

COURSE SYLLABUS						
Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
Academic English 1	SOFL 101 Group 1,2,3	1	Theory N/A	Practice N/A	3	4
Course Type	Compulsory Courses	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Compulsory	Other
	X				X	
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate / Doctoral (Second / Third Cycle)	
			x			

Language of Instruction	English
-------------------------	---------

Course Instructor(s)	FERDİYE ANILDI BENJAMIN BAILE ESAT ULUSOL E-mail : ferdiye.anildi@arucad.edu.tr benjamin.bailie@arucad.edu.tr esat.ulusol@arucad.edu.tr Office : Conference Hall
Course Objectives	<p>SOFL 101 is a CEFR B2 English for Academic Purposes course for Faculty students. It is a 8 weeks Summer Semester course, with minimum 6 hours of instruction each week. Faculty students achieve CEFR B2 English language proficiency level in two semesters and SOFL 101 is the first phase of the English for Academic Purposes (CEFR B2) courses for Faculty students.. We aim to help our students to further enhance their Academic English, study skills as well as critical thinking skills to achieve success 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.</p> <p>This course is aimed towards achieving its goals in full academic semester of 8 weeks through the development of four language skills as follows:</p> <ol style="list-style-type: none"> 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.

	<p>3. Engaging in everyday oral communications of personal interest and pertinent to everyday life.</p>
Course Learning Outcomes	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. • Can interact with a degree of fluency 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 Independent disadvantages of various options.
Course Content	<p>Reading and Listening Reception</p> <p>Film and Media</p> <p>Voices And Pages: Mastering Reading & Listening</p> <p>Skim It, Scan It, Nail It!</p> <p>From Blah Blah to Aha!</p> <p>Writing</p> <p>Writing a personal, formal and an informal email</p> <p>Writing a review</p> <p>Writing a report</p> <p>Opinion Essay</p> <p>For and Against Essay</p> <p>Study Skills</p> <p>Listening and note-taking</p> <p>Delivering an effective presentation</p> <p>Avoiding Plagiarism</p> <p>APA</p>

COURSE OUTLINE / SCHEDULE ARTS			
Week	Topic	Implementa tion (theory/p ractice)	Required Reading, Preliminary preparation
WEEK 1 7th- 11th February 2024	OPENING LECTURE (introduction to course syllabus, explaining portfolio assignments/assessments and class rules) Reading Reception <ul style="list-style-type: none"> Reading and identifying suitable information according to the given people Listening Reception <ul style="list-style-type: none"> Listen for specific information Listen for key phrases 	Practice	High Note 3 Student's Book Page 17 (reading) Page 7 (listening)
WEEK 2 14th- 18th October 2024	SEND AND RECEIVE Reading Reception <ul style="list-style-type: none"> Analyzing the structure of an email as personal, informal, and formal Writing Production <ul style="list-style-type: none"> Brainstorming for ideas Outlining an email Organising a paragraph Identifying the meaning of vocabulary from the context Writing a list of goals Organising goals into a paragraph Checking and editing writing Language Competences Vocabulary <ul style="list-style-type: none"> Language and vocabulary related to email types 	Practice	Focus 3 Student's Book (2nd Edition) Page 40 – 41 + instructor's own resources (personal email) High Note 3 Student's Book Page 12 – 13 + instructor's own resources High Note 4 Student's Book Page 12 – 13 + instructor's own resources Formula Course Book B2 Page 115 (informal email) Focus 3 Student's Book (2nd Edition) Page 54 – 55 + instructor's own resources High Note 3 Student's Book Page 56 – 57 + instructor's own resources

	Grammar <ul style="list-style-type: none"> Modals <p>Can (permission & ability, could (possibility), should (suggestion & advice), have to (obligation).</p>		High Note 4 Student's Book Page 26 – 27 + instructor's own resources Formula Course Book B2 Page 116 + instructor's own resources (formal email) High Note 3 Student's Book Page 48 – 49 + instructor's own resources (grammar)
WEEK 3 21st - 25th October 2024 + WEEK 4 28th October - 1st November 2024 (29th October - National Holiday)	FILM AND MEDIA Reading Reception <ul style="list-style-type: none"> Making inferences or predictions about the content of articles from headings and titles Understanding articles in their field Identifying the topic Inferring the writer's opinions Listening Reception <ul style="list-style-type: none"> Listen for specific information Spoken Production <ul style="list-style-type: none"> Describing books and films Comparing books and films Giving a short presentation about a book or film Describing results of a survey with pie and bar charts Written production <ul style="list-style-type: none"> Describing book or film reviews Writing a book or a film review Writing a short formal report 	Practice	High Note 4 Student's Book Page 6 – 7 Language Leader Course Book Intermediate Page 111 (reading) High Note 4 Student's Book Page 97 Language Leader Course Book Intermediate Page 106 - 107 Formula Course Book B2 Page 11 (speaking) Focus 4 Student's Book (2nd Edition) Page 94 – 95 (instructor's own materials about book and film genre)

	<p>Language Competences</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Vocabulary related to media genres, book genres and film genres, adjectives describing books and films Comparing and contrasting books and films <p>Grammar</p> <ul style="list-style-type: none"> Reported speech (statements + questions) 		<p>Formula Course Book B2</p> <p>Page 118</p> <p>RoadMap B1+ Student's Book</p> <p>Page 114 – 115</p> <p>High Note 4 Student's Book</p> <p>Page 86 – 87</p> <p>+ more materials on charts</p> <p>RoadMap B1+ Workbook</p> <p>Page 50 – 51 (report)</p> <p>(+ creating Google Form Survey to write a report)</p> <p>Formula Course Book B2</p> <p>Page 84 – 85</p> <p>(grammar)</p>
<p>WEEK 5</p> <p>4th - 8th November 2024</p>	<p>FROM PARAGRAPHS TO ESSAYS</p> <p>Written Production</p> <ul style="list-style-type: none"> How to write an introduction and conclusion Brainstorming for ideas Connecting ideas How to form paragraphs Outlining an essay using mindmaps 	Practice	<p>Formula Course Book B2</p> <p>Page 48</p> <p>PDF file on linkers - punctuation + Formula Course Book B2</p> <p>Page 74</p> <p>Longman Academic Writing Series 3, 4th Edition</p> <p>Pages 54 – 68</p> <p>Focus 3 Student's Book (2nd Edition)</p> <p>Page 110 – 111</p>

			Focus 4 Student's Book (2nd Edition) Page 78 – 79
WEEK 6 11th-15th November 2024 (15th November -National Holiday)	WHAT IS YOUR OPINION? <ul style="list-style-type: none"> Identify and organize an opinion essay Use quotations to develop supporting details Outlining a thesis statement Analyzing a thesis statement Outlining a model for opinion essay Writing an opinion essay 	Practice	High Note 3 Student's Book Page 116 – 117 Effective Academic Writing 2 (2nd Edition) Pages 104 – 110 / 126 – 127 Longman Academic Writing Series 3 (4th Edition) Pages 222 – 232
WEEK 7 18th - 22nd November 2024	VOICES AND PAGES: MASTERING READING & LISTENING Reading Reception <ul style="list-style-type: none"> Reading for gist Reading for specific information(scanning) Reading for main ideas(skimming) Listening Reception <ul style="list-style-type: none"> Listening for the detailed information Listening to find the specific information Listening and taking notes about the targeted words or phrases 		Unlock 4 Reading, Writing and Critical Thinking Students' Book (2nd Edition) Pages 106-113 Page 150-157 Focus 3 Student's Book (2nd Edition) Page 49 IELTS Test Builders 1 Page 70 (listening and note- taking)
WEEK 8 23th - 30th	MIDTERM EXAMS		

November 2024			
WEEK 9 2 nd - 6 th December 2024	“NO PROBLEM ET. AL” AVOIDING PLAGIARISM <ul style="list-style-type: none"> acknowledge sources <ol style="list-style-type: none"> citation and APA 7th edition referencing format of in-text citation verbs list use the main reference system use of reference verbs use of quotations organise the list of references use of paraphrasing techniques, use of synonyms 		Longman Academic Writing Series 4 (5th Edition) Pages 48-65 Unlock 4 Student’s Book Reading, Writing & Critical Thinking (2nd Edition) Page 158 – 159 A PDF File of APA 7th edition guide for referencing A PDF File of APA 7th edition guide for page set up + own materials
WEEK 10 9 th - 13 th December 2024	SKIM IT, SCAN IT, NAIL IT! Study Skills Notetaking Strategies <ul style="list-style-type: none"> Writing down the most important words and ideas during a lecture in your notes Using an informal outline to take notes Using symbols and abbreviations instead of full words in your notes Organising ideas with outlines and headings 	Practice	Formula Course Book B2 Pages 24- 25 Pages 42-43 High Note 3 Student’s Book Pages 20-21 Pages 98-99

	<ul style="list-style-type: none"> • Highlighting key ideas in your notes • Summarize in your own words • Review and organize your notes as a post-reading <p>Reading Strategies</p> <ul style="list-style-type: none"> • Understanding general academic words • Reading for finding specific information • Identify and extract key details and facts from the text • Recognizing the usage of different linkers to connect the ideas and show sequence • Analyzing a text structure and cohesion by using cohesive devices that contribute the meaning • Reading to search for information effectively by skimming and scanning • Practicing different part of the speech of a word • Inferring from the context through underlining and highlighting 		
WEEK 11 16th - 20th December 2024	<p>FROM BLAH BLAH TO AHA!</p> <p>Study Skills</p> <p>Notetaking Strategies</p> <ul style="list-style-type: none"> • Writing down the most important words and key phrases according to the given listening • Using an informal outline to take notes by using –wh questions • Using a diagram to classify the target information instead of writing full words in your notes • Organising ideas in as a list in your notes • Focusing on main ideas and synonyms in your notes 	Practice	<p>Listening for IELTS (English for Exams)</p> <p>Pages 8-15</p> <p>Pages 24-31</p> <p>Pages 80-87</p>

	Listening Strategies <ul style="list-style-type: none"> • Understanding synonyms and paraphrasing • Noticing the information that can be spelled out • Noticing how to spell the words correctly • Understanding the sequence of events through labelling a diagram • Recognizing lecture language that describes actions and processes with common verbs • Recognizing lecture language that signals synonyms • Recognizing the key points by underlining the paraphrased words or synonyms • Paraphrasing and summarising of the main ideas of a lecture • Focusing on key points by rephrasing the given classification information into direct questions 		
WEEK 12 23rd – 27th December 2024	BALANCING PERSPECTIVES <ul style="list-style-type: none"> • Brainstorming for ideas • Connecting ideas with linkers conjunctions and expressions • Outlining an essay using mindmaps • Organising a for and against essay • Writing a for and against essay • Practicing simple and compound sentences with coordinators 	Practice	Formula B2 Course Book Page 113 Focus 3 Student's Book (2nd Edition) Page 68 -69 High Note 3 Student's Book Page 86 – 87 Longman Academic Writing Series 4 (5th Edition) Pages 174-178
WEEK 13 30th December – 3rd	BALANCING PERSPECTIVES <ul style="list-style-type: none"> • Brainstorming for ideas • Connecting ideas with linkers conjunctions and expressions • Outlining an essay using mindmaps 	Practice	Focus 4 Student's Book (2nd Edition) Page 46- 47 High Note 4 Student's Book Page 116 – 117

January 2025 (1st January - National Holiday)	<ul style="list-style-type: none"> Organising a for and against essay Writing a for and against essay Practicing complex sentences 		Longman Academic Writing Series 4 (5th Edition) Pages 182-183
WEEK 14 6th – 10th January 2025	Engaging Into a Formal Presentation <ul style="list-style-type: none"> Delivering an effective presentation Reinforcing presentation techniques and skills Expressing your own opinions Practicing how to grasp audience attention Asking for more information Using body language effectively 	Practice	How to deliver an effective presentation PPT Structure of a presentation PPT Illustration of good and bad presentations (YouTube links)
WEEK 15 13th – 17th January 2025	PRESENTATIONS		
WEEK 16 20th – 24th January 2025 (23th - Last day of courses)	PRESENTATIONS		
WEEK 17 25th January - 1st February 2025	FINAL EXAMS		

Required Course Material(s) / Reading(s)/ Text Book(s)	<ul style="list-style-type: none"> • Adlard, R., & Osborn, A. (2019). <i>Roadmap B1+ Workbook with Key and Online Audio</i>. Pearson. • Brayshaw, D., Hastings, B., Edwards, L., Bright, C., Fricker, R., & Sosnowska, J. (2020). <i>High Note 3 Student's Book and eBook</i>. Pearson. • Cotton, D., Falvey, D., & Kent, S. (2013). <i>New Language Leader. Intermediate</i>. Harlow: Pearson Education Ltd. • Dellar, H., & Walkley, A. (2019). <i>Roadmap B1+ Student's Book and Interactive eBook with Digital Resources and Mobile App</i>. Pearson. • Edwards, L., & Warwick, L. (2020). <i>Formula B2 First Coursebook without Key and Interactive eBook</i>. Pearson. • Kay, S., Jones, V., Brayshaw, D., Michalak, I., Michalowski, B., & Trapnell, B. (2020). <i>Focus 3 (2nd ed.) B1/B1+ Student's Book and eBook</i>. Pearson. • Kay, S., Jones, V., Brayshaw, D., Michalowski, B., Trapnell, B., & Russell, D. (2020). <i>Focus 4 (2nd ed.) B2/B2+ Student's Book and eBook</i>. Pearson. • Oshima, A., Hogue, A., & Curtis, J. (2017). <i>Longman academic writing series. Level 3, Paragraphs to essays</i> (Fourth edition). Pearson Education. • Oshima, A. (2022). <i>Longman Academic Writing Series 4: Essays, with Essential Online Resources</i> (5th ed.). Pearson Education. • Roberts, R., Krantz, C., Edwards, L., Bright, C., Hastings, B., & Szlachta, E. (2020). <i>High Note 4 Student's Book and eBook</i>. Pearson. • Savage, A., & Mayer, P. (2012). <i>Effective Academic Writing 2</i>. Oxford: Oxford University Press. • Sowten, C., & Kennedy, A. S. (2019). <i>Unlock 4, Reading, Writing, and Critical Thinking</i>. Cambridge: Cambridge University Press.
Recommended Course Material(s)/ Reading(s) /Other	<p>The students could use the websites below as resources:</p> <ul style="list-style-type: none"> • https://owl.purdue.edu/ • https://www.antioch.edu/santa-barbara/wp-content/uploads/sites/4/2019/12/APA-7-Writing-in-APA-7th-Ed-Example-Paper.pdf • https://writingcenter.ashford.edu/quoting-paraphrasing-summarizing

ASSESSMENT		
Learning Activities	NUMBER	WEIGHT in %
Mid-Term	1	30

Quiz		
Assignment	2	20
Project		
Field Study		
Presentation / Seminar		
Studio Practice		
Other (class 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 Reception Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation. Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.		x			
2	Audio-visual Comprehension		x			

	Can understand most TV news and current affairs programmes.				
	Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.				
3	Reading Reception Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.		x		
4	Written Production Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.	x			
5	Oral Production Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	x			
6	Written Interaction Can express news and views effectively in writing, and relate to those of others.	x			
7	Online Interaction Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses. Can engage in online exchanges between several participants, effectively linking their contributions to previous ones in the thread, provided a moderator helps manage the discussion. Can recognise misunderstandings and disagreements that arise in an online interaction and deal with them, provided the interlocutor(s) are willing to co-operate.	x			
8	Mediation Strategies Can convey the main content of well-structured but long and propositionally complex texts on subjects within their fields of academic and personal interest, clarifying the opinions and purposes of speakers. Can work collaboratively with people from different backgrounds, creating a positive atmosphere by providing support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop others' ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest	x			

ECTS / STUDENT WORKLOAD				
ACTIVITIES	NUMBER	UNIT	HOUR	TOTAL (WORKLOAD)
Course Teaching Hour (X weeks * total course hours)	7		6	42
Preliminary Preparation and self- study	7		4	28
Mid-Term	1		5	5
Quiz				
Assignment	2		5	10
Project				
Field Study				
Presentation / Seminar				
Studio Practice				
Final Examination/ Final Project/ Dissertation	1		5	5
Other				
TOTAL WORKLOAD				90
TOTAL WORKLOAD / 25				3.6
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:

Final Grades will be determined according to the Course Learning Activities such as assignments, Midterm and Final Project as below, and comply with the Education and Examination Regulations set forth by the university.

Assignments: 30 % of SOFL 101 students' Final Grades consist of two students' assignments; a compare and contrast essay (10 %), and a 10-minute student presentation (10 %) which will be completed during the semester and attendance and participation in English language classes actively (10 %).

In addition, the students will sit an online a Midterm (30 %) and an Final Exam (40 %).

The details of the assignments and Midterm and Final Projects and due dates are indicated in SOFL 101 students' portfolio on Microsoft Teams.

PREPARED BY	ESAT ULUSOL – FERDİYE ANILDI
UPDATED	7.10.2024
APPROVED	Nezahat Doğan