Course Syllabus

Code - Course Title	**İEÖ627 - Teaching and Learning With Respect to Hearing Impaired Chi.I**
Course Type	I. SEMESTER
Laboratory + Practice	4+0
ECTS	**7.5**
Language of Instruction	Türkçe
Course Type	Required 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	None
Recommended Resources	Ambrose, S., M. Fey, and L. Eisenberg. 2012. “Phonological Awareness and Print Knowledge ofPreschool Children with Cochlear Implants.” Journal of Speech, Language, and Hearing Research 55(3): 811–823. doi:10.1044/1092-4388(2011/11-0086).Beaty, J. J., and L. Pratt. 2011. Early Literacy in Preschool and Kindergarten. 3rd ed. New Jersey:Pearson Education, Inc.Browder, D. M., L. Ahlgrim-Delzell, G. Courtade, S. L. Gibbs, and C. Flowers. 2008. “Evaluation of theEfectiveness of an Early Literacy Program for Students with Significant DevelopmentalDisabilities.” Exceptional Children 75 (1): 33–52. doi:10.1177/001440290807500102.Castle, J. M., J. Riach, and T. Nicholson. 1994. “Getting off to a Better Start in Reading and Spelling:The Effects of Phonemic Awareness Instruction within a Whole Language Program.” Journal ofEducational Psychology 86 (3): 350–359. doi:10.1037/0022-0663.86.3.350.Cole, E. B., and C. Flexer. 2007. Children with Hearing Loss Developing Listening and Talking.Oxfordshire: Plural Publishing, Inc.Conley, C. M., K. M. Derby, M. Roberts-Gwinn, K. M. Weber, and T. F. McLaughlin. 2004. “An Analysisof Initial and Maintenance of Sight Words following Picture Matching and Copy, Cover, andCompare Teaching Methods.” Journal of Applied Behavior Analysis 37 (3): 339–350. doi:10.1901/jaba.2004.37-339.Creswell, J. W. 2007. Qualitative Inquiry and Research Design: Choosing among Five Approaches. 2nded. Thousand Oaks, CA: Saga Publications, Inc.Desjardin, J. L., and S. E. Ambrose. 2010. “The Importance of the Home Literacy Environment forDeveloping Literacy Skills in Young Children Who are Deaf or Hard of Hearing.” Young ExceptionalChildren 13 (5): 28–44. doi:10.1177/1096250610387270.Desjardin, J. L., S. E. Ambrose, and L. S. Eisenberg. 2008. “Literacy Skills in Children with CochlearImplants: The Importance of Early Oral Language and Joint Storybook Reading.” Journal of DeafStudies and Deaf Education 14 (1): 22–43. doi:10.1093/deafed/enn011.Easterbrooks, S. R., and J. Beal-Alvarez. 2013. Literacy Instruction for Students Who are Deaf and Hardof Hearing. New York: Oxford University Press.Easterbrooks, S. R., A. R. Lederberg, E. M. Miller, J. P. Bergeron, and C. M. Connor. 2008. “EmergentLiteracy Skills during Early Childhood in Children with Hearing Loss: Strengths and Weaknesses.”The Volta Review 108 (2): 91–114. doi:10.17955/tvr.
Work Placement	N/A

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Examination of practical researches carried out with students with hearing loss	
Week - 2		Examination of practical researches carried out with students with hearing loss	
Week - 3		Examination of practical researches carried out with students with hearing loss	
Week - 4		Examination of practical researches carried out with students with hearing loss	
Week - 5		Examination of instructional strategies used in applications for the development of language and academic skills of students with hearing loss	
Week - 6		Examination of instructional strategies used in applications for the development of language and academic skills of students with hearing loss	
Week - 7		Examination of instructional strategies used in applications for the development of language and academic skills of students with hearing loss	
Week - 8		Examination of evidence-based practices	
Week - 9		Examination of evidence-based practices	
Week - 10		Examination of evidence-based practices	
Week - 11		Implementation to support language and academic skills	
Week - 12		Implementation to support language and academic skills	
Week - 13		Implementation to support language and academic skills	
Week - 14		Implementation to support language and academic skills	

Learning Outcomes

#	Learning Outcome
1	Compares the results of practical research conducted with students with hearing loss.
2	Explain the instructional strategies used in applications for the development of language and academic skills of students with hearing loss.
3	Compares evidence-based practices results.
4	Makes applications to support language and academic 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.

Assessment Method and Passing Requirements	Quamtity	Percentage (%)
1.Midterm Exam	1	20
Final Exam	1	50
Homework	1	30
	Sum (%)	**100**