**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | FALL |

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| **COURSE CODE** | 171917011 | **COURSE NAME** | **School Adjustment and Early Literacy Education** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| VIII | 3 | | 0 | 0 | | | 3 | 4 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | | 1 | 20 |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | Homework- Project | | | | | | 1 | 40 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition of school readiness and factors affecting readiness; The dimensions of primary school preparation (physical, social, emotional, cognitive, language, self-care skills); Preparing activities for gaining school readiness qualifications; Importance of reading and writing skills in preschool education, basic concepts, literacy approaches, factors affecting reading gain, development of literacy skills; Early literacy, reading skills and sub-areas; Alphabet knowledge (pre-alphabet stage, logographic level, partial alphabet stage / semi-phonetic level, complete alphabet stage, combined alphabet stage / pronunciation); Phonological process skills (sound awareness, voice memory, sound usage); Verbal language skills and vocabulary development; Preparation for writing (text awareness); Planning, implementation and evaluation of reading and writing activities appropriate to preschool education program. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The purpose of this course is to have early childhood teacher candidates explain and assess school readiness; plan, and implement activities that prepare children for primary grades and ease the transition from early childhood programs to primary school considering differences between and within children in the developmental areas and readiness levels. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To plan and implement activities that prepare children for primary school and facilitate their transition from pre-school programs to primary school | | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. Students know and explain definition of school readiness and factors affecting readiness. 2. Students know and explain importance of reading and writing skills in preschool education, basic concepts, literacy approaches, factors affecting reading gain, development of literacy skills, 3. Students know and explain phonological process skills (sound awareness, voice memory, sound usage) and verbal language skills and vocabulary development. 4. Students know the process of preparation for writing (text awareness). 5. Students know and apply planning, implementation and evaluation of reading and writing activities appropriate to preschool education program. | | | | | | | |
| **TEXTBOOK** | | | | | Alisinanoğlu, F. (Edt.) (2013). *İlköğretime hazırlık ve ilköğretim programları.* Ankara: Pegem Akademi Yayınları. Üstün, E. (2003). *Okul öncesi dönemdeki çocukların okuma yazma becerilerinin gelişimi*. İstanbul: Morpa Yayınevi. | | | | | | | |
| **OTHER REFERENCES** | | | | | Akyol, H. (2008). *Türkçe ilkokuma yazma öğretimi*. Pegem Akademi Yayıncılık.Güneş, Firdevs (2008). *Ses temelli cümle yöntemi*. Ankara: Nobel Yayıncılık.Çelenk, S. (2003). İlkokuma-yazma öğretiminde kuluçka dönemi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi,* cilt: 36, sayı: 1-2, s. 76 -80. Deretarla Gül, E., Bal, S. (2006). Anasınıfı Öğretmenlerinin Okuma Yazmaya Hazırlık Çalışmalarına İlişkin Bakış Açıları, Sınıf İçi Kullanılan Materyal ve Etkinlikler ile Çocukların Okuma Yazmaya İlgilerinin İncelenmesi. *Çocuk Gelişimi ve Eğitimi Dergisi*, cilt: 3, sayı: 1-2, s. 33-51. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Definition of school readiness and factors affecting readiness |
| 2 | The dimensions of primary school preparation (physical, social, emotional, cognitive, language, self-care skills), |
| 3 | Preparing activities for gaining school readiness qualifications; |
| 4 | Importance of reading and writing skills in preschool education, basic concepts, literacy approaches, factors affecting reading gain, development of literacy skills, |
| 5 | Importance of reading and writing skills in preschool education, basic concepts, literacy approaches, factors affecting reading gain, development of literacy skills, |
| 6 | Early literacy, reading skills and sub-areas; |
| 7-8 | MID-TERM EXAM |
| 9 | Alphabet knowledge (pre-alphabet stage, logographic level, partial alphabet stage / semi-phonetic level, complete alphabet stage, combined alphabet stage / pronunciation), |
| 10 | Phonological process skills (sound awareness, voice memory, sound usage), |
| 11 | Verbal language skills and vocabulary development; |
| 12 | Preparation for writing (text awareness), |
| 13 | Planning, implementation and evaluation of reading and writing activities appropriate to preschool education program. |
| 14 | Planning, implementation and evaluation of reading and writing activities appropriate to preschool education program. |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. | X |  |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  | X |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | X |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  | X |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. |  | X |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  | X |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  | X |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. | X |  |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. |  | X |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  | X |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  | X |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  | X |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | X |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  | X |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**