

# READING AND WRITING INSTRUCTION IN SPECIAL EDUCATION

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|-----------|--|---|--|
| <b>1</b>  | Course Title:  | READING AND WRITING INSTRUCTION IN SPECIAL EDUCATION  |  |
| <b>2</b>  | Course Code:   | ÖZE2305-BH  |  |
| <b>3</b>  | Type of Course:  | Compulsory  |  |
| <b>4</b>  | Level of Course:   | Second Cycle  |  |
| <b>5</b>  | Year of Study:   | 0   |  |
| <b>6</b>  | Semester:  | 0   |  |
| <b>7</b>  | ECTS Credits Allocated:                                      | 4.00  |  |
| <b>8</b>  | Theoretical (hour/week):                                     | 3.00  |  |
| <b>9</b>  | Practice (hour/week):  | 0.00  |  |
| <b>10</b> | Laboratory (hour/week):                                      | 0   |  |
| <b>11</b> | Prerequisites:   | None  |  |
| <b>12</b> | Language:  | Turkish   |  |
| <b>13</b> | Mode of Delivery:  | Face to face  |  |
| <b>14</b> | Course Coordinator:  | Dr. Öğr. Üyesi MUSTAFA KURT   |  |
| <b>15</b> | Course Lecturers:  |   |  |
| <b>16</b> | Contact information of the Course Coordinator:               | mustafakurt@uludag.edu.tr   |  |
| <b>17</b> | Website:   |   |  |
| <b>18</b> | Objective of the Course:                                     | Definition and structure of reading and writing; evaluation of literacy skills of students with special needs; reading preparation skills; letter teaching stage; syllable teaching stage, text reading stage, reading fluency  |  |
| <b>19</b> | Contribution of the Course to Professional Development:      | Students who take this course will gain knowledge and skills in teaching reading and writing to students with special needs, individualization of teaching and designing literacy teaching according to the direct instruction model, which is an evidence-based teaching practice. |  |
| <b>20</b> | Learning Outcomes:   |   |  |
|           |  | <b>1</b>  | To be able to evaluate literacy skills                             |
|           |  | <b>2</b>  | Learning reading preparation skills, structure and characteristics |
|           |  | <b>3</b>  | To be able to design letter teaching                               |
|           |  | <b>4</b>  | To be able to design syllable teaching                             |
|           |  | <b>5</b>  | To be able to design text reading instruction                      |
|           |  | <b>6</b>  | To be able to design instruction to increase reading fluency       |
|           |  | <b>7</b>  |  |
|           |  | <b>8</b>  |  |
|           |  | <b>9</b>  |  |
|           |  | <b>10</b>   |  |
| <b>21</b> | Course Content:  |   |  |
|           |  | <b>Course Content:</b>  |  |
| Week      | Theoretical  | Practice  |  |
| <b>1</b>  | Teaching reading and writing; structure and basic principles |   |  |
| <b>2</b>  | Evaluation of literacy skills                                |   |  |

|    |                             |  |
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| 3  | Literacy preparation skills |  |
| 4  | Letter teaching             |  |
| 5  | Letter teaching             |  |
| 6  | Letter teaching             |  |
| 7  | Syllable teaching           |  |
| 8  | Syllable teaching           |  |
| 9  | Syllable teaching           |  |
| 10 | Text reading                |  |
| 11 | Text reading                |  |
| 12 | Reading fluency             |  |
| 13 | Reading fluency             |  |
| 14 | Reading fluency             |  |

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| <b>22</b> | Textbooks, References and/or Other Materials: | <p>Engelmann, S &amp; Carnine, D. (1982). Theory of instruction: Principles and applications. Irvington Publishers.</p> <p>Kameenui, E. J. &amp; Simmons, D. C. (1990). Designing instructional strategies: The prevention of academic learning problems. Merrill Publishing Company</p> <p>Carnine, D. W., Silbert, J., Kame'enui, E., &amp; Tarver, S. G. (2010). Direct instruction reading. Merrill.</p> <p>Patching, W., Kameenui, E. J., Carnine, D., Gersten, R. M., &amp; Colvin, G. (1983). Direct instruction in critical reading skills. Reading Research Quarterly, 18(4), 406–18. <a href="https://doi.org/10.2307/747376">https://doi.org/10.2307/747376</a></p> <p>Kame'enui, E., Carnine, D. W., Dixon, R. C., Simmons D. C., &amp; Coyne, M. D. (2002). Effective teaching strategies that accommodate diverse learners (2nd Edition). Merrill/Prentice Hall.</p> <p>Gunning, T. G.(2014). Assessing &amp; correcting reading and writing difficulties: A Student-centered approach. Pearson</p> <p>Schumm, J. S. (2006). Reading assessment and instruction for all learner. The Guilford Press</p> |
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| <b>23</b> | Assesment |  |
|-----------|-----------|--|

| TERM LEARNING ACTIVITIES   | NUMBE R   | WEIGHT |
|--|---|--------|
| Midterm Exam   | 1   | 40.00  |
| Quiz   | 0   | 0.00   |
| Home work-project  | 0   | 0.00   |
| Final Exam   | 1   | 60.00  |
| Total  | 2   | 100.00 |
| Contribution of Term (Year) Learning Activities to Success Grade |   | 40.00  |
| Contribution of Final Exam to Success Grade                      |   | 60.00  |
| Total  |   | 100.00 |
| Measurement and Evaluation Techniques Used in the Course         | Assessment methods may include classical test(s), multiple-choice test(s), homework(s), performance evaluation(s), and product evaluation(s). |        |

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| <b>24</b> | <b>ECTS / WORK LOAD TABLE</b> |  |
|-----------|-------------------------------|--|

| Activites                  | Number | Duration (hour) | Total Work Load (hour) |
|----------------------------|--------|-----------------|------------------------|
| Theoretical                | 14     | 3.00            | 42.00                  |
| Practicals/Labs            | 0      | 0.00            | 0.00                   |
| Self study and preperation | 14     | 5.00            | 70.00                  |
| Homeworks                  | 0      | 0.00            | 0.00                   |
| Projects                   | 0      | 0.00            | 0.00                   |
| Field Studies              | 0      | 0.00            | 0.00                   |
| Midterm exams              | 1      | 1.00            | 1.00                   |
| Others                     | 0      | 0.00            | 0.00                   |
| Final Exams                | 1      | 1.00            | 1.00                   |
| Total Work Load            |        |                 | 114.00                 |
| Total work load/ 30 hr     |        |                 | 3.80                   |
| ECTS Credit of the Course  |        |                 | 4.00                   |

| 25   | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS |     |     |              |     |     |                 |     |     |               |      |      |                    |      |      |      |
|--|---|-----|-----|--------------|-----|-----|-----------------|-----|-----|---------------|------|------|--------------------|------|------|------|
|  | PQ1   | PQ2 | PQ3 | PQ4          | PQ5 | PQ6 | PQ7             | PQ8 | PQ9 | PQ10          | PQ11 | PQ12 | PQ13               | PQ14 | PQ15 | PQ16 |
| ÖK1  | 5   | 5   | 5   | 5            | 5   | 5   | 5               | 5   | 3   | 5             | 5    | 5    | 5                  | 5    | 5    | 3    |
| ÖK2  | 5   | 5   | 5   | 5            | 5   | 5   | 5               | 5   | 3   | 5             | 5    | 5    | 5                  | 5    | 5    | 3    |
| ÖK3  | 5   | 5   | 5   | 5            | 5   | 5   | 5               | 5   | 3   | 5             | 5    | 5    | 5                  | 5    | 4    | 3    |
| ÖK4  | 5   | 5   | 5   | 5            | 5   | 5   | 5               | 5   | 3   | 5             | 3    | 5    | 5                  | 5    | 5    | 3    |
| ÖK5  | 5   | 5   | 5   | 5            | 5   | 5   | 5               | 5   | 3   | 5             | 5    | 5    | 5                  | 5    | 5    | 3    |
| ÖK6  | 5   | 5   | 5   | 5            | 5   | 5   | 5               | 5   | 3   | 5             | 5    | 5    | 5                  | 5    | 5    | 3    |
| <b>LO: Learning Objectives    PQ: Program Qualifications</b> |   |     |     |              |     |     |                 |     |     |               |      |      |                    |      |      |      |
| <b>Contribution Level:</b>                                   | <b>1 very low</b>   |     |     | <b>2 low</b> |     |     | <b>3 Medium</b> |     |     | <b>4 High</b> |      |      | <b>5 Very High</b> |      |      |      |