Course Syllabus

Code - Course Title	**ÖEÖ324 - Developing Literacy Skills**
Course Type	VI. SEMESTER
Laboratory + Practice	3+0
ECTS	**4.0**
Language of Instruction	Türkçe
Course Type	Required Courses

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	Anderson, A., Anderson, J., Lynch, J., Shapiro, J. and Kim, J.E. (2012). Extra-textual talk in shared book reading: A focus on questioning. Early Child Development and Care, 182 (9), 1139-1154.Arnold, P., Palmer, C., and Lyod, J. (1999). Hearing impared children\\\\\\\'s listening skills in a referential communication task: an exploratory study. Deafness and Education International, 1 (1), 47-55.Bayraktar, V. (2018). Okulöncesi dönemdeki çocukların yazı farkındalığı becerilerinin gelişimindeetkileşimli kitap okumanın önemi. Çocuk ve Gelişim Dergisi, 1(1), 31-41.Cabell, S.Q., Justice, L.M., Kaderavek, J.N., Turnbull, K.P. and Breit-Smith, A. (2009). Emergent literacy lessons for success. San Diego: Plural Publishing.Çetrez Arıcan, G., Yılmaz, Z.H., ve Coşkun, İ. (2017). Zihinsel yetersizliği olan bireylerin okuma veanlama düzeylerinin geliştirilmesi. The Journal of Academic Social Science Studies, 60, 41-53.DesJardin, J.L., Doll, E.R., Stika, C.J., Eisenberg, L.S., Johnson, K.J., Ganguly, D.H., Colson, B.G. and Henning, S.C. (2014). Parental support for language development during joint book reading foryoung children with hearing loss. Communication Disorders Quarterly, 35 (3), 167-181.Efe, M. ve Temel, Z. F. (2018). Okulöncesi dönem 48-66 ay çocuklarına etkileşimli kitap okumaprogramı'nın yazı farkındalığı açısından incelenmesi. Erken Çocukluk Çalışmaları Dergisi, 2(2),257-283.Efendi, M. (2017). The effectiveness of the pictorial book to improve the understanding of deaf students about nature and environment in elementary school. Journal of ICSAR, 1 (2), 103-108.Girgin, M.C. (2003). İşitme engelli çocukların eğitimine giriş. Eskişehir: Anadolu Üniversitesi Yayınları.Girgin, Ü. (2006). İşitme engelli çocuklar için bireysel ve grup eğitimi. U. Tüfekçioğlu (Ed.), İşitme,konuşma ve görme sorunu olan çocukların eğitimi. Eskişehir: Anadolu Üniversitesi Yayınları.Girgin, Ü. (2013). Teacher strategies in shared reading for children with hearing impairement. Eurasian Journal of Educational Research, 53, 249-268.Goldberg, H. (2016). Language development in preschoolers at risk: Linguistic input among head start parents and oral narrative performance of deaf or hard of hearing children. YayımlanmamıĢDoktora Tezi. Atlanta: Georgia State University, Department of Educational Psychology, SpecialEducation and Communication Disorders.Gunning, T.G. (2003). Creating literacy instruction for all children. Boston: Pearson Education, Inc.Hargreve, A.C., and Senechal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: the benefits of regular reading and dialogic reading. Early Childhood Research Quarterly, 15 (1), 75-90.Işıkçıoğulu Erdoğan, N. (2016). Erken çocukluk döneminde çocuk-ebeveyn birlikte okuma etkinliklerinin incelenmesi. Kastamonu Education Journal. 24(3), 1071-1086.
Work Placement	Not Applicable

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Activities that support the development of literacy skills for individuals with special education needs	
Week - 2		The importance of storytelling to the class, book selection	
Week - 3		Planning of the lesson for storytelling to the class	
Week - 4		The importance of reading story to the class, preparation of reading material	
Week - 5		Planning of the lesson to read the story to the class	
Week - 6		Features of sequential cards, preparation of sequential cards	
Week - 7		Planning of the lesson for implementing the sequential cards to the class	
Week - 8		Text types, the process of writing a text and the process of text adaptation	
Week - 9		Planning of the text comprehension lesson	
Week - 10		Writing process	
Week - 11		Examination of the written products of students with special educational needs	
Week - 12		Revision and editing process	
Week - 13		Individualized reading instruction	
Week - 14		Assessment of literacy skills	

Learning Outcomes

#	Learning Outcome
1	Will be able to explain the activities that support the development of literacy skills for students with special educational needs
2	Will be able to explain the storytelling process to the class.
3	Will be able to explain the process of reading a story to the class.
4	Will be able to explain the implementation and preparation process of the sequential cards.
5	Will be able to explain the implementation process of the instruction of text comprehension.
6	Will be able to explain the stages of the writing process.
7	Will be able to explain the characteristics of individualized reading instruction.
8	Will be able to explain the methods of assessment of literacy skills.

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.