	2
TOTAL SCORE				