EVALUATION OF LANGUAGE AND COMMUNICATION SKILLS

1	Course Title:	EVALUATION OF LANGUAGE AND COMMUNICATION SKILLS
2	Course Code:	ÖZE2315
3	Type of Course:	Optional
4	Level of Course:	First Cycle
5	Year of Study:	2
6	Semester:	3
7	ECTS Credits Allocated:	4.00
8	Theoretical (hour/week):	3.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Öğr. Gör. Dr. OYA ARSLAN ARMUTCU
15	Course Lecturers:	yok
16	Contact information of the Course Coordinator:	oyaarslanarmutcu@gmail.com
17	Website:	
18	Objective of the Course:	At the end of this course, students can define language, speech and communication concepts, components and sub-components of language, explain phonological, morphological and syntax development in children, measure vocal development, list morphological developmental stages, calculate average utterance length, list semantic development categories, explain vocabulary acquisition. They can discuss hypotheses and prepare an assessment plan for language components.
19	Contribution of the Course to Professional Development:	To gain the necessary knowledge and skills to evaluate and support the language and communication skills of individuals with special needs.
20	Learning Outcomes:	
	1	To be able to define the concepts of language, speech and communication
	2	To be able to measure phonological, morphological and syntax development, vocal development,
	3	To be able to explain morphological development stages, average utterance length, semantic development categories, hypotheses explaining vocabulary acquisition.
	4	To be able to prepare an assessment plan for the components of the language
	5	define the components and sub-components of the language,
	6	can prepare a plan for measuring vocal development, can prepare an evaluation plan to measure the developmental stages of form, calculate the average utterance length,
	7	can list the meaning development categories,
	8	discuss hypotheses explaining vocabulary acquisition
	9	explain phonological, morphological and syntax development in children,
	10	

21	Course Content:	
	Course Content:	
Week	Theoretical	Practice
1	Language, speech and communication concepts	
2	prelinguistic communşcation skills	
3	Format component and its subcomponents	
4	Phonology, morphology and syntax development in children with special needs	
5	Preparing an assessment plan to measure the form development stages	
6	Content component and its subcomponents	
7	Content component and its subcomponents	
8	Hypotheses explaining vocabulary acquisition	
9	Preparing an assessment plan to measure the stages of meaning development	
10	Usage component and subcomponents	
11	Usage component and subcomponents	
12	language acquisition	
13	Calculation of average utterance length	
14	Discuss the results of the assessment plan for the language components	

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	2.00	28.00
Practicals/Labs	0	0.00	0.00
Self study and preperation	9	8.00	72.00
Homeworks	3	6.00	18.00
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			120.00
Total work load/ 30 hr			4.00
ECTS Credit of the Course			4.00

22	Textbooks, References and/or Other Materials:	Abbeduto, L., Warren, S. F., & Conners, F. A. (2007). Language development in down syndrome: from the prelinguistic period to the acquisition of literacy. Mental Retardation and Developmental Disabilities Research Reviews, 13(3), 247-261. Adamson, L. B., & Chance, S. E. (1998). Coordinating attention to people, objects and language. A. M. Wetherby, S. F. Warren, & J. Reichle (Ed.), Transitions in prelinguistic communication içinde (15-38). Baltimore: Brookes. Bakeman, R., & Adamson, L. B. (1984). Coordinating attention to people and objects in mother–infant and peer–infant interaction. Child Development, 55(4), 1278-1289. Barton, E. E., Chen C. I., Pribble, L., Pomes, M., & Kim,Y. A. (2013). Coaching preservice teachers to teach play skills to children with disabilities. Teacher Education and Special Education, 36(4), 330 -349. Bates, E., O'Connell, B., & Shore, C. (1987). Language and communication in infancy. J. Osofsky (Ed.). In Handbook of infant development (149-203). Newyork: John Wiley&Sons. Gazdag, G. A., & Warren, S. F. (2000). Effects of adult contingent imititation on development of young children's vocal imititation. Journal Of Early Intervention, 23, 24-35 Kaiser, A. P., Hancock, T. B., & Nietfeld, J. P. (2000). The effects of parent-implemented enhanced Milieu teaching on the social communication of children who have autism. Journal of Early Education and Development, 11(4),423-446. Kaiser, A. P., Hemmeter, M. L., Ostrosky, M. M., Alpert, C. L., & Hancock, T. B. (1995). The effects of group training and individual feedback on parent use of milieu teaching. Journal of Child Communication Disorders, 16(2), 39-48. Mahoney, G., Boyce, G., Fewell, R. R., Spiker, D., & Wheeden, C. A. (1998). The relationship of parent-child interaction to the effectiveness of early intervention services for at-risk children and children with disabilities. Topics in Early Childhood Special Education, 18(1), 5-17. Warren, S.F. (1991). Enhancing communication and language development with milieu teaching procedures. E. Cipani (Ed.), A guide for developing language competence in preschool children with severe and moderate handicaps içinde (68-93). Springfield, IL: Th Warren, S. F., Bredin-Oja, S. L., Escalente, M. F., Finestack, L. H., Fey, M. E., & Brady, N. C. (2006). Responsivity education/ prelinguistic milieu teaching. R. McCauley & M. Fey (Eds.), Treatment of language disorders in children içinde (47-75). Baltimore, MD: Brookes. Warren, S. F., Yoder, P. J., Gazdag, G. E., Kim, K., & Jones, H. A. (1993). Facilitating prelinguistic communication skills in young children with developmental delay. Journal of Speech, Language and Hearing Research, 36(1), 83-97.

23	Assesment

TERM LEARNING ACTIVITIES	NUMBER	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	Quiz,Ödev, Proje,	

24	ECTS / WORK LOAD TABLE

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	1	2	1	1	2	1	1	2	2	1	1	1	1	1	1	1
ÖK2	3	4	1	2	3	3	3	4	2	4	2	3	4	3	2	3
ÖK3	1	0	0	1	0	0	0	1	0	0	2	0	0	0	0	0
ÖK4	2	3	2	3	3	0	0	2	3	5	3	3	3	3	4	4
ÖK5	2	3	0	2	0	3	2	3	3	4	0	2	3	4	2	2
ÖK6	2	3	3	3	4	3	2	3	3	3	4	2	3	3	4	2
ÖK7	0	2	1	0	1	0	1	0	1	0	1	0	1	2	1	1
ÖK8	2	2	3	4	1	3	3	2	3	2	3	1	2	3	3	4
ÖK9	1	2	2	2	3	2	2	3	2	2	2	3	3	3	3	3

LO: Learning Objectives   PQ: Program Qualifications

Contribution Level:	1 very low	2 low	3 Medium	4 High	5 Very High