

COURSE SYLLABUS						
Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
Academic English 1	INGL101	1	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.celalsozer@arucad.edu.tr Office : EVOFF03
Course Objectives	<p>This is a CEFR A1 English language course for ARUCAD's undergraduate students who pursue their studies in Turkish medium departments. This course aims to help undergraduate students who did not attend English Preparatory School to develop Basic User A1, General English language proficiency. That is, the main goal of this course is to equip students with the necessary English language skills to be able to interact in everyday life using different registers and varied systems of language use.</p> <p>This course is aimed towards achieving its goal within a full academic semester of 16 weeks through the development of four language skills as follows:</p> <ol style="list-style-type: none"> 1. Reading and understanding short, simple texts of everyday usage. 2. Listening and understanding basic, short, and simple conversations. 3. Engaging in everyday oral communications using basic expressions and short, simple phrases and sentences. 4. Writing short descriptive and narrative paragraphs about people and places. 	

	5. Using basic vocabulary and essential grammatical structures.
Course Learning Outcomes	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
Course Content	<ul style="list-style-type: none"> • People and Places • Families • Hobbies and Free Time Activities • Cities and Houses • Clothes • Appearances • Abilities • Food • Shopping

COURSE OUTLINE/SCHEDULE			
Week	Topic	Implementation (theory/practice)	Required Reading, Preliminary preparation
WEEK 1 7th – 11th October 2024	Classroom language Introduction to the course.		Extra Materials Pack
WEEK 2 14th – 18th October 2024	Describing oneself and others Scaffolding competences Grammar Verb to be (am-is-are) -Subject Pronouns		Course book Speakout Starter Students book p. 7 – 16 Homework

	<p>-Question Words (Wh- Questions, What, Who, Where, How old)</p> <p>Vocabulary</p> <p>-Alphabet</p> <p>-Colors</p> <p>-Numbers 1- 1 million</p> <p>- Classroom Phrases</p> <p>-Classroom Objects</p> <p>Countries/ Nationalities</p> <p>-Jobs</p> <p>Reading Reception</p> <p>-Understanding text about description of people</p> <p>Listening reception</p> <p>-Understanding people giving personal information</p> <p>Spoken production and interaction</p> <p>-Giving and asking for personal information.</p> <p>Written production and interaction.</p> <p>Writing a text about ones personal profile.</p> <p>Asking and giving information about someone's personal details</p>		<p>Speakout Starter Workbook p. 5 – 13</p>
<p>WEEK 3 21st – 25th October 2024</p>	<p>Describing oneself and others</p> <p>Scaffolding competences</p> <p>Grammar</p> <p>Verb to be (am-is-are)</p> <p>-Subject Pronouns</p> <p>-Question Words (Wh- Questions, What, Who, Where, How old)</p> <p>Vocabulary</p> <p>-Alphabet</p> <p>-Colors</p> <p>-Numbers 1- 1 million</p> <p>- Classroom Phrases</p> <p>-Classroom Objects</p> <p>Countries/ Nationalities</p> <p>-Jobs</p> <p>-Personality adjectives</p> <p>Reading Reception</p> <p>-Understanding text about description of people</p> <p>Listening reception</p>		<p>Course book</p> <p>Speakout Starter Students book p. 7 – 16</p> <p>Homework</p> <p>Speakout Starter Workbook p. 5 – 13</p>

	<p>-Understanding people giving personal information</p> <p>Spoken production and interaction</p> <p>-Giving and asking for personal information.</p> <p>Written production and interaction.</p> <p>Writing a text about ones personal profile.</p> <p>Asking and giving information about someone's personal details</p>		
<p>WEEK 4 28th October – 1st November 2024 (Tuesday, 29th October: Turkish Republic Day)</p>	<p>Describing Family</p> <p>Scaffolding competences</p> <p>Grammar</p> <p>Have got/ Has got-Have, Has</p> <p>Question Words (How many...)</p> <p>Singular/ Plural</p> <p>Vocabulary</p> <p>Family Relations (brothers, sister)</p> <p>Reading Reception</p> <p>Understanding text about family relationships.</p> <p>Listening reception</p> <p>Understanding text about families</p> <p>Understanding specific information in a listening text about a family.</p> <p>Spoken production and interaction</p> <p>-Talking about family</p> <p>-Asking for and giving information about family.</p> <p>Written production and interaction.</p> <p>-Asking and answering interview questions about family.</p> <p>Mediation</p> <p>Listening to an interview about family and feeling in a form.</p> <p>Writing a paragraph about people's families.</p>		<p>Course book</p> <p>Focus on Grammar 1</p> <p>Pages:10</p> <p>Exercise B</p> <p>Page:11</p> <p>Exercise B</p> <p>P:28-40</p> <p>My Grammar Lab</p> <p>Elementary</p> <p>Pages: 28-31</p>

<p>WEEK 5 4th – 8th November 2024</p>	<p>Describing Family Scaffolding competences Grammar Have got/ Has got-Have, Has Question Words (How many...) Singular/ Plural Vocabulary Family Relations (brothers, sister) Reading Reception Understanding text about family relationships. Listening reception Understanding text about families Understanding specific information in a listening text about a family. Spoken production and interaction -Talking about family -Asking for and giving information about family. Written production and interaction. -Asking and answering interview questions about family. Mediation Listening to an interview about family and feeling in a form. Writing a paragraph about people's families.</p>		<p>Course book Focus on Grammar 1 Pages:10 Exercise B Page:11 Exercise B P:28-40 My Grammar Lab Elementary Pages: 28-31</p>
<p>WEEK 6 11th – 15th November 2024 (Friday, 15th TRNC Republic Day)</p>	<p>Describing familiar objects Scaffolding competences Functions Ordering in a cafe Grammar Can I help you? Can I have... How much is that? Prices... Linkers, But and or. Vocabulary Classroom objects Clothes Food and Drink This/That/ These /Those Singular/ Plural (Irregular plural-mice-mouse) Reading Reception Reading about family business Such as shops,cafes...</p>		<p>Course book Extra Materials pack Pages:27-28-33 Course book</p>

	<p>Listening reception Understanding conversation in a cafe context. Understanding conversation at a famous market. Understanding prices.</p> <p>Spoken production and interaction Naming objects asking about objects Talking about possessions Ordering food and drink in a cafe Buying things in a cafe.</p> <p>Written production and interaction. Describing a cafe or market.</p>		
<p>WEEK 7 18th – 22nd November 2024</p>	<p>Describing familiar objects</p> <p>Scaffolding competences</p> <p>Functions Ordering in a cafe</p> <p>Grammar Can I help you? Can I have... How much is that? Prices... Linkers, but and or.</p> <p>Vocabulary Classroom objects Clothes Food and Drink This/That/ These /Those Singular/ Plural (Irregular plural-mice-mouse)</p> <p>Reading Reception Reading about family business Such as shops,cafes...</p> <p>Listening reception Understanding conversation in a cafe context. Understanding conversation at a famous market. Understanding prices.</p> <p>Spoken production and interaction Naming objects asking about objects Talking about possessions Ordering food and drink in a cafe Buying things in a cafe.</p> <p>Written production and interaction. Describing a cafe or market.</p>		<p>Course book</p> <p>Speakout Starter Students book p.29-30-31</p> <p>Revision Exam Practice Mog exam</p>

WEEK 8 23rd – 30th November 2024	MID-TERM		
WEEK 9 2 nd – 6 th December 2024	Describing familiar objects Scaffolding competences Functions Ordering in a cafe Grammar Can I help you? Can I have... How much is that? Prices... Linkers, but and or. Vocabulary Classroom objects Clothes Food and Drink This/That/ These /Those Singular/ Plural (Irregular plural-mice-mouse) Reading Reception Reading about family business Such as shops,cafes... Listening reception Understanding conversation in a cafe context. Understanding conversation at a famous market. Understanding prices. Spoken production and interaction Naming objects asking about objects Talking about possessions Ordering food and drink in a cafe Buying things in a cafe. Written production and interaction. Describing a cafe or market.		Course book Speakout Starter Students book Pages: 32-34-35-36-37-38 Workbook Unit 3
WEEK 10 9th – 13th December 2024	Describing houses, rooms and furniture Scaffolding competences Vocabulary Types of houses(flat-house-villa- detached-semi detached) Furniture in a house Types of rooms Grammar		Course book SPO Elementary Unit 4 Pages: 38-41 44-45-46 SPO Elementary Workbook Pages: 23-24- 26

	<p>-There is/There are -Preposition of place (between-in front of- next to-near-above-below- by-at-in-on-opposite) -Rooms and Furniture -Places in Towns How many-how much Reading Reception Understanding descriptional houses and rooms. Listening reception Understanding audios about discriptions of houses and rooms. Spoken production and interaction Describing houses and rooms. Desribing furniture in a house or room. Asking and giving information about a house-room. Written production and interaction. Describing a room or house. Writing an e-mail to an estate agent or house owner to enquire about a house or room to rent.</p>		
<p>WEEK 11 16th – 20th December 2024</p>	<p>Describing houses, rooms and furniture Scaffolding competences Vocabulary Types of houses(flat-house-villa- detached-semi detached) Furniture in a house Types of rooms Grammar -There is/There are -Preposition of place (between-in front of- next to-near-above-below- by-at-in-on-opposite) -Rooms and Furniture -Places in Towns How many-how much Reading Reception Understanding descriptional houses and rooms. Listening reception Understanding audios about discriptions of houses and rooms. Spoken production and interaction Describing houses and rooms.</p>		<p>Extra Material Pack Pages:79-80-81-82-83-84</p>

	<p>Describing furniture in a house or room.</p> <p>Asking and giving information about a house-room.</p> <p>Written production and interaction.</p> <p>Describing a room or house.</p> <p>Writing an e-mail to an estate agent or house owner to enquire about a house or room to rent.</p>		
<p>WEEK 12 23rd – 27th December 2024</p>	<p>Describing places (cities, town and villages)</p> <p>Scaffolding competences</p> <p>Grammar</p> <p>-There is/There are</p> <p>-Preposition of place</p> <p>Vocabulary</p> <p>-Places in Towns (library,landmarks)</p> <p>Adjectives to describe places.</p> <p>Climate (weather)</p> <p>Reading Reception</p> <p>Understanding descriptional towns, villages...</p> <p>Listening reception</p> <p>Understanding the descriptive of the city.</p> <p>Spoken production and interaction</p> <p>Describing cities towns and villages.</p> <p>Talking about Landmarks in a city.</p> <p>Asking and giving information about a hometown.</p> <p>Written production and interaction.</p> <p>Describing a place such as a city, village or hometown.</p> <p>Writing a blog about a favourite place and responding a blog.</p>		<p>Extra Material Pack</p> <p>Pages:86-92</p> <p>Blog writing on Microsoft teams about students favourite places to visit.</p>
<p>WEEK 13 30th December 2024 – 3rd January 2025 (Wednesday, 1st January New Year's Eve Holiday)</p>	<p>Describing places (cities, town and villages)</p> <p>Scaffolding competences</p> <p>Grammar</p> <p>-There is/There are</p> <p>-Preposition of place</p> <p>Vocabulary</p> <p>-Places in Towns (library,landmarks)</p> <p>Adjectives to describe places.</p>		<p>Extra Material Pack</p>

	<p>Climate (weather)</p> <p>Reading Reception Understanding descriptional towns, villages...</p> <p>Listening reception Understanding the descriptive of the city.</p> <p>Spoken production and interaction Describing cities towns and villages. Talking about Landmarks in a city. Asking and giving information about a hometown.</p> <p>Written production and interaction. Describing a place such as a city, village or hometown. Writing a blog about a favourite place and responding a blog.</p>		
<p>WEEK 14 6th – 10th January 2025</p>	<p>Describing Routines</p> <p>Scaffolding competences</p> <p>Grammar Present simple tense. Affirmative-Negative forms. Yes-no questions Prepositions of time</p> <p>Vocabulary Action verbs Describing routines and habits. Telling time</p> <p>Reading Reception Understanding a text Describing someone's habits and daily routines</p> <p>Listening reception Understanding time tables (bus-train) Understanding people talking about their daily routine and habits.</p> <p>Spoken production Describing daily routines and habits.</p> <p>Written production and interaction. Writing about someone's routines and habits.</p>		Extra Material Pack
<p>WEEK 15</p>	<p>Asking and giving information about habits and routines.</p> <p>Scaffolding competences</p>		e-mail writing

13th – 17th January 2025	Grammar Wh questions Yes-no questions in simple present tense. Spoken production and interaction Asking and giving personal information about routines in an informal conversation. Written production and interaction. Writing an informal e-mail to a friend abroad to give and ask information about their routines.		
WEEK 16 20th – 23rd January 2025	Revision		
WEEK 17 25th January – 1st February 2025	FINAL EXAM		

Required Course Material(s) / Reading(s)/ Text Book(s)	Speak Out Elementary Level Student Book, Frances Eales, Steve Oakes (2015), Pearson Speak Out Elementary Level Workbook, Frances Eales, Steve Oakes (2015), Pearson Workbook with online resources. Teacher's book with digital resources and assessment pack.
Recommended Course Material(s)/ Reading(s) /Other	MyEnglish Lab online activities.

ASSESSMENT		
Learning Activities	NUMBER	WEIGHT in %
Mid-Term	1	% 30
Quiz	-	-
Assignment	1	% 10
Project	1	% 10
Field Study	-	-
Presentation / Seminar	1	% 10
Studio Practice		
Other	-	-
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 phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment) and announcements.			√		
2	Listening I can catch the main point in short, clear, simple messages.		√			
3	Reading I can read very short, simple texts.			√		

4	Reading I can find specific, predictable information in simple everyday materials such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.				✓	
5	Reading I can find specific, predictable information in simple everyday materials such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.					✓
6	Speaking I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.			✓		
7	Speaking I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.		✓			
8	Speaking I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.		✓			
9	Speaking I can produce simple mainly isolated phrases about people and places.					
10	Writing I can write short, simple notes and messages relating to matters in areas of immediate needs.				✓	
11	Writing I can write a very simple personal letter, for example thanking someone for something.			✓		
12	Writing I can write simple reviews for movies and books.			✓		

ECTS / STUDENT WORKLOAD				
ACTIVITIES	NUMBER	UNIT	HOURLY	TOTAL (WORKLOAD)
Course Teaching Hour (X weeks * total course hours)	14		3	42
Preliminary Preparation and self- study	12		2	24
Mid-Term	1		5	5
Quiz	-		-	-

Assignment	1		3	3
Project	1		3	3
Field Study	-		-	-
Presentation / Seminar	1		10	10
Studio Practice	-			
Final Examination/ Final Project/ Dissertation	1		10	10
Other	-		-	-
TOTAL WORKLOAD				97
TOTAL WORKLOAD / 25				4
ECTS				4

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:

ING 101 course students will be assessed by two one-shot English language Test and ongoing assessment methods. Final Grades will be determined according to the Mid-term and Final exam as well as portfolio assessment which includes a presentation, a composition and language bank activities. These assessment techniques comply by the Education and Examination Regulation set forth by the University.

Students will be requested to write a composition, developing and presenting a PowerPoint presentation as well as activities stated by the teacher from the language bank .

Students are requested to attend and participate in the lessons actively as active participation leads to success.

PREPARED BY Arif Celal Sözer

UPDATED 29.09.2024

APPROVED	İnanç Uçaröz
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