Course Syllabus

Code - Course Title	**ÖEÖ343 - Reading and Writing Instruction**
Course Type	V. SEMESTER
Laboratory + Practice	3+0
ECTS	**4.0**
Language of Instruction	Türkçe
Course Type	Required Courses
Course Instructor(s)	PROF. DR. HALİSE PELİN KARASU, DOÇ. DR. ELİF AKAY

Mode of Delivery	The mode of delivery of this course is face to face.
Prerequisites	There is no prerequisite or co-requisite for this course.
Courses Recomended	There is no recommended optional programme component.

Recommended Resources	Albertini, J. ve Mayer, C. (2011). Using miscue analysis to assess comprehension in deaf college readers. Journal of Deaf Studies and Deaf Education, 16(1), 35-46. Chaleff, C. ve Ritter, M. (2001). The use of miscue analysis with deaf readers. The Reading Teacher, 55(2), 190-200.Donin, J., Doehring, D. G. ve Browns, F. (1991). Text comprehension and reading achievement in orally educated hearing-impaired children. Discourse Processes, 14(3), 307-37. Geers, A. E. (2002). Factors affecting the development of speech, language, and literacy in children with early cochlear implantation. American Speech-Language-Hearing Association, 33, 172-183. Geers, A. E. (2003). Predictors of reading skill development in children with early cochlear implantation. Ear and Hearing, 24, 59-68.Geers, A. E., Brenner, C. (2003). Backround and educational characteristics of prelingually deaf children implanted by five years of age. Ear and Hearing, 24(1), 2-14.Girgin, Ü. (1999). Eskişehir ili ilkokulları 4. ve 5. sınıf işitme engelli öğrencilerinin okumayı öğrenme durumlarının çözümleme ve anlama düzeylerine göre değerlendirilmesi. Eskişehir: Anadolu Üniversitesi Yayınları.Girgin, Ü. (2006). Evaluation of Turkish hearing impaired students' reading comprehension with the miscue analysis inventory. International Journal of Special Education, 21(3), 68-84. Govaerts, P. J., De Beukelaer, C., Daemers, K., De Ceulaer, G., Yperman, M., Somers, T., Schatteman, I. ve Offeciers, F. E. (2002). Outcome of cochlear implantation at different ages from 0 to 6 years. Otology & Neurotology, 23(6), 885-890.Gunning, T. G. (2003). Creating literacy instruction for all children (4th ed.). Boston: Allyn & Bacon.Gunning, T. G. (2006). Assessing and correcting reading and writing difficulties (3 rd ed.). Boston: Allyn & Bacon.Harris, M. ve Beech, J. (1998). Implicit phonological awareness and early reading development in prelingually deaf children. Journal of Deaf Studies and Deaf Education, 3(3), 205-16. Hengirmen, M. (1995). Türkçe dilbilgisi. Ankara: Engin Yayınevi.James, D., Rajput, K., Brinton, J. ve Goswami, U. (2009). Ortographic influences, vocabulary development, and phonological awareness in deaf children who use cochlear implants. Applied Psycholinguistics, 30, 659-684.Johnson, C. ve Goswami, U. (2010). Phonological awareness, vocabulary, and reading in deaf children with cochlear implants. Journal of Speech, Language, and Hearing Research, 53, 237-261.Karasu, H. P. (2011). İşitme engelli öğrenciler ve normal işiten öğrencilerin okuma becerilerinin Formel Olmayan Okuma Envanteri ile değerlendirilmesi. Yayımlanmamış doktora tezi, Anadolu Üniversitesi, Eskişehir. Kelly, L. P. (1993). Recall of Englisg function words and inflections by skilled and average deaf readers. American Annals of the Deaf, 138, 288-296.Kelly, L. P. (1995). Processing of bottom-up and top-down information by skilled and average deaf readers and implications for whole language instruction. Exceptional Children, 61(4), 318-334.Kelly, L. P. (1996). The interaction of syntactic competence and vocabulary during reading by deaf students. Journal of Deaf Studies and Deaf Education, 1, 75-90.Kelly, L. P. (2003). Considerations for designing practice for deaf readers. Journal of Deaf Studies and Deaf Education, 8, 171-186.
Work Placement	Not Applicable.

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		The definition of literacy and its components	
Week - 2		The development of literacy skills for individuals with special educational needs	
Week - 3		Approaches to literacy in early childhood	

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 4		Emergent literacy philosophy	
Week - 5		Support of literacy skills in preschool and literacy activities	
Week - 6		Assessment of literacy skills in preschool education	
Week - 7		Approaches to reading and writing	
Week - 8		Features of the phonetic based sentence method	
Week - 9		Preparation of activities and planning of lessons according to phonetic based sentence method	
Week - 10		Teaching strategies to literacy	
Week - 11		The adaptation process of teaching to literacy for special educational needs individuals	
Week - 12		Types, preparation and importance of big books	
Week - 13		Implementation of the big books	
Week - 14		Use of the big books in order to assessment of literacy skills	

Learning Outcomes

#	Learning Outcome
1	Will be able to explain the basic concepts of literacy instruction
2	Will be able to identify common features in literacy skills of individuals who special education needs
3	Will be able to evaluate approaches to literacy in preschool education
4	Will be able to prepare activities that support the development of literacy skills in preschool education
5	Will be able to evaluate the literacy approaches
6	Will be able to explain the methods and strategies used in the teaching of reading and writing
7	Will be able to adapt the literacy program for individuals with special education needs

Sustainable Development Goals

No content has been provided.

Course Theme

No content has been provided.

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	0	0	0
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	0	0	0
Ödevler	0	0	0
Proje - Rapor - Sunum Hazırlama	0	0	0
Ara Sınav Hazırlığı (sınav süresi dahil)	0	0	0
Final Sınavı Hazırlığı (sınav süresi dahil)	0	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0	0	0
Staj Uygulaması	0	0	0
		Calculated ECTS	**0**

Assessment Method and Passing Requirements

No content has been provided.

Assessment Method and Passing Requirements	Quamtity	Percentage (%)
1.Midterm Exam	1	40
Final Exam	1	60
	Sum (%)	**100**