Course Syllabus

Code - Course Title	**İEÖ622 - Development of Early Literacy Skills in Hearing-Impaired Chi**
Course Type	I. SEMESTER
Laboratory + Practice	3+0
ECTS	**7.5**
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	Ambrose, S. E. (2009). Phonological awareness development of preschool childrenwith cochlear implants. Unpublished doctoral thesis, University of Kansas,Kansas.Ambrose, S. E., Fey, M. E. & Eisenberg, L. S. (2012). Phonological awareness andprint knowledge of preschool children with cochlear implants. Journal ofSpeech, Language & Hearing Research, 55(3), 811-823.Armbruster, B. B., Lehr, F. & Osborn, J. (2006). A child becomes a reader: Provenideas from research for parents (3rd ed.). [Available online at:http://www.nichd.nih.gov/publications/pubs/upload/reading_pre.pdf],Retrieved on November 19, 2013.Beaty, J. J. & Pratt, L. (2003). Early literacy in preschool and kindergarten. NewJersey: Pearson Education, Inc.Bogdan, R. C. & Biklen, S. K. (2007). Qualitative Research in Education: AnIntroduction to Theory and Methods (5th Ed.). USA: Allyn and Bacon.Browne, A. (1996). Developing language and literacy 3-8. London: Paul ChapmanPublishing Ltd.Carden, K. C. (2008). Language and emergent literacy in preschoolers with earlycochlear implantation. Unpublished master thesis, University of Florida,Florida.Chaleff, C. & Ritter, M. (2001). The use of miscue analysis with deaf readers. TheReading Teacher, 55(2), 190-200.Fields, M. V., Groth, L. A. & Spangler, K. L. (2004). Let’s begin reading right (5thed.). New Jersey: Pearson Education, Inc.Fyke, L. B. (2007). Essential kindergarten assessments for reading, writing andmath. New York: Scholastic Inc.Gall, J. P., Gall, M. D. & Borg, W. R. (1999). Applying educational research: Apractical guide. (4th Ed.). New York: Longman.Gambrell, L. B., Malloy, J. A. & Mazzoni, S. A. (2007). Evidence-based bestpractices for comprehensive literacy instruction. L. B. Gambrell, L. M.Morrow & M. Pressley (Ed.), Best practices in literacy instruction (4th ed.)(pp. 11-29). New York: The Guilford Press.Gambrell, L. B. & Mazzoni, S. A. (1999). Emergent literacy: What research revealsabout learning to read. C. Seefeldt (Ed.), The early childhood curriculum:Current findings in theory and practice (pp. 80–105). New York: TeachersCollege Press. [Available online at:books.google.com.tr/books?isbn=080773781X], Retrieved on September 28,2012.Geers, A. E. (2002). Factors affecting the development of speech, language, andliteracy 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 earlycochlear implantation. Ear and Hearing, 24, 59-68.Geers, A. E., Nicholas, J. G. & Moog, J. S. (2007). Estimating the influence ofcochlear implantation on language development in children. AudiologicalMedicine, 5, 262-273.Gillespie, C. W. & Twardosz, S. (1997). A group storybook-reading intervention withchildren at a residental school for the deaf. American Annals of the Deaf,14(4), 320-332.
Work Placement	No

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Literature review on early literacy skills	

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 2		Examination of early literacy skills	
Week - 3		Examination of early literacy skills	
Week - 4		Examining early literacy approaches	
Week - 5		Development of early literacy skills in hearing impaired children	
Week - 6		Development of early literacy skills in hearing impaired children	
Week - 7		Examination of early literacy activities in hearing impaired children	
Week - 8		Examination of group activities	
Week - 9		Examination of individual activities	
Week - 10		Evaluation of early literacy skills in hearing impaired children	
Week - 11		Examining formal assessments of early literacy skills	
Week - 12		Examining informal assessments of early literacy skills	
Week - 13		Examination of research on early literacy skills of the hearing impaired	
Week - 14		Examination of research on early literacy skills of the hearing impaired.	

Learning Outcomes

#	Learning Outcome
1	Will be able to explain early literacy skills.
2	Will be able to explain early literacy approaches.
3	Will be able to explain the development of early literacy skills in hearing impaired children.
4	Will be able to explain early literacy activities organized for hearing impaired children.
5	Will be able to explain the approaches used in the evaluation of early literacy skills of hearing impaired children.
6	Will be able to analyze comparatively international studies on early literacy skills of deaf children.

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	20
Final Exam	1	50
Homework	1	30
	Sum (%)	**100**