Course Syllabus

Code - Course Title	**İEÖ526 - Reading and Writing Skills Assessment of Hea.- Imp. Peo.**
Course Type	II. SEMESTER
Laboratory + Practice	3+0
ECTS	**6.0**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	PROF. DR. HALİSE PELİN KARASU

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		Difficulties In reading and writing for hearing-impaired people	
Week - 2		Purpose and importance of educational assessment	
Week - 3		Purpose of assessment reading and writing skills	

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 4		Methods of reading and writing skills assessment	
Week - 5		Formal assessment	
Week - 6		Standardized reading tests	
Week - 7		Informal assessment	
Week - 8		Creterion referenced test, Observation, Interview, Portfolio, Informal reading inventory	
Week - 9		Creterion referenced test, Observation, Interview, Portfolio, Informal reading inventory	
Week - 10		Planning of activities after from assessment;	
Week - 11		Analysis of researches about assessment of reading and writing skills of hearing-impaired people.	
Week - 12		Analysis of researches about assessment of reading and writing skills of hearing-impaired people.	
Week - 13		Analysis of researches about assessment of reading and writing skills of hearing-impaired people.	
Week - 14		Analysis of researches for assessment of reading and writing skills of hearing-impaired people	

Learning Outcomes

#	Learning Outcome
1	explain the basic concepts of educational-behavioral assessment and evaluation
2	comprehend the characteristics of educational assessment and evaluation in order to adopt to hearing impaired students
3	Analyze of researches about assessment of literacy skills of hearing-impaired people

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

AKTS Workload

Activity	Duration (Hour)	Count	Workload
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.