



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Language Development							
Course Code		CGB208		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	4	Workload	95 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		To learn the basic language skills and order gain in childhood							
Course Content		Identification of the basic concepts of language development, different theories of language development , age-appropriate language skills, The relationship between cognitive development and language development, Components of language (Phonology, morphology, syntax, semantic, pragmatic), Assessment of language development							
Work Placement		no							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study					
Name of Lecturer(s)		Assoc. Prof. Ayhan BULUT							

Prerequisites & Co-requisites

Prerequisite	CGB101
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Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	55
Attending Lectures	1	15

Recommended or Required Reading

1	Maviş, İ., 2005. The development of meaning in children. Language and Concept Developmenti, ed. S.Topbaş, Böl.6, 106-123, Kök Yayınları, Ankara,
2	Turan, F., Akoğlu, G. (2011). Children and Trainings with Communication, Language and Speech Disorders.BAYKOÇ, N. (Editör). Özel Gereksinimli Çocuklar ve Özel Eğitim. Ankara: Eğiten Kitap Yay.s. 335-359.
3	Turan, F. (2012). Children with Communication, Language and Speech Disorders, Metin E.N. (Editor). Special Needs Children. Ankara.
4	Korkmaz, B. (2005). Language and Brain; Language and Speech Disorders in Children. Supreme Publication: Istanbul.

Week	Weekly Detailed Course Contents	
1	Theoretical	The relationship between cognitive development and language development
2	Theoretical	Theoretical perspective for the language development - Congenital Theory
3	Theoretical	Theoretical perspective for the language development - Cognitive Theory
4	Theoretical	Theoretical perspective for the language development - Socio-cultural Theory
5	Theoretical	Early Language Development Stages
6	Theoretical	Components of language
7	Intermediate Exam	Midterm Exam
8	Theoretical	Phonology
9	Theoretical	Morphology
10	Theoretical	Syntax
11	Theoretical	Semantic
12	Theoretical	Pragmatic
13	Theoretical	Assessment of language development
14	Theoretical	Assessment of language development
15	Final Exam	fİNAL eXAM

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Midterm Examination	1	8	1	9



Final Examination	1	15	1	16
Total Workload (Hours)				95
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	Learn the basic concepts of language development
2	Learn the theories of language development
3	Learns early language skills in childhood
4	Explain the components of language
5	Dil gelişimini değerlendirir

Programme Outcomes (Child Development)

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	5	5	5	5	5
P3	4	4	4	4	4
P4	4	4	4	4	4
P6	4	4	4	4	4
P7	4	4	4	4	4
P8	4	4	4	4	4
P9	4	4	4	4	4
P10	4				
P11	5	5	5	5	5

