COURSE SYLLABUS

Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
School of Foreign Language, English language Course	SOFL 102	2	3	16	3	4
Course Type	Compulsory Courses	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Elective	Other
	YES	-	-	-	-	-
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
	-		YES		-	

Language of Instruction	English

Course Instructor(s)		
Course Objectives	SOFL 102 is a CEFR B2 English for Academic Purposes course for Faculty students. It is a 16 weeks course, with minimum 3 hours of instruction each week. We aim to help our students to further enhance their Academic English, study skills as well as critical thinking skills to excel in their chosen faculty and to interact within an international setting. It is also our goal to prepare our students to succeed in the global environment and to promote the benefits of pluri-lingualism and multi-culturalism in language learning. This course is aimed towards achieving its goals in full academic semester of 14 weeks through the development of four language skills as follows: 1. Reading and understanding texts that consist mainly of high frequency everyday language. 2. Listening and understanding main points of clear standard speech on familiar matters, current affairs, and topics of personal or professional interests. 3. Engaging in everyday oral communications of personal interest and pertinent to everyday life. 4. Writing simple connected text on topics which are familiar or of personal interest, essays, reports and formal/informal letters.	

Course Learning Outcomes	• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her fi eld of specialization. • Can interact with a degree of fl uency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Course Content	• Globalisation • Education • Environment • Architecture • Art and Design • Global Issues and Global Goals

COURSE OUTLINE/SCHEDULE			
Week	**Topic**	**Implementation (theory/practice)**	**Required Reading, Preliminary preparation**
Week 1 24th-28th February 20245	• Introduction to the course and syllabus		
Week 2 3rd-7th March 2025	**Globalisation** • Read texts about globalisation • Reflect on globalisation and environmental destruction • Make predictions for the text-types		Unlock 4 Reading & Writing Unit 1 (Only reading section)
Week 3 10th-14th March 2025	**Globalisation** • Read texts about globalisation • Reflect on globalisation and environmental destruction • Make predictions for the text-types		Unlock 4 Reading & Writing Unit 1 (Only reading section) To be continued from the previous week.
Week 4 17th-21st March 2025	**Education** • Making inferences from a text		• Unlock 4 Reading & Writing Unit 2 (Only reading section)

	• Read and reflect on different types of education.		
Week 5 **24th-28th March 2025**	**Global Issues and Global Goals** • Understand Global Issues and Global Goals which were set by the United Nations • Describe and evaluate Global Issues **Compare and Contrast Essay** • Can give their opinions on the tpics covered in class (education and globalisation) • Can write a coherent and cohesive opinion essay		Online Resources https://www.un.org/en/global-issues/#:~:text=To%20its%20initial%20goals%20of,big%20data%20and%20climate%20change. https://sdgs.un.org/goals Teacher Created Materials
Week 6 **31st March - 4th April 2025** **(31st – 1st Religious Holiday, Ramadan Bairam)** **+** **Week 7** **7th -11th April 2025**	**Problem Solution Paragraph Writing** • Can write an pargraph that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. • Examine and describe a problem • Evaluate different ideas or solutions to a problem. • Understand the text-pattern of a problem solution paragraph • Write a problem solution paragraph **Integrated Skills (Listening Reception, Reading Reception, and Written Production)** • Can take notes based on a listening text • Can identify the main points in a reading text • Can make connections between the notes from listening and main points from reading • Can compare and contrast these facts and give own opinion		Academic Writing: A handbook for international students Pages 145-149 TOEFL IBT Practice Tests Writing Task 1 & Teacher Created Materials

Week 8 **14th -18th April 2025**	**MIDTERM EXAMS**		
Week 9 **21st -25th April 2025**	**Problem Solution Essay Writing** • Write clear, well-structured texts on a variety of subjects related to his field of interest, synthesisizing and evaluating information and arguments from a number of resources. i. brainstorm some ideas to organize in an academic essay. ii. propose solutions to a problem using key words. ii. discuss problems and their possible solutions. iii. understand the text-pattern of a problem-solution essay iv. outline a problem-solution essay vi. give a structured written explanation of a problem. vii.evaluate different ideas or solutions to a problem. viii.signal problem and solution relationships in structured text. ix. Can write a solution to a problem by using aset of phrases. **Your Masterpiece – Yourself (Reading)** • Can skim the text fort he main idea • Can scan the text for specific information • Identify points of reference **Listening** • Can listen fort he main idea • Can listen for specific details		Writing for IELTS Pages 12-14 Extra materials prepared by the teacher. The compass: Route to Academic English. page 18-22 page 22-23 Destination B2: phrasal verbs /collocations Word Formation
Week 10 **28th April-2nd May 2025** **(1st May National Holiday,**	**Problem Solution Essay Writing** • Write clear, well-structured texts on a variety of subjects related to his field of interest, synthesisizing and evaluating information and arguments from a number of resources.		Writing for IELTS Pages 12-14 Extra materials prepared by the teacher.

Labour Day)	i. brainstorm some ideas to organize in an academic essay. ii. propose solutions to a problem using key words. ii. discuss problems and their possible solutions. iii. understand the text-pattern of a problem-solution essay iv. outline a problem-solution essay vi. give a structured written explanation of a problem. vii.evaluate different ideas or solutions to a problem. viii.signal problem and solution relationships in structured text. ix. Can write a solution to a problem by using aset of phrases. **Your Masterpiece – Yourself (Reading)** • Can skim the text fort he main idea • Can scan the text for specific information • Identify points of reference **Listening** • Can listen fort he main idea • Can listen for specific details		The compass: Route to Academic English. page 18-22 page 22-23 Destination B2: phrasal verbs /collocations Word Formation
Week 11 **5th 9th** **May 2025**	**Avoiding Plagiarism** • acknowledge sources i. citation and APA referencing ii. format of in-text citation iii. use the main reference system iv. use of reference verbs v. use of quotations vi.organise the list of references		Academic Writing: A handbook for international students Pages 62-69 Page 50-55 Page 222-225
Week 12 **12th-16th** **May 2025**	**How to give an academic presentations** • present a topical issue in a critical mannerand weigh up the advantages and		English for Presentations (Extra Materials) Pages 73-80. And power point presenation and handouts prepared by the teacher.

	disadvantages of various options • give a prepared presentation and answer questions. • present information in logical, interesting sequence which audience can follow. • demonstrate full knowledge by answering all class questions with explanations and elaboration. • use visual aids to explain and reinforce the presentation. • establish eye contact with audiences during the presentation • use a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation Debate Language		Teacher Created Materials
Week 13 **19th-23rd** **May** **2025**	**Avoiding Plagiarism** • use of paraphrasing techniques • use of synonyms Debate Language		Academic Writing: A handbook for International Students Pages 50-55 Pages 222-225 Teacher Created Materials
Week 13 **19th-23rd** **May** **2025**	**"Your Masterpiece-Yourself"** **Reading** • Skim the text for the main idea • Scan the text for specific information • Identify points of reference **Listening** • Listen for the main idea • Listen for specific information		The compass: Route to Academic English. page 18-22 page 22-23
Week 14 **26th-30th** **May** **2025**	**Art** **Speaking** • Participate in a debate/discussion • Use deabte/discussion language Debate Language		The Compass: Route to Academic Speaking. Pages27-41 and 72. Teacher Created Materials
Week 15 **2nd-6th** **June** **2025** **(6th June Religious**	**Architecture** **Listening** • Listen for specific information		• Unlock 4 Reading & Writing Unit 7 (only the listening Part) • Extra Materials for revision

Holiday, Kurban Bairam)	• Predict the meaning of the unknown words from the text Debate Presentations		
Week 16 9th-13th May 2025 **(9th June Religious Holiday, Kurban Bairam)** **+** **Week 17 16th-20th June 2025** *******	**Student Presentations** • research a topic • give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. • evaluate different ideas or solutions to a problem explaining the advantages and disadvantages of various options. • synthesise information and arguments from a number of sources. • take a series of follow up questions with a degree of fluency and spontaneity which poses no strain fo reither him/himself or the audience. Debate Presentations		• Students research and prepare a 15 minute presentation in groups of three on one of the Global Issues and Global Goals which were presented by United Nations.
Week 18 16th-20th June 2025 **20th Final Exams Commence**	**FINAL EXAMS**		

Required Course Material(s) / Reading(s)/ Text Book(s)	Westbrook, C. 2014). Unlock Reading and Writing Skills 4. Cambridge: Cambridge University Press Compiled extra materials pack. https://www.un.org/en/global-issues/ https://sdgs.un.org/goals Paterson, K. (2013). Oxford Grammar for EAP. Oxford: Oxford University Press Bailey, S. (2011). Academic Writing A Handbook for International Students. Oxon: Routledge.

Recommended Course Material(s)/ Reading(s) /Other	Duzan, C., & Yalçın, E. (2014). The Compass: Route to Academic Speaking. Ankara: Nüans Publishing. Gülen, G., Hasanbaşoğlu, B., Şeşen, E., & Tokdemir, G. (2014). The Compass: Route to Academic English. Ankara: Nüans Publishing. Douglas, N. (2010). Reading Explorer 3. Boston: Heinle Grussendorf, M. (2007). English for Presentations. Oxford: Oxford Universit Press.

ASSESSMENT		
Learning Activities	**NUMBER**	**WEIGHT in %**
Mid-Term	1	% 30
Quiz	-	-
Assignment	1	%10
Project	-	-
Field Study	-	-
Presentation / Seminar (Debate)	1	% 10
Studio Practice	-	-
Other (Attendance and Participation)	1	% 10
Contribution of Final Examination/Final Project/ Dissertation to the Final Grade	1	%40
TOTAL		100

CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES						
No	**PROGRAMME LEARNING OUTCOMES**	Level of Contribution (1-lowest/ 5-highest)				
		1	2	3	4	5
1	Listening: I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.				∨	
2	Listening: I can understand most TV news and current affairs programs.				∨	
3	Listening: I can understand the majority of films in standard dialect.		∨			
4	Reading: I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.					∨
5	Reading: I can understand understand academic texts related to contemporary issues.					∨
6	Speaking: I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.				∨	
7	Speaking: I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.					∨
8	Speaking: I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.				∨	
9	Speaking: I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.					∨
10	Writing: I can write clear, detailed text on a wide range of subjects related to my interests.				∨	
11	Writing: I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.					∨
12	Writing: I can write letters highlighting the personal signifi cance of events and experiences.					∨

ECTS / STUDENT WORKLOAD				
ACTIVITIES	**NUMBER**	**UNIT**	**HOUR**	**TOTAL (WORKLOAD)**
Course Teaching Hour (X weeks * total course hours)	14		3	42
Preliminary Preparation and self- study	14		2	28
Mid-Term	1		10	10
Quiz				
Assignment	1		10	10
Project				
Field Study	-		-	-
Presentation / Seminar	1		10	10
Studio Practice	-			
Final Examination/ Final Project/ Dissertation	1		15	15
Other (Attendance and Participation)	14		3	42
TOTAL WORKLOAD				157
TOTAL WORKLOAD / 25				6.3
ECTS				**6**

ETHICAL RULES WITH REGARD TO THE COURSE

Plagiarism Disclaimer

Detected and undetected plagiarism is a serious offence at any time and it could have devastating effects on your degree result and future professional lives.

Plagiarism is easy to avoid if you make sure to identify and acknowledge your sources thoroughly and do not copy directly from visual examples, designs, or notes that have in turn been taken word for word from your sources.

ASSESSMENT DETAILS AND EVALUATION CRITERIA:	
Final Grades will be determined according to the Course Learning Activities such as assingments, Midterm and Final Examination/Project as below, and comply with the Education and Examination Regulations set forth by the university. Assignments: 30 % of SOFL 102 students' Final Grades consists of the students' assignments which will be completed during the semester. SOFL 102 students will also be required to prepare and submit a presentation on a global issue (10%), a 500 words problem-solution essay (10 %) on the same topic, and attend and participate in English language classes (% 10) Midterm: (30%): Students will take a two-hour Midterm Exam as indicated on the academic calendar. Final: (40%) Students will take a two-hour Final Exam as indicated on the academic calendar.	
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APPROVED	