

ALTINBAŞ UNIVERSITY
School of Foreign Languages - Modern Languages Department
TURK 102 TURKISH FOR FOREIGNERS
2018-2019 Academic Year, Fall Term
102 COURSE OUTLINE

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Course Duration: 14 weeks with 2 hours each week

Course material: YENİ HİTİT 1 TEMEL & Materials prepared by Modern Languages Department

I. COURSE OVERVIEW

This course is designed for foreign students who are beginners in Turkish language. The primary aim of the course is to equip the students with the Turkish language skills to reach the level of A1. 2 During the course, speaking, reading, writing and listening skills are emphasized.

II. COURSE OBJECTIVES

By the end of the course, students will be able to:

- understand short, simple audio recordings about numbers, prices, times or personal information.
- follow speech which is slow and carefully articulated with long pauses.
- understand very short, simple texts, putting together familiar names, words and basic phrases
- establish basic social contact by using the simplest everyday polite forms, greetings and farewells; introductions; saying please, thank you, sorry, etc.
- write simple isolated phrases and sentences about personal information, people and places, etc.

III. OVERALL STRUCTURE OF THE COURSE AND REQUIREMENTS

To reach the course aims, students are expected to come to class prepared and on time, doing necessary readings and assignments in advance. Active participation in class activities and discussions is of much importance.

Students will be assessed through exams and quizzes.

1. Exams:

- Two exams: 1) Mid-term; 2) End-of-Term
- May include multiple choice and short-answer questions
- Focus on readings and related vocabulary activities done in class, materials covered and information found in course lectures and class discussions.

2. In-class Assignment:

- Speaking Task
- Introduce a country, culture, city, family or hobby which is supported by visual items. Speaking Task is nearly 5-10 minute.

3. Quiz

These may include multiple choice, short answer or open-ended questions.

IV. ASSESSMENT AND GRADING

The following table lists the assignments and their values. You must complete all the required assignments in order for you to receive full credit for the course.

ASSESSMENT AND GRADING		
	Percentage	GRADING SCALE
Speaking	10 %	100
Quiz	10 %	
Midterm exam	35 %	
End-of-term exam	45 %	
IMPORTANT NOTES:		
* Students who are absent on the day of the in-class assignments and quizzes will not be allowed to do them afterwards and lose points.		
* Any appeal to the exam results is to be submitted with a form to the Secretary of Modern Languages Department latest in three days after the exam results are announced.		
* Students are to follow the announcements related to the exams and issues about their YLD on the website of the school regularly.		

V. COURSE POLICIES

Expectations from the students:

- being respectful of different points of views
- expressing thoughts confidently both in written and spoken language
- taking the initiative to start and lead a discussion / participating in class discussions
- being able to work in groups collaboratively
- meeting the deadlines
- setting goals for future learning
- being responsible for their own learning
- being responsible for keeping track of their absenteeism
- informing the instructor via e-mail about the excuse of not attending or submitting any graded work.
- having academic awareness towards others' works, avoiding copying any verbal or written work of others which means PLAGIARISM

Academic Honesty

Plagiarism is the act of cheating another individual's work as words, ideas, data and research materials. It also includes all published and unpublished, electronic, written and spoken works. All assignments to be submitted are to be your own production. Moreover, students should be aware of the fact that submitting their own assignments that they previously prepared and submitted to another course is also an act of plagiarism. Any idea or quotation students make use of from another material must be referred as in-text and end-of-text citation. It is of utmost importance to know that disciplinary action will be taken in case of plagiarism.

Classroom Behavior

Any slang language, insults to both peers and instructors will not be allowed in class. In this case, Higher Education Council's (YÖK) disciplinary procedures will be followed. To have an effective teaching and learning process, you must maintain both respect and tolerance.

Attendance

- Students are required to attend classes in order to get the utmost benefit.
- Medical reports will only be accepted for Midterm Exam and will **NOT** be accepted as an excuse for absenteeism, in-class assignments, quizzes, presentations and projects.
- Only for Midterm Exam, excuses such as death of an immediate family member and accidents will be accepted if an official document is submitted.
- No excuses and medical reports will be accepted for the End-of-Term Exam since Re-sit Exam is the make-up for the End-of-Term Exam.
- Any student with a medical report is to get an approval from Istanbul Altınbaş University. infirmary in **3 days**. Then the reports have to be submitted to School of Foreign Languages Secretary (9th Floor).

COURSE SCHEDULE					
WEEKS	COURSE OBJECTIVES	DESCRIPTOR	MATERIALS	LEARNING OUTCOMES	NOTES
WEEK 1 11- 15.02.2019	<ul style="list-style-type: none"> - to introduce Course Outline in the classroom. - To use past time suffixes correctly. - To understand dates, numbers and informations from the texts in past forms. 	<ul style="list-style-type: none"> - Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. - Can indicate numbers, quantities, prices, date and time 	<p>Examples of activities that include the following topics: Grammar: <i>Belirli -di'li geçmiş zaman</i></p> <p>Material#01- Reading Activity: “İşaretleyelim, düzeltelim” (s.47). Material#02- Writing Activity: “Formu dolduralım” (s. 46). Material#03- Listening Activity: “Hangi Yılda?” (s.44). Material#04- Speaking Activity: “Tatilin nasıl geçti?” (s.45).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Give an information about CV. - Give information about others' biographies. 	<p>*Course Outline will be introduced</p>
WEEK 2 18- 22.02.2019	<ul style="list-style-type: none"> - To use past time suffixes correctly. - To understand dates, numbers and informations from the texts in past forms. - To use past forms in written tasks 	<ul style="list-style-type: none"> - Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	<p>Examples of activities that include the following topics: Grammar: <i>Koşaç Tümcəsi (hikaye kipi) -(y)di (< i-di).</i></p> <p>Material#01- Reading Activity: “Yıldız Kenter” (s. 50). Material#02- Writing Activity: “ Tümce oluşturalım” (s.48). Material#03- Listening Activity “ Eşleştirelim” (s. 49). Material#04- Speaking Activity: Other material. Teacher will give.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - write a basic biographie about her/himself. -speak about her/his past actions. 	

<p>WEEK 3 25.02.2019- 01.03.2019</p>	<ul style="list-style-type: none"> - To use past continuous time suffixes correctly. - To speak/write about his/her past habits. 	<ul style="list-style-type: none"> - Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	<p>Examples of activities that include the following topics: Grammar: <i>Şimdiki Zaman (Hikaye kipi)</i> - (i) yordu. Ulaçlar –(y)ken</p> <p>Material#01- Reading Activity: “ Geçmişten Günümüze” (s.52). “ Ben çocukken” (s.53). Material#02- Writing Activity: “ Tamamlayalım” (s.53). Material#03- Listening Activity “ Diyaloglar” (Workbook s. 30). Material#04- Speaking Activity: “ Karşılaştıralım” (s.52).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Give information about others’ biographies. - Give information about his/her childhood or past experiences. 	
<p>WEEK 4 04- 08.03.2019</p>	<ul style="list-style-type: none"> - To use brainstorming, evaluating and analytical task as preparation for the listening task. - To recognize familiar names, words and phrases about shop and travel. - To make well-structured sentences by using “ile” 	<ul style="list-style-type: none"> - Can catch the main point in short, clear, simple messages and announcement. - Can understand simple directions relating to how to get from X to Y, by foot or public transport. - Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary 	<p>Examples of activities that include the following topics: Grammar: <i>The conjunction “ile” (-yle)</i> “ile” (-yle) bağlacı. <i>Questions:</i> <i>Neyle? / Kimle?</i></p> <p>Material#01 Reading Activity: “Anneannemin Fotograf Albümü” (s.54). Material#02 Writing Activity: “Tamamlayalım” (s.55). Material#03 Listening Activity: Othentic material. Teacher will give. Material#04 Speaking Activity: “Yanıtlayalım” (s.55).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Use “ile” to explain which tool for which usage in different skills (when s/he speaks, writes, listens) 	<p>*Quiz Announcement</p>

<p>WEEK 5 11- 15.03.2019</p>	<ul style="list-style-type: none"> - To make correct sentences by using imperatives and request mode. - To use a mold expressions correctly and in place. 	<ul style="list-style-type: none"> - Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. 	<p>Examples of activities that include the following topics: Grammar: <i>Emir kipi</i> : -<i>Ŗn</i> , -<i>(y)ŖnŖz</i>, -<i>Ŗn(ler)</i> <i>İstek Kipi</i>: -<i>(y)E</i></p> <p>Material#01- Reading Activity: “Ne yiyelim?” (s.56) Material#02- Writing Activity: “Sözcükleri Yerleřtirelim” (s.57). Material#03- Listening Activity: “Ne alayım” (s. 56). Material#04- Speaking Activity: “Yanıtlayalım” (s.58).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Make a sentences that indicate orders and desires. 	<p>*Quiz</p>
<p>WEEK 6 18- 22.03.2019</p>	<ul style="list-style-type: none"> - To produce correct adjectives using suffixes: -<i>li</i> and -<i>Ŗz</i> 	<ul style="list-style-type: none"> - 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>Examples of activities that include the following topics: Grammar: <i>Sfatlařtırma</i> -<i>li</i>, -<i>Ŗz</i></p> <p>Material#01- Reading Activity: “Çınar Restoran” (s. 60). “Nasıl Alıřveriř Yapıyoruz?” (s. 63). Material#02- Writing Activity: “Yazalım” (s.61). Material#03- Listening Activity: Othentic material. Teacher will give. Material#04- Speaking Activity: “Nasıl bir yer olsun?” (s.61). “ Telefonla sipariř verelim” (s. 62).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain their wishes properly in hopping and give an order. 	

<p>WEEK 7 25- 29.03.2019</p>	<ul style="list-style-type: none"> - To compare things depends on their similarities - To compare things depends on their quantities. 	<ul style="list-style-type: none"> - Can pick out familiar words and phrases in very short simple texts. - 	<p>Examples of activities that include the following topics: Grammar: <i>Karşılaştırma</i> "Daha, En"</p> <p>Material#01- Reading Activity: "Mutfak Kültürleri ve Sağlığımız" (s.64). Material#02- Writing Activity: " Yanıtlayalım" (s. 65). Material#03- Listening Activity: Othentic material. Teacher will give. Material#04- Speaking Activity: " Sıralayalım, Tartışalım" (s. 65). " Ev Kuruyoruz" (161- 162"</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - compare between to different objecs. 	<p>*MIDTERM EXAM</p>
<p>WEEK 8 01- 05.04.2019</p>	<ul style="list-style-type: none"> -To parallel a situation, an event, an object into another situation, a thing, an object using preposition of "gibi" -To establish equating relationship between two different situations, events, objects using preposition of "kadar" 	<ul style="list-style-type: none"> - Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus,reference lists and timetables. - Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find aservice or tradesman). - Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; inworkplaces, such as directions, instructions, hazard warnings. 	<p>Examples of activities that include the following topics: Grammar: <i>Karşılaştırma</i> "Daha, En"</p> <p>Material#01- Reading Activity: "Kaliteli Bir Hayat İçin 10 Emir" (s.66). Material#02- Writing Activity: "Haftalık menu hazırlayalım" (s.66). " Kendimizi Tarif Edelim" (s. 67" Material#03- Listening Activity: " Kim Kimdir?" (s.67). Material#04- Speaking Activity: " İkinci El Oto" (s. 67).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Make comparisons and simulations between two different elements. 	

<p>WEEK 9 08-12.04.2019</p>	<p>- to equip the students with the skills required to give clear, well-structured presentation of a familiar subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples</p>	<ul style="list-style-type: none"> - Can understand basic words and phrases about myself and my family when people speak slowly and clearly. - Can understand the names of most widely used objects at home and in the classroom. - Can ask people for things and respond to people's requests. - Can ask and answer simple questions by initiating and responding to simple statements on everyday. 	<p>SPEAKING</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - give well-structured presentations on a wide range of familiar subjects by highlighting significant points with relevant supporting details and examples and using summarizing methods learnt. 	
<p>WEEK 10 15-19.04.2019</p>	<p>-To use accusative suffixes correctly. -To give an information about new life and city which they live.</p>	<ul style="list-style-type: none"> - Can express whether I want to do something or not with a very basic language. - Can get an idea of the content of simple informational material and written directions especially if there is pictorial support. (e.g computer programme orders, fill-in forms etc.) 	<p>Examples of activities that include the following topics: Grammar: Belirtme Durumu – (y)I Material#01- Reading Activity: “ Türkiye’de İlk Günlerim” (s. 68). Material#02- Writing Activity: “ Anlatalım” (s.71). Material#03- Listening Activity: “ Fotoğrafıda” (s. 69). Material#04- Speaking Activity: “ Ne Yapmak Gerekıyor?” (s. 68).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Talk about where we live. - Describe living arrangements. 	

<p>WEEK 11 22- 26.04.2019</p>	<p>-To use accusative suffixes correctly. -To give an information about new life and city which they live.</p>	<ul style="list-style-type: none"> - Can express whether I want to do something or not with a very basic language. - Can get an idea of the content of simple informational material and written directions especially if there is pictorial support. (e.g computer programme orders, fill-in forms etc.) 	<p>Examples of activities that include the following topics: Grammar: Belirtme Durumu – (y)I</p> <p>Material#01- Reading Activity: “ Türkiye’de İlk Günlerim” (s. 68). Material#02- Writing Activity: “ Anlatalım” (s.71). Material#03- Listening Activity: “ Fotografçıda” (s. 69). Material#04- Speaking Activity: “ Ne Yapmak Gerekıyor?” (s. 68).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Talk about where we live. - Describe living arrangements. 	<ul style="list-style-type: none"> • 22- 24.04.2019 Spring Break
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<p>WEEK 12 29.04.2019- 03.05.2019</p>	<ul style="list-style-type: none"> - To speak and answer questions with present tenses. - To understand very short, simple texts, putting together familiar names, words and basic phrases. - To write a short simple paragraph with present tenses. - To link words or groups of words with very basic linear connectors like 'and' or 'then'. 	<ul style="list-style-type: none"> - Students can ask and answer simple questions by initiating and responding to simple statements on everyday topics. - Students can ask people questions about where they live, people they know, things they have etc. and answer such questions if they are directed slowly and clearly. - Students can tell about my daily routines with a very basic language. - Students can express whether I want to do something or not with a very basic language. - Students can write simple phrases and sentences about myself (nerede yaşıyorum, ne yapıyorum vs) - Students can write a short note to tell somebody where I am or where to meet. 	<p>Examples of activities that include the following topics: Grammar: Şimdiki Zaman Resmi <i>-mEktE</i> Ne yapıyorsunuz? (What are you doing?) Grammar: Verbs in the present continuous tense. (Şimdiki zamanda fiiller) (Positive form. Present tenses in formal usage)</p> <p>Material#01 Reading Activity: “ Trafik Kazası” (s. 72). Material#02 Writing Activity: “ Ne yapayım?” (s.73). Material#03 Listening Activity: “ Karakolda” (s.74). Material#04 Speaking Activity: “ Bir Öykü Oluşturalım” (s. 74).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Organize his/her bureaucratic businesses or problems in a simple way - Knows where should they go and what should they say in basic problems 	
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<p>WEEK 13 06- 10.05.2019</p>	<ul style="list-style-type: none"> - To learn the adjectives derived from <i>-ki</i> and <i>-Deki / -Daki</i> (yesterday, today) - To use the attachments of <i>-ki</i> and <i>- Deki/ - Daki</i> correctly. - To use location case <i>-de</i> and conjunction of <i>-de</i> correctly. 	<ul style="list-style-type: none"> - Students can understand basic words and phrases about myself and my family when people speak slowly and clearly. - Students can understand the names of most widely used objects at home and in the classroom. - Students can pick out familiar words and phrases in very short simple texts - Students can understand simple phrases used to give basic personal details such as name, lastname, date of birth etc - Students can get the basic information written in short and simple texts such as film or concert posters, brochures and signs. 	<p>Examples of activities that include the following topics:</p> <p>Grammar: <i>İlgi Eki -ki eki</i></p> <p>Material#01- Reading Activity: “<i>Paketiniz var</i>” (s. 76).</p> <p>Material#02- Writing Activity: “<i>İki Film, İki Roman</i>” (s.79).</p> <p>Material#03- Listening Activity: “<i>Diyaloglar</i>” (s. 77).</p> <p>Material#04- Speaking Activity:“<i>Hangisi Daha Uygun</i>” (s. 163-164).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Learn the invoice, identity, bank extract information; Application, complaint patterns. 	
<p>WEEK 14 13- 17.05.2019</p>	<ul style="list-style-type: none"> - to understand differences between types of “<i>de</i>” -to learn how to use “<i>de</i>” in similarities 	<ul style="list-style-type: none"> - Students can write a text about another topic which learned in this term. - Students can speak with their friends in their classroom. - Students can answer the questions. 	<p>Examples of activities that include the following topics:</p> <p>Grammar: <i>Bağlaçlar de/da</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - use “<i>de</i>” in similar situations 	