INSTRUCTOR: Dr. Sherwood Williams  
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DATES/TIMES: Monday-Thursday, July 10-13, 2006 (5:00-8:45 p.m.)

LOCATION: UW-Green Bay Campus

<table>
<thead>
<tr>
<th>One Graduate Credit</th>
<th>Noncredit</th>
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<tbody>
<tr>
<td>Course Number: ED &amp; HUD 795-6, 725 (0193C)</td>
<td>Program Number: 0193C</td>
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<td>*Tuition: $312.18</td>
<td>Fee: $155</td>
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<tr>
<td>Prerequisite: Graduate Standing (Must have earned a bachelor’s degree)</td>
<td>Prerequisite: None</td>
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Important note to participants: Credit/Noncredit distinctions are noted throughout the syllabus; please review carefully.

*For those who qualify as a Wisconsin Resident for tuition purposes. This amount does not include student activity/segregated fees that are charged for on-campus courses. Segregated fees are waived unless you are enrolled on-campus during the same semester/session. Please note: this summer 2006 course is considered off-campus for fee purposes.

I. EMPHASIS: (Credit and Noncredit)
Participants will develop beliefs, skills, and behaviors to manage acoustic accessibility for students in the classroom by:

- Investigating recent auditory brain research
- Examining the relationship between classroom acoustics and student academic achievement.
- Reviewing studies discussing background noise, signal-to-noise ratios (SNRs) in classrooms, noise affects on academic teacher performance, speaker-to-listener distance, and speech perception in the classroom.
II. OBJECTIVES: (Credit and Noncredit)

- To understand how speech perceptual competency of a student determines literacy growth.
- To understand the influence of sound-field amplification on the perceptual abilities and psycho educational development of students.
- To understand the dynamics of classroom acoustics.
- To understand that the efficacy of sound field amplification is supported by results of research studies that have demonstrated changes in students’ academic achievement, speech recognition scores, attending skills, and learning behaviors.
- To develop listening strategies for teachers and students.

III. TEXT: (Credit Only)


IV. REQUIRED READINGS:


V. REQUIREMENTS:
- Class discussion (Credit and Noncredit)
- Presentation of the text and readings. (Credit only)
- One written paper that outlines an understanding of the course objectives and research from the class discussion, text, and readings and the implications for the participant’s classroom/school, community, or home. This paper should be a presentation to your school with appropriate appendix, of charts, graphs, etc., double-spaced, of five to ten pages, using the APA style. (Credit only)

VI. EVALUATION AND ASSESSMENT:
Grades for credit participants are based on the following criteria:
- Attendance and active participation during the scheduled classes.
- A paper that develops a plan of how to use the research in your work, community, or home.
- Class presentations of your understanding of the text and readings.

The students’ grade (A, AB, B, C, CD, D, or F) will be based on a demonstrated understanding of the following:

- **A** = Attendance, active participation, class presentation, written response to article handouts, and a paper of the implementation plan for your organization that uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- **B** = Attendance, participation, written response to article handouts, and a paper of the implementation plan for your organization that uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- **C** = Attendance, participation, and a paper of the implementation plan for your organization that uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- **D** = Attendance
- **F** = No attendance
- **AB, CD** will be based on the quality and completeness of the class presentations, written response to article handouts, and the paper of the implementation plan for your organization.

Noncredit participants will receive a certificate of completion upon successful completion of the course, including active participation for all required hours.
STANDARDS: (Credit and Noncredit)

Wisconsin Standards for Teacher Development and Licensure:

#3: Teachers understand that children learn differently: The teacher understand how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

#4: Teachers now how to teach: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.

Wisconsin Standards for Administrator Development and Licensure:

#4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

BIBLIOGRAPHY:


