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| Description: logo | **ÇANKAYA UNIVERSITY****FOREIGN LANGUAGES DEPARTMENT****ENGLISH LANGUAGE UNIT****COURSE DEFINITION FORM** |

**Part I. Basic Course Information**

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| **Department Name** | **ENGLISH LANGUAGE UNIT** | **Dept. Numeric Code** |

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| **Course Code** |

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 | **Number of Weekly Lecture Hours** |

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| 2 |

 | **Number of Weekly Lab/Tutorial Hours** |

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 | **Number of Credit Hours** |

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| 3 |

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| **Course Web Site** | http:// aeu.cankaya.edu.tr | **ECTS Credit** |

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| **Course Name***This information will appear in the printed catalogs and on the web online catalog.* |
| English Name | Academic English I |
| Turkish Name | Akademik İngilizce I |

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| **Course Description** *Provide a brief overview of what is covered during the semester. This information will appear in the printed catalogs and on the web online catalog.* *Maximum 60 words.* |
| ENG 121, which is offered online, is a compulsory course for freshman students. It is a theme-based course integrating three language skills (reading, writing and listening) required for academic studies in English. The content of the course, providing an appropriate context to teach academic language skills, covers various global issues and makes students acquainted with the most frequently used language structures and functions. |

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| **Prerequisites**(if any)*Give course codes and check all that are applicable.* | 1st

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| [ ] Consent of the Instructor | [ ] Senior Standing | [ ] Give others, if any.  |
| **Co-requisites**(if any) | 1st

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| **Course Type***Check all that are applicable* | [ ]  Must course for dept. [x]  Must course for other dept.(s) [ ]  Elective course for dept. [ ] Elective course for other dept.(s) |

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| **Course Classification***Give the appropriate percentage for each category.* |
| Category | **Language in Use** |  |  |  |  |
| Percentage | 100% |  |  |  |  |

**Part II. Detailed Course Information**

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| **Course Objectives** *Maximum 100 words.* |
| **Upon studying the assigned materials and completing the course successfully, students will*** develop note taking skills while reading and listening
* complete various writing tasks after taking notes efficiently.
* identify the main idea while listening and reading.
* extract specific information while listening and reading.
* identify grammatical structure while listening and reading.
* identify main idea and supporting details in a text.
* recognize contextual references in a text.
* make inferences and analogies.
* evaluate the ideas in a text.
* develop study skills critical to academic contexts.
* recognize and use grammatical and lexical items specific to B1 level.
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| **Learning Outcomes** *Explain the learning outcomes of the course. Maximum 10 items.* |
| **Students can*** recognize the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc,
* use language effectively in most situations likely to arise in various settings where the language is spoken,
* produce simple paragraphs on topics which are familiar or of personal interest,
* describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans,

apply language competencies to academic contexts. |

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| **Textbook**(s) *List the textbook(s), if any, and other related main course material.* |
| Author(s) | Title | Publisher | Publication Year | ISBN |
| David CottonDavid FalveySimon Kent | New Language Leader | Pearson & Longman | 2014 | 978-1-4479-4832-2 |
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| **Reference Book**s *List, ifany,otherreference books to be used as supplementary material.* |
| Author(s) | Title | Publisher | Publication Year | ISBN |
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| **Teaching Policy** *Explain how you will organize the course (lectures, laboratories, tutorials, studio work, seminars, etc.)* |
| Online lecture, individual study, out-of-class writing tasks |

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| **Laboratory/Studio Work** *Give the number of laboratory/studio hours required per week, if any, to do supervised laboratory/studio work and list the names of the laboratories/studios in which these sessions will be conducted.* |
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| **Computer Usage** *Briefly describe the computer usage and the hardware/software requirements for the course.* |
| Computers will be used to watch lecture videos and do exercises. |

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| **Course Outline** *List the weekly topics to be covered.* |
| Week | Topic(s) |
| 1 |  **Course Introduction****Unit 1: Personality*** 1. Personality Types (pp. 6-7)

 Vocabulary, Pronunciation, Listening, Reading |
| 2 | * 1. Exploring Personality (pp. 8-9)

 Listening and Speaking, Grammar, Reading Language Reference and Extra Practice (pp. 126-127) * 1. Charisma (pp. 10-11)

 Reading, Vocabulary, Grammar Language Reference and Extra Practice (pp. 126-127) |
| 3 | * 1. Study Skills & Writing (pp. 14-15)

 Making Notes While Reading For & Against Essay**Unit 2: Travel**2.1. Tourism and Travelling (pp. 16-17) Listening and Vocabulary, Reading  |
| 4 | 2.2. Explorers (pp. 18-19) Reading, Vocabulary, Grammar, Pronunciation Language Reference and Extra Practice (pp. 128-129) 2.3. The Empty Quarter (pp. 20-21) Reading, Listening, Pronunciation, Grammar Language Reference and Extra Practice (pp. 128-129) |
| 5 | 2.5. Study Skills & Writing (pp. 24-25) Making Notes While Listening to a Talk Writing a Biographical Profile**Unit 3: Work**3.1. Jobs (pp. 26-27)Listening and Vocabulary, Reading and Vocabulary |
| 6 | 3.2. Homeworking (pp. 28-29) Reading, Vocabulary, Grammar, Listening, Pronunciation  Language Reference and Extra Practice (pp. 130-131) 3.3. Work Placements (pp. 30-31) Reading, Listening, Grammar* Language Reference and Extra Practice (pp. 130-131)
 |
| 7 | Midterm Review Activities **\*Midterm Exam** |
| 8 | **Unit 4: Language**4.1. Learning Languages (pp. 36-37) Vocabulary, Reading, Vocabulary4.2. The Future of English (pp. 38-39) Listening, Grammar, Reading, Vocabulary  Language Reference and Extra Practice (pp. 132-133) |
| 9 | 4.3. Avoiding Online Mistakes (pp. 40-41) Listening, Vocabulary, Reading, Grammar Language Reference and Extra Practice (pp. 132-133) 4.5. Study Skills & Writing (pp. 44-45) Describing Charts and Tables  Writing a Report Describing Charts and Tables |
| 10 | **Unit 5: Advertising**5.1. What Makes a Good Advert? (pp. 46-47) Reading, Vocabulary, Listening5.2. Manipulating Images (pp. 48-49) Reading, Vocabulary, Listening, Grammar Language Reference and Extra Practice (pp. 134-135) |
| 11 | 5.3. Advertising and Children (pp. 50-51) Reading, Vocabulary, Grammar Language Reference and Extra Practice (pp. 134-135) 5.5. Study Skills & Writing (pp. 54-55)  Critical Thinking An opinion-led Essay  |
| 12 | **Unit 6: Education**6.1. Education Issues (pp. 56-57) Vocabulary and Listening, Reading6.2. Montessori (pp. 58-59) Listening, Reading, Grammar* Language Reference and Extra Practice (pp. 136-137)
 |
| 13 | 6.3. Should University Be Free? (pp. 60-61) Reading, Grammar, Listening Language Reference and Extra Practice (pp. 136-137)6.5. Study Skills (pp. 64) Reading Strategies |
| 14 | \*Final Review Activities |

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| **Grading Policy** *List the assessment tools and their percentages that may give an idea about their relative importance to the end-of-semester grade.* |
| **Assessment Tool** | **Quantity** | **Percentage** | **Process Writing** |
| **Online Quizzes**  | 5 | %2 x5=10% |  |
| **Midterm Exam** | 1 | %30 |  |
| **Final Exam** | 1 | %60 |  |
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| **ECTS Workload***List all the activities considered under the ECTS.* |
| Activity | Quantity | Duration(hours) | Total Workload(hours) |
| Attending Lectures (*weekly basis*) | 14 | 4 | 56 |
| Compilation and finalization of course/lecture notes (*weekly basis*) | 12 | 1 | 12 |
| Self-study of relevant material (*weekly basis*) | 12 | 1  | 12 |
| Preparation for listening quizzes | 5 | 1  | 5 |
| Doing the online activities of the course book | 12 | 2 | 24 |
| Preparation for midterm exam (*including the duration of the exams*) | 1 | 5 | 5  |
| Preparation for final exam (*including the duration of the exam*) | 1 | 6  | 6 |
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| TOTAL WORKLOAD **/** 30 | 120/30 |
| **ECTS Credit** | **4** |

*Total Workloads are calculated automatically by formulas. To update all the formulas in the document firstpress CTRL+Aand thenpress F9.*

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| **Program Qualifications vs. Learning Outcomes***Consider the program qualificationsgiven below as determined in terms of learning outcomes and acquisition of capabilities forall the courses in the curriculum. Look at the learning outcomes of this course given above. Relate these two using the Likert Scale by marking with X in one of the five choices at the right.* |
| **No** | **Program Qualifications** | **Contribution** |
| **0** | **1** | **2** | **3** | **4** |
| 1 | To enable students explain the ways and procedures to seek job opportunities in English-medium work settings. |  |  |  |  |  |
| 2 | To equip students with practical language use and structure specific to working environment to expand their career prospects. |  |  |  |  |  |
| 3 | To enhance the quality of students’ written and oral language skills as potential candidates for future job applications. |  |  |  |  |  |
| 4 | To enable students to develop professional communication skills in English by learning appropriate linguistic and non-linguistic manners and etiquette. |  |  |  |  |  |
| 5 | To make students advance their competence and confidence in such language areas as, telephoning, writing formal letters, etc.  |  |  |  |  |  |
| 6 | To help students develop study skills critical to academic context. |  |  |  |  |  |
| 7 | To enable students recognize and use grammatical and lexical items specific to different levels. |  |  |  |  |  |
| 8 | To inform students about how to become more familiar with the themes and issues related to the professional and academic world. |  |  |  |  |  |
| 9 | To help students improve their presentation skills by identifying the steps of planning a presentation and delivering it in English. |  |  |  |  |  |
| 10 | To encourage students to analyze and understand grammar through an inductive approach with reference to examples in reading and listening texts. |  |  |  |  |  |
| 11 | To help students learn to read an listen in a more personally engaged, purposeful and questioning way. |  |  |  |  |  |
| 12 | To make students develop their four skills (reading, writing, listening and speaking) in an academic context through challenging tasks, and thus enable them to become active and autonomous learners. |  |  |  |  |  |
| 13 | To assist students acquire a wide range of vocabulary contextualized in texts and recycled through the courses. |  |  |  |  |  |
| 14 | To teach students basic grammar structures to express themselves in written and oral contexts. |  |  |  |  |  |

 Scale for contribution to a qualification: **0**-none, **1**-little, **2**-moderate, **3**-considerable, **4**-highest

**Part III New Course Proposal Information**

*State only if it is a new course*

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| Is the new course **replacing** a former course in the curriculum**?** | Yes[ ]  | No[x]  | Former Course’s Code

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 | Former Course’s Name |
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| Is there any similar course which has content **overlap** with other courses offered by the university**?** | Yes[ ]  | No[x]  | Most Similar Course’s Code

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 | Most Similar Course’s Name |
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| **Frequency** of Offerings *Check all semesters in which the course is to be offered.* | [x]  Fall [ ]  Spring [ ]  Summer |
| **First** Offering | Academic Year |

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| 2 | 0 | 1 | 7 | / | 2 | 0 | 1 | 8 |

 | Semester | [ ]  Fall [x]  Spring |
| Maximum **Class Size** Proposed |

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| 50 |

 | Student **Quota** for Other Departments |

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| 0 |

 | Approximate **Number of Students** Expected to Take the Course |

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| 1000 |

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| **Justification for the proposal***Maximum 80 words* |
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**Part IV Approval**

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| **Proposed by** | Faculty Member*Give the Academic Title first.* | Signature | Date |
| Inst. Özge Güvenç |  |  |
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| Departmental Board sitting date |  | Sitting number |  | Motion number |  |
| Department Chair | Assist. Prof. Dr. Mustafa KIRCA | Signature |  | Date |  |

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| Faculty Academic Board sitting date |  | Sitting number |  | Motion number |  |
| Dean |  | Signature |  | Date |  |

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| Senatesitting date |  | Sitting number |  | Motion number |  |