**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171413121 | **COURSE NAME** | Teaching Reading And Writing Primary School |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | **Credit** | | **ECTS** | **TYPE OF COURSE** | | **LANGUAGE OF COURSE** | |
| 3 | 3 | | 0 | | 0 | | 3 | | 6 | COMPULSORY (X) ELECTIVE ( ) | | Turkish | |
| **COURSE CATAGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | **General Knowledge** | | | | **Elective Course** | | | | |
|  | | X | |  | | | | Professional Know.( ) Content Know.() Gen. Know ( ) | | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | **Quantity** | **%** | |
| Mid-Term | | | | | 1 | 40 | |
| Quiz | | | | |  |  | |
| Homework | | | | | 1 | 15 | |
| Project | | | | |  |  | |
| Report | | | | |  |  | |
| Others (………) | | | | |  |  | |
| **FINAL EXAM** | | | | | |  | | | | | 1 | 45 | |
| **PREREQUIEITE(S)** | | | | | | This course has no preliminary condition. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Listening, speaking, visual reading and visual presentation, relation between definition and process of learning fields of reading-writing and learning fields, features of Turkish, the effects of these features on first reading and writing, aims and principle of teaching of first reading and writing, basic features of students and teacher of first class in elementary school, the reason of non-productiveness and failure in the teaching of first reading and writing, equipment-tools used in the teaching of first reading and writing (properties and their effects, choosing formation and using of these tools); the methods used in the teaching of first reading and writing, (definitions, features, classifying, applications, advantages and border of methods); sound based sentence method (definition, principles, features, stages and applications), application of teaching of first reading and writing using sound based sentence method stages. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Understand of methods and principles used in teaching reading and writing in first grade; preparing necessary equipment and materials and them to apply; understand of basic methods and techniques used in teaching reading and writing in first grade; use of voice-based sentence method in teaching reading and writing process. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Through this course students gain basic knowledge and skills related to elementary and writing and process and teaching. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Describes the process of reading and writing. 2. Allows reading and writing purposes. 3. Apply the methods and approaches to reading and writing. 4. Knows the properties of first-grade students' development. 5. Knows the properties of the period of preparation for the teaching of reading and writing. 6. Knows the problems encountered in the teaching of reading and writing.   7. Knows the stages of the teaching method of voice-based sentence | | | | | | | |
| **TEXTBOOK** | | | | | | Akyol, H. (2010). *Türkçe ilk okuma yazma öğretimi.* Ankara: Pegem Akademi. | | | | | | | |
| OTHER REFERENCES | | | | | | Aydın Yılmaz, Z. (2009). *Uygulama örnekleriyle ilk okuma yazma öğretimi.* Ankara: Nobel Yayıncılık.  Calp, M. (2010). *İlkokuma yazma öğretimi.* Ankara: Nobel Yayıncılık.  Cemaloğlu, N. ve Yıldırım, K. (2008). *İlk okuma ve yazma öğretimi.* Ankara: Nobel Yayıncılık.  Ferah, A. (2007). *Türkçe ilk okuma-yazmayı öğrenme.* Ankara: Nobel Yayıncılık.  Göçer, A. (2008). *Etkinlik temelli ilk okuma ve yazma öğretimi.* Ankara: Anı Yayıncılık.  Güleryüz, H. (2004). *Türkçe ilk okuma yazma öğretimi.* Ankara: Pegem Akademi.  Güneş, F. (2007). *Ses temelli cümle yöntemi ve zihinsel yapılandırma.* Ankara: Nobel Yayıncılık.  Kesginci, Ş. (2006). *Uygulamalı okuma-yazma öğretimi.* Ankara: Kök Yayıncılık.  Keskinkılıç, K. (2005). *İlkokuma yazma öğretimi.* Ankara: Nobel Yayıncılık.  Kılıç, A. (2003). *Kuramdan uygulamaya ilkokuma yazma öğretimi.* Ankara: Pegem Akademi.  *Kıroğlu, K. (2011). İlköğretim programları 1-5. sınıflar. Ankara: Pegem Akademi.*  Pilten, G., Temur, T., Şahin, A. ve Demir, E. (2011). *İlk okuma ve yazma öğretimi.* Ankara: Pegem Akademi. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | |  | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The purposes and principles of the first reading and writing instruction; the basic properties of first-grade’s teachers and students |
| 2 | The stages of the first reading and writing instruction; the first literacy teaching methods |
| 3 | Introduction of Turkish lesson teaching curriculum (the first reading and writing) |
| 4 | The stages of voice-based sentence teaching method |
| 5 | The preparation for first reading and writing and classroom practice. |
| 6 | The start and progress of the first reading-writing; voice teaching (e,l,a,k,i,n) classroom practice. |
| 7-8 | MID-TERM EXAM |
| 9 | Voice teaching (o,m,u,t,ü,y) classroom practice. |
| 10 | Voice teaching (ö,r,ı,d,s,b) classroom practice. |
| 11 | Voice teaching (z,ç,g) classroom practice. |
| 12 | Voice teaching (ş,c,p ) classroom practice. |
| 13 | Voice teaching (h,u,ğ,); classroom practice. |
| 14 | Voice teaching (f,h j); classroom practice. |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. | **X** |  |  |
| 2 | 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** |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | **X** |  |  |
| 4 | Becomes sensitive toward society, environment and human being; raising students who will be useful to society, have confidence for future, investigative, have inquiry ability and supports lifelong learning. |  | **X** |  |
| 5 | Takes responsibility individual and group works and carry out tasks effectively. | **X** |  |  |
| 6 | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  | **X** |  |
| 7 | Makes self assessment. |  | **X** |  |
| 8 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  |  | **X** |
| 9 | Have knowledge about concepts, theory and applications of teaching profession, general culture and basic science. |  | **X** |  |
| 10 | Have ability of technical and pedagogical using for the purpose of information and communication technologies. |  |  | **X** |
| 11 | Makes most suitable teaching plans and applications by taking into account the developmental characteristics and individual differences of students, and subject area features and acquisitions. | **X** |  |  |
| 12 | Have information about national and international education system, structure and the historical development of the elementary teacher. |  |  | **X** |
| 13 | Have respect to national culture and universal values. |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assoc. Prof. Dr. Hüseyin Anılan  **Signature: Date:**