

## Course Tag Reflection Exemplar Critical and Creative Thinking

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**CSD 345: Speech Science**

**Identify the course learning objectives in the syllabus that are clearly aligned to Critical & Creative Thinking and respective assignment(s).**

1. The student will be able to describe and contrast speech production and speech perception theories to explain speech generation and speech processing mechanisms.
2. The student will be able to identify the acoustic components of a sound spectrum and spectrogram, and distinguish vowel and consonant features on a spectrogram.

**Explain the connection between specific assignment(s) and Critical & Creative Thinking. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.**

- 1) Spectrogram Analysis - Students exercise critical thinking to distinguish vowel and consonant features on spectrograms 10%.
- 2) Praat lab - Students exercise critical thinking and creativity in identifying acoustical differences in clearly verses conversationally spoken speech, and developing a narrative detailing engineering solutions to improve speech recognition for clients with hearing loss 20%.
- 3) Homework 6 - Students exercise critical thinking and creativity in examining a data set and developing a narrative stating why the data do or do not provide support for the acoustic theory of vowel production 2%.

**Describe in detail the instructional strategies faculty use to intentionally teach Critical & Creative Thinking in the course.**

In this course, faculty hold in-class workshops, facilitate discussions, think-pair-share, and meet one on one with students.

**Describe the feedback tool(s) faculty use to support students' competency development on Critical & Creative Thinking.**

Assignments are graded using a rubric. The instructor also provides written comments on assignments. Students receive peer and instructor verbal feedback during in-class workshops and discussions.