Course Syllabus

Code - Course Title	**İEÖ514 - Commu.Appro.used in the Educati.of Hearing Impaired Children**
Course Type	I. SEMESTER
Laboratory + Practice	3+0
ECTS	**6.0**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	DR. ÖĞR. ÜYESİ DUYGU BÜYÜKKÖSE

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	non

Recommended Resources	yok Yararlanılan ve Başvurulabilecek Kaynaklar:Clark, Morag. “Preparation of Deaf Children for Hearing Society,” Journal of the British Association Teachers of the Deaf. (27): 5, 1978. ss: 146-154.____. 1981. “The Speech Policy of Birkdale School,” Report of Proceedings for Conference for Heads of Schools and Services for Hearing Impaired Children. Manchester: Department of Audiology and Education of the Deaf University of Manchester. September ss: 63.____. 1981. “Attitude or Aptitude,” Australian Teacher of the Deaf. 22 ss: 4-8. ____. 1985. Developing the Spoken Language Skills of Impaired Chidren: 1. Laying the Foundations. M.U.T.V., Manchester: Manchester University. ____. 1986. Developing the Spoken Language Skills of Impaired Chidren: 2. Building on the Foundations. M.U.T.V., Manchester: Manchester University. ____. 1986. Developing the Spoken Language Skills of Impaired Chidren: 3. Sounds All Around. M.U.T.V., Manchester: Manchester University.____. 1986. “Introduction: for Which Population is an Auditory Approach Suitable,” The Volta Review. Vol. 88, No: 5, September ss: 11. ____. 1987. “The Educative Experience: Seeing is Believing,” Media in Education and Development.October. ss: 154-156.____. 1988. İşitme Engelli Çocukların Eğitiminde Yöntemler. Yayınlanmamış Ders Notları, Eskişehir: Anadolu Üniversitesi, Eğitim Fakültesi. Ewing, I. R. and Ewing, A.W. G. Speech and the Deaf Child. Manchester: Un Press. 1954.Ling, Daniel. Early Oral Intervention: An Introduction to Early Intervention for Hearing-Impaired Children. California: College Hill Press. 1984.Markides, Andreas. The Speech of Hearing-Impaired Children. Manchester: Manchester University. 1983.Nolan, Michael and Tucker, G. Ivan. The Hearing Impaired Child and The Family. Great Britain: Anchor Brendon Ltd. Tiptree, Essex. 1983.Owens, R. E (2012). Language Development: An introduction /8th ed.) Allyn and Bacon. 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Farklı Eğitim Ortamlarındaki İşitme Engelli Öğrencilerin Konuşma Dillerinin İncelenmesi. Eskişehir: Eğitim Sağlık ve Bilimsel Araştırma Çalışmaları Vakfı Yayınları No: 141.____. 1998. “İÇEM’de Uygulandığı Şekil ile Doğal İşitsel-Sözel Yaklaşım Nedir?,” Eğitim Fakültesi Dergisi. Eskişehir: Anadolu Üniversitesi Eğitim Fakültesi Dergisi. Cilt. 8. Sayı: 1-2. ss: 113-123Tüfekçioğlu, Umran, Behram, Erdiken., Cem, Girgin. ve Ümit, Girgin. Nihai Rapor Genel Değerlendirme, İşitme Engelliler Alt Çalışma Grubu Raporu. Engelliler için Eğitim Modelleri Geliştirme Projesi. Ankara: T.C.Başbakanlık Devlet Planlama Teşkilatı. 1992.Wendy, Lynas. Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd. 1994.Kaynakça1. Robertson, L. (2000). Literacy learning for children who are deaf or hard of hearing. Washington, D.C. The Alexander Graham Bell Association for the Deaf and Hard of Hearing. 2. Crandell, C., Smaldino, J. & Flexer. C. (2005). Sound Field Application. 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San Diego: Singular Publishing Group, Inc. s:14, 16, 12 11. Abberton, E. V., Hazan., & Fourcin., A. (1990). The development of contractiveness in profoundly deaf children speech. Clinical Linguistics and Phonetics, 4(3), 20912. Clark, Morag., (1985). Developing the spoken language skills of impaired children: 1 Laying the foundations. M.U.T.V,. 10. 13. Wood, D., J., (1984). Aspects of the linguistic competence of deaf children. British Journal of Audiology. (18), 27.14. Tucker, B. P., (1998). Cochlear implants: A handbook. McFarland & Company, Inc15.American Speech-Language Hearing Association. (1995). Position statement and guidelines for acoustics in educational settings. Asha, 37(Suppl.14), 15–19.16. Smaldino, J. & Carandell, C. (2000, October) Classroom amplification technology: Theory and Practice. Language, Speech and Hearing Service in Schools, 31, 371-375. 17. www.oticon.com 14/10/100918. Crandell, C.& Smeldino, J.(1995). The important of room acoustics. In R. Tyler & D. Schun (Eds.) Assistive Listening Device. Allyn & Becon: Needham Heights, MA. 19. Hinman, R. T., Leeb, B.S., Avestruz, A. T., Gilmore, R., Paul. D., Peterson, N., (2003). Using talking lights Illumination-based communication Networks to enhance word comprehension by people who are deaf or hard of hearing. American Journal of Audiology, 12, 17–22.20. Berg, F., S., Blair, J., C. & Benson, P., V. (1996, January). Classroom acoustics: The problem, impact and solution. Language, Speech and Hearing Service in Schools, 27, 16-20

Work Placement	N/A
Aims of the Course	The aim of the course is to enable students to develop an understanding of language development and differnces betwen language, speech and communacation, Language acquisitin and theores, how can we acquier spoken language for the hearing impaired children.

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Defination of communucation and mods of communication	
Week - 2		Ruals of conversation.	
Week - 3		Differancess between hearing and listening. İmportances of lissining for speech.	
Week - 4		The ruals of fluant conversation	
Week - 5		importance of turn taking, eye contact, reply. on conversation	
Week - 6		Definatian ofspeech acquisition and moder baby interactin at speech acquisition.	
Week - 7		To discrimination ofspeech development process normal hearing children andhearing-impaired children. .	
Week - 8		reasons of speech differancess of hearing impaired children.	
Week - 9		. Segmental differences between Hİ and NH children Supra segmental differences between Hİ and NH children	
Week - 10		Syntactic differences and morphological differences between Hİ and NH children.	
Week - 11		Infuluance of these differances on speech intelligibility.	
Week - 12		Ways of to recover thesespeech differances	
Week - 13		Ways of to recover thesespeech differances	
Week - 14		Ways of analyzing speech intelligibility.	

Learning Outcomes

#	Learning Outcome
1	define nature of conversation.
2	define speech acquisition .
3	notice the speech differences between Hİ and NH children.
4	develop educational programs to improve these differences.
5	notice the importance’s of speech intelligibility for Hİ children’s.

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.