

COURSE SYLLABUS						
Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
Academic English II	INGL102	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
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Course Instructor(s)	ARIF CELAL SÖZER	E-mail : arif.sozer@arucad.edu.tr Office : EV-OFF02
Course Objectives	<p>The INGL 102 course aims to help ARUCAD's undergraduate students who are studying in Turkish medium departments to develop A2 English language proficiency levels as specified in the Common European Framework of Reference for Languages (CEFR). That is, the fundamental goal of this course is to enable these students to enhance their General English language skills, academic English language skills, study skills as well as critical thinking skills to the required CEFR English language proficiency level which will enable them to excel in their chosen Faculty courses 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 plurilingualism and multi-culturalism in language learning. This is a 16-week, 3 hour per week course.</p> <p><b>Course Objectives</b>          This course is aimed towards achieving its goal in a full academic semester of 14 weeks through the development of four language skills as follows:</p> <ol style="list-style-type: none"> <li>1. Reading and understanding texts that consist mainly of high frequency everyday language.</li> <li>2. Listening and understanding main points of clear standard speech on familiar matters, current affairs, and topics of personal or professional interests.</li> <li>3. Engaging in everyday oral communications of personal interest and pertinent to everyday life.</li> <li>4. Writing simple connected texts on topics which are familiar or of personal interest, essays, reports and formal/informal letters.</li> </ol>	

<b>Course Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Can deal with most situations likely to arise while travelling in an area where the language is spoken.</li> <li>• Can produce simple connected text on topics which are familiar or of personal interest.</li> <li>• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</li> </ul>
<b>Course Content</b>	<ul style="list-style-type: none"> <li>• People's Profiles</li> <li>• Social Events</li> <li>• Experiences</li> <li>• Lifestyles</li> <li>• People and Houses</li> <li>• Environment</li> <li>• Education &amp; Life Events</li> <li>• Changing Rules</li> <li>• Shopping</li> </ul>

<b>COURSE OUTLINE/SCHEDULE</b>			
<b>Week</b>	<b>Topic</b>	<b>Implementation (theory/practice)</b>	<b>Required Reading, Preliminary preparation</b>
Week 1 24th – 28th February 2025	<b>Describing yourself and others</b>  <b>Listening Reception:</b> Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.  <b>Overall Written Production</b>	P	<b>General English: Speakout starter</b> , p.12, 13, 20, 42, 44  <b>Conversation Practice:</b> Pioneer Elementary, p.13, Task section

	<p>Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.</p> <p><b>Spoken Production</b> Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.</p> <p><b>Speaking Interaction</b> Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</p>		
<p>Week 2 3rd – 7th March 2025</p>	<p><b>Describing places, rooms and furniture</b> <b>Giving directions</b></p> <p><b>Listening Reception</b> Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p><b>Spoken Production</b> Can give a simple description of a room and a place</p> <p><b>Speaking Interaction</b> Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 4 (Except 4.3), Unit 7.3</p> <p><b>Conversation Practice:</b> Empower A2 level, p.55, 55</p>
<p>Week 3 10th – 14th March 2025</p>	<p><b>Describing habits and routines</b></p> <p><b>Reading reception:</b> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job related language.</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 2</p> <p><b>Conversation Practice:</b> Pioneer Elementary, p. 23, Task section</p>

	<p>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p><b>Written production:</b> Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.</p> <p><b>Spoken production:</b> Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.</p> <p><b>Spoken Interaction:</b> Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</p> <p><b>Overall Written Interaction</b> Can write a paragraph describing their daily routines.</p>		
<p>Week 4 17th October – 21st March 2025</p>	<p><b>Shopping</b> <b>Making requests</b></p> <p><b>Listening Reception:</b> Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.</p> <p><b>Spoken Production:</b> Can produce simple mainly isolated phrases about shops and objects.</p> <p><b>Spoken Interaction:</b> Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 4.3 and Unit 1.3</p> <p><b>Conversation Practice:</b> Pioneer Elementary, p.93 Task section</p>

	statements in areas of immediate need or on very familiar topics		
Week 5 24th – 28th March 2025	<p><b>Ordering in a café / restaurant</b></p> <p><b>Listening Reception:</b></p> <ul style="list-style-type: none"> <li>Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</li> <li>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</li> </ul> <p><b>Spoken Production:</b></p> <ul style="list-style-type: none"> <li>Can produce simple mainly isolated phrases about wants and wishes.</li> </ul> <p><b>Spoken Interaction:</b></p> <ul style="list-style-type: none"> <li>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</li> <li>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li> </ul>	P	<p><b>General English:</b> Speakout Elementary, Unit 5</p> <p><b>Conversation Practice:</b> Empower, Unit 4C, p.44-45</p>
Week 6 2nd - 4th April 2025 (31st March – 1st April Ramadan Holiday)	<p><b>Buying a ticket in a train/bus station, flight ticket and using public transport</b></p> <p><b>Listening reception:</b></p> <ul style="list-style-type: none"> <li>Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.</li> </ul> <p><b>Reading reception:</b></p> <ul style="list-style-type: none"> <li>Can understand basic information in timetables about public transport times and ticket information.</li> </ul> <p><b>Spoken interaction:</b></p> <ul style="list-style-type: none"> <li>Can ask and answer simple questions, initiate and respond to</li> </ul>	P	<p><b>General English:</b> Speakout Elementary, Unit 9.1, 9.2 Pioneer Elementary, Unit 8a, p.78-79 + 127</p> <p><b>Conversation Practice:</b> At the airport worksheet +Planning a trip worksheet</p>

	simple statements in areas of immediate need or on very familiar topics.		
Week 7 7h – 11th April 2025	<p><b>Making arrangements, offers and invitations</b></p> <p><b>Listening reception:</b> Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p><b>Speaking Interaction:</b> Can communicate in simple and routine tasks requiring a simple and direct exchange to do with arrangements and plans. Can handle very short social exchanges in a conversation.</p> <p><b>Online interaction:</b> Can send a text message to invite someone and arrange to meet.</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 3</p> <p><b>Conversation Practice:</b> Empower A2, Unit 3C, p34-35</p>
Week 8 14th – 18th April 2025	MID-TERM EXAM WEEK		
Week 9 21st – 25th April 2025	<p><b>Making arrangements, offers and invitations</b></p> <p><b>Listening reception:</b> Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p><b>Speaking Interaction:</b> Can communicate in simple and routine tasks requiring a simple and direct exchange to do with arrangements and plans. Can handle very short social exchanges in a conversation.</p> <p><b>Online interaction:</b> Can send a text message to invite someone and arrange to meet.</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 3</p> <p><b>Conversation Practice:</b> Empower A2, Unit 3C, p34-35</p>
Week 10 28th April – 2nd May 2025 (Thursday, 1st May – Holiday)	<p><b>Making a response to offers, suggestions and invitations</b></p> <p><b>Listening reception:</b> Can understand enough to be able to meet needs of a concrete type provided</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 10.3 Language Hub A2, Unit 3.4, p.28, 29</p> <p><b>Conversation Practice:</b> Roadmap A2, Unit 5D, p.44</p>

	<p>speech is clearly and slowly articulated.</p> <p><b>Speaking Interaction:</b> Can communicate in simple and routine tasks requiring a simple and direct exchange to do with arrangements and plans. Can handle very short social exchanges in a conversation.</p> <p><b>Online interaction:</b> Can send a text message to invite someone and arrange to meet.</p>		
<p>Week 11 5th – 9th May 2025</p>	<p><b>Comparing things and places</b></p> <p><b>Reading reception:</b> Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p><b>Written production:</b> Can write a series of simple phrases and sentences linked with simple connectors like ‘and,’ ‘but’ and ‘because’.</p> <p><b>Spoken production:</b> Can give a simple description or presentation of comparing two cities, countries or things. as a short series of simple phrases and sentences linked into a list.</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 7.1, 7.2, 7.3</p> <p><b>Conversation Practice:</b> Pioneer Elementary, Unit 11B activity on p.129 and p.131 Comparatives and Superlatives Predictions, Teach-this worksheet</p>
<p>Week 12 12th – 16th May 2025</p>	<p><b>Expressing how you feel, giving simple advice</b></p> <p><b>Reading Reception:</b> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or health- related language.</p> <p><b>Spoken production:</b> Can produce a dialogue on health issues and give advice accordingly,</p> <p><b>Speaking Interaction:</b> Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.</p> <p>Can ask and answer questions and exchange information on familiar</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 11, iSLcollective worksheet – Adjectives ending in –ed and –ing</p> <p><b>Conversation Practice:</b> Advice Needed worksheet – Teach-this</p>

	<p>topics in predictable everyday situations.</p> <p><b>Written Interaction:</b> Can write short, simple formulaic notes relating to matters in areas of immediate need.</p>		
<p>Week 13 19th – 23rd May 2025</p>	<p><b>Future plans, Making predictions</b></p> <p><b>Listening Reception:</b> Can understand phrases and expressions related to future plans.</p> <p><b>Reading Reception:</b> Can understand short, simple texts on future plans.</p> <p><b>Spoken Production:</b> Can give a simple description or presentation of future plans using frequent phrases and time expressions.</p> <p><b>Spoken Interaction:</b> Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> <p><b>Written Interaction:</b> Can compose short, simple formulaic notes relating to the future.</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 10</p> <p><b>Conversation Practice:</b> Pioneer Elementary, Unit 8c, p.83 + p127 Task Section</p>
<p>Week 14 26th – 30th May 2025</p>	<p><b>Talking about past experiences, Storytelling</b></p> <p><b>Reading Reception:</b> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency of past or past experience related language.</p> <p><b>Written Production:</b> Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'</p> <p><b>Spoken production:</b> Can give a simple speech on his/her past experience or activity as a short series of simple phrases and sentences.</p> <p><b>Spoken Interaction:</b> Can interact with reasonable ease in structured situations and short</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 6 Roadmap A2, Unit 5B – Develop your listening, p.99</p> <p><b>Conversation Practice:</b> Picture Story worksheet, iSLCollective Write a story about pictures, iSLCollective</p>



	<p>conversations, provided the other person helps if necessary.</p> <p>Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable past situations.</p> <p><b>Online Interaction:</b> Can make simple online transactions (such as describing past events, experiences and ask simple questions in order to accomplish a shared task online.</p>		
<p>Week 15 2nd – 6th June 2025 (6th – 9th June – Holiday)</p>	<p><b>Talking about past experiences, Biographies</b></p> <p><b>Reading Reception:</b> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency of past or past experience related language.</p> <p><b>Written Production:</b> Can write a series of simple phrases and sentences linked with simple connectors like ‘and,’ ‘but’ and ‘because’</p> <p><b>Spoken production:</b> Can give a simple speech on his/her past experience or activity as a short series of simple phrases and sentences.</p> <p><b>Spoken Interaction:</b> Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.</p> <p>Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable past situations.</p> <p><b>Online Interaction:</b> Can make simple online transactions (such as describing past events, experiences and ask simple questions in order to accomplish a shared task online.</p>	P	<p><b>General English:</b> Speakout Elementary, Unit 12.1, 12.2 Empower A2, 6D p.66-67</p> <p><b>Conversation Practice:</b> Biographies of celebrities speaking cards, iSLCollective worksheet</p>
<p>Week 16</p>	<p><b>Talking about past experiences, Biographies</b></p>	P	<p><b>General English:</b> Speakout Elementary, Unit 12.1, 12.2</p>

9th – 13th June 2025	<p><b>Reading Reception:</b> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency of past or past experience related language.</p> <p><b>Written Production:</b> Can write a series of simple phrases and sentences linked with simple connectors like ‘and,’ ‘but’ and ‘because’</p> <p><b>Spoken production:</b> Can give a simple speech on his/her past experience or activity as a short series of simple phrases and sentences.</p> <p><b>Spoken Interaction:</b> Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.</p> <p>Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable past situations.</p> <p><b>Online Interaction:</b> Can make simple online transactions (such as describing past events, experiences and ask simple questions in order to accomplish a shared task online.</p>	Empower A2, 6D p.66-67	<p><b>Conversation Practice:</b> Biographies of celebrities speaking cards, iSLCollective worksheet</p>
Week 17 16th – 20th June 2025 Revision Days (18th June: Last day of lessons)	REVISION WEEK		
Week 18 23rd – 27th June 2025	FINAL EXAM WEEK		

<b>Required Course Material(s) / Reading(s)/ Text Book(s)</b>	Berlis, M., & Jones, H. (2019). Roadmap B1. Essex:Pearson Education Limited.
<b>Recommended Course Material(s)/ Reading(s) /Other</b>	Grussendorf, M. (2007). English for Presentations. Oxford: Oxford University Press. Brayshaw, D. ,& Cough, H. C. (2019). Language Hub. London: Macmillan Education.

<b>ASSESSMENT</b>		
<b>Learning Activities</b>	<b>NUMBER</b>	<b>WEIGHT in %</b>
Mid-Term	1	30 %
Quiz	-	-
Assignment	3	15 %
Project		
Field Study	-	-
Presentation / Seminar	1	5%
Studio Practice	-	-
Other (Attendance / Participation)	-	10%
<b>Contribution of Final Examination/Final Project/ Dissertation to the Final Grade</b>	1	40%
<b>TOTAL</b>		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 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	• Reading I can write clear, detailed text on a wide range of subjects related to my interests.					✓
11	• Reading I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.					✓
12	• Reading I can write letters highlighting the personal significance of events and experiences				✓	

<b>ECTS / STUDENT WORKLOAD</b>				
<b>ACTIVITIES</b>	<b>NUMBER</b>	<b>UNIT</b>	<b>HOURLY</b>	<b>TOTAL (WORKLOAD)</b>
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	2		5	10
Project	3		44	44
Field Study	-		-	-
Presentation / Seminar	-		-	-
Studio Practice	-		-	-
Final Examination/ Final Project/ Dissertation	1		15	15
Other	-		-	-
<b>TOTAL WORKLOAD</b>				125
<b>TOTAL WORKLOAD / 25</b>				5
<b>ECTS</b>				<b>4</b>

**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 and Final Examination Assessment Details as below, and comply by the Education and Examination Regulation set forth by the University.

That is, Prep INGL 102 students will be assessed by a Midterm (30 %) and a Final Exam (40 %) (Summative Assessment) as well as ongoing assessment (Formative Assessment) techniques such as student assignments on a chosen topic (20 %), student attendance and participation (10 %)

<b>PREPARED BY</b>	<b>Arif Celal Sözer</b>
<b>UPDATED</b>	<b>17.02.2025</b>
<b>APPROVED</b>	<b>İnanç Uçaröz</b>