

| Course Name                                    | Code   | Semester                     | Theory<br>(hours/week) | Application<br>(hours/week) | Laboratory<br>(hours/week) | ECTS |
|--|--|------------------------------|------------------------|-----------------------------|----------------------------|------|
| English II                                     | ENG102   | 1. Year/2. Semester / Spring | 4                      | 2                           | 0                          | 4    |
| Prerequisites                                  | None   |                              |                        |                             |                            |      |
| Language of Instruction                        | English  |                              |                        |                             |                            |      |
| Course Type                                    | Compulsory   |                              |                        |                             |                            |      |
| learning and teaching techniques of the Course | Techniques of Communicative Language Teaching, which enables the learner to communicate effectively and appropriately in the various situations they would likely to find themselves.  |                              |                        |                             |                            |      |
| Instructor(s)                                  |  |                              |                        |                             |                            |      |
| Goal   | The aim of this course is to ensure that students understand sentences and frequently used expressions related to areas of most immediate relevance (e.g very basic personal and family information, shopping, local geography, employment). Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters.  |                              |                        |                             |                            |      |
| Learning Outcomes                              | 1) Can catch the main points in short, clear, simple messages and announcements.<br>2) Can read very short, simple texts and find specific information in simple everyday material such as advertisements, prospectuses, menus and timetables.<br>3) Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.<br>4) Can use a series of phrases and sentences to describe in simple terms family and other people, living conditions and educational background.<br>5) Can write short, simple notes and messages relating to matters in areas of immediate need such as thanking someone for something. |                              |                        |                             |                            |      |
| References                                     | Chris Redston & Gillie Cunningham, face2face, pre-intermediate. Cambridge University Press. United Kingdom.  |                              |                        |                             |                            |      |

#### Course Outline Weekly:

| Weeks    | Topics   |
|----------|--|
| 1. Week  | Review of verb forms, free time activities, starting conversations; ending conversations   |
| 2. Week  | Past time phrases, past simple vs. past continuous, adjectives; connecting words, portfolio: writing an e-mail with news.  |
| 3. Week  | Employment, have to / had to, word building: noun endings / apologies, reasons, promises; portfolio : applying for a job.  |
| 4. Week  | Types of films and music, -ed and -ing adjectives, asking for opinions, agreeing and disagreeing; portfolio : reading a film review  |
| 5. Week  | The environment; verbs and prepositions, will for prediction; might, be going to;plans, hopes and ambitions, making offers, suggestions and requests.  |
| 6. Week  | Social relationships, adjectives and pre-fixes(un-, in-, im-..), making comparisons: comparatives, a lot, much, a bit, (not) as.. as, superlatives, taking and leaving messages.   |
| 7. Week  | Travel, phrases with 'go', present continuous for future arrangements, quantifiers; portfolio: reading a letter of complaint.  |
| 8. Week  | Reading an article, skimming and scanning the text./ <b>MIDTERM EXAM</b>   |
| 9. Week  | Describing your home, present perfect with <i>for</i> and <i>since</i> ; <i>questions with how long..?</i> , modals: should/shouldn't, must/mustn't, reading about studying abroad.  |
| 10. Week | Everyday problems, 1 <sup>st</sup> conditional: future time clauses with <i>when</i> , <i>as soon as</i> , <i>before</i> , <i>after</i> , <i>until</i> ; use of <i>too</i> , <i>too much</i> , <i>too many</i> , <i>(not) enough</i> , writing a paragraph about problems in my neighborhood; portfolio: getting advice. |
| 11. Week | Shopping, present simple and past simple passive, words with <i>some-</i> , <i>any-</i> , <i>no-</i> and <i>every-</i> , past habits used to, portfolio: write a letter giving opinion.  |
| 12. Week | Collocations; crime, present perfect <i>just</i> , <i>yet</i> , <i>already</i> ; relative clauses with <i>who</i> , <i>which</i> , <i>that</i> , <i>where</i>  |
| 13. Week | Personal money issues, reported speech, second conditional, connecting words; <i>first</i> , <i>next</i> <i>then</i> , etc.  |
| 14. Week | Writing a paragraph about a process.   |
| 15. Week | Writing a paragraph about a process.   |
| 16. Week | <b>FINAL EXAM</b>  |

## Evaluation System

| Mid-Term Studies                            | Number | Contribution |
|---|--------|--------------|
| Midterm exams                               | 1      | %40          |
| Quiz  |        |              |
| Laboratory                                  |        |              |
| Practice                                    | 1      | %10          |
| Field Study                                 |        |              |
| Course Internship (If There Is)             |        |              |
| Homework's                                  |        |              |
| Presentation and Seminar                    |        |              |
| Project                                     |        |              |
| Other evaluation methods                    | 1      | %10          |
| <b>Total Time To Activities For Midterm</b> |        | <b>60</b>    |
| <b>Final works</b>                          |        |              |
| Final                                       | 1      | %40          |
| Homework                                    |        |              |
| Practice                                    |        |              |
| Laboratory                                  |        |              |
| <b>Total Time To Activities For Midterm</b> |        | <b>40</b>    |
| Contribution Of Midterm Studies On Grades   |        |              |
| Contribution Of Final Exam On Grades        |        |              |
| <b>Total</b>                                |        | <b>100</b>   |

## ECTS (Student WorkLoad Table)

| Activities   | Number | Duration | Total Work Load |
|--|--------|----------|-----------------|
| Course Duration (X14 )   | 14     | 4        | 56              |
| Laboratory   |        |          |                 |
| Practice   | 14     | 2        | 28              |
| Field Study  |        |          |                 |
| Study Time Of Outside Of Class (Pre-Study, Practice, Etc.)             |        |          |                 |
| Presentations (Video shoot/Poster preparation/Oral presentation, Etc.) |        |          |                 |
| Seminars   |        |          |                 |
| Project  |        |          |                 |
| Case study   |        |          |                 |
| Role playing, Dramatization  |        |          |                 |
| Writing articles, Critique   | 1      | 8        | 8               |
| Time To Prepare For Midterm Exam                                       | 1      | 4        | 4               |
| Final Exam Preparation Time  | 1      | 4        | 4               |
| <b>Total Work Load ( hour) / 25(s)</b>                                 |        |          | <b>100/25=4</b> |
| <b>ECTS</b>  |        |          | <b>4</b>        |

**The relationship between learning outcomes and the program qualifications of the courses**

| Program Qualifications   | Learning outcomes |      |      |      |
|--|-------------------|------|------|------|
|  | L.O1              | L.O2 | L.O3 | L.O4 |
| 1. 1. Competent and has the capabilities to fulfill their occupational duties.   |                   |      |      |      |
| 2. 2. Knows the theories and models that form the basis of Professional practice.  |                   |      |      |      |
| 3. 3. Has the general knowledge required to be both an individual and a member of the occupation.  | 4                 | 4    | 4    | 4    |
| 4. 4. Carries out nursing practice based on the principles and standards.  |                   |      |      |      |
| 5. 5. Meets the health-care needs of the individuals, families and the society with a holistic approach.   |                   |      |      |      |
| 6. 6. Makes use of effective communication.  |                   |      |      |      |
| 7. 7. Utilizes information and care technologies in professional practice and research.  |                   |      |      |      |
| 8. 8. Uses scientific principles and techniques in Nursing practice.   |                   |      |      |      |
| 9. 9. Follows the latest advances and communicates with colleagues in a foreign language.  | 5                 | 5    | 5    | 5    |
| 10. 10. Behaves according with the professional ethics and values.   |                   |      |      |      |
| 11. 11. Takes the related legislation and regulations into account in Nursing practice.  |                   |      |      |      |
| 12. 12. Follows the politics and regulations affecting the Nursing profession.   |                   |      |      |      |
| 13. 13. Uses the learning-teaching and management processes in Nursing practice.   |                   |      |      |      |
| 14. 14. Uses the life-long learning, problem-solving and critical thinking abilities.  |                   |      |      |      |
| 15. 15. With a sense of social responsibility takes part in studies, projects and some other activities with other team members and other disciplines. |                   |      |      |      |
| 16. 16. Joins in activities that can contribute to professional development.   |                   |      |      |      |
| 17. 17. Sets as a model for colleagues and the society with their professional identity.   |                   |      |      |      |
| 18. 18. Protects the basic values and social rights.   |                   |      |      |      |

**Contribution to the level of proficiency: 1. Lowest, 2. Low / Medium, 3. Average, 4. High,**

**5. Excellent**