

| Course Name | Code | Semester | Theory (hours/week) | Application (hours/week) | Laboratory (hours/week) | ECTS |
|--|---|------------------------------|---------------------|--------------------------|-------------------------|------|
| Academic English II | HEN202 | 2. Year/4. Semester / Spring | 2 | 0 | 0 | 4 |
| Prerequisites | None | | | | | |
| Language of Instruction | English, Turkish | | | | | |
| 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) | Nuriye Hilaloğlu B. Yusuf Erdem Joy Anne Williams | | | | | |
| Goal | The aim of this course is to ensure that students understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization, interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, produce clear, detailed text on a wide range of subjects and explain different viewpoints. | | | | | |
| Learning Outcomes | 1) Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Can also follow most TV news and current affairs programmes. 2) can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. 3) can present clear, detailed descriptions on a wide range of subjects related to his/her own field of interest with a degree of fluency. 4) can write an essay or report, passing on information or giving reasons in support of or against a particular point of view | | | | | |
| Content | Upper-intermediate | | | | | |
| References | Chris Redston & Gillie Cunningham, face2face, upper-intermediate. Cambridge University Press. United Kingdom. | | | | | |

Course Outline Weekly:

| Weeks | Topics |
|----------|---|
| 1. Week | Present Simple v. Present Continuous, people working at the hospital, listening: a job interview, writing: profiling, reading: dietitian profession. |
| 2. Week | Prepositions of movement and place, definition, listening and writing of different hospital units: instruction, reading: wheelchairs. |
| 3. Week | Admission procedure to hospital, past simple. past continuous, speaking and writing: patient registration, reading: difficult to read handwriting. |
| 4. Week | How to deal with an emergency situation, listening: instructions given by a paramedic during an emergency situation, reading: home accidents, writing: emergency instructions. |
| 5. Week | To define pain types and grades, to compare, to listen: experiences of pain relief during childbirth, reading: chronic pain, writing: a pain chart. |
| 6. Week | Speaking of symptoms, questioning, roleplay: telephone conversation of a patient and helpline, writing: symptom report, presentation: description of the symptoms of a disease. |
| 7. Week | Problems of the elderly, use of will, symptoms and symptoms: Alzheimer's disease, writing: writing a letter introducing a patient to a nursing home. |
| 8. Week | Presentations / MIDTERM EXAM |
| 9. Week | Nutrition values of different foods, listening: a dialogue between a student nurse and a dietician, writing: an email with advice on eating habits, a presentation about a person's food consumption, reading: chocolate. |
| 10. Week | Talking about blood groups and samples, listening: blood test, writing: definition of blood cells, use of conditional clauses, reading: blood type analysis |
| 11. Week | Talking about iridia, expressing possibilities, reading: the hope children's hospice, writing: death certificate, speech: euthanasia. |
| 12. Week | Talking about infectious outbreaks, listening: hygiene report, talking about necessities, writing: notes about hygiene, symptoms and symptoms: MRSA, reading: typhoid Mary. |

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| 13. Week | Definition of symptoms of mental illness, present perfect. past simple, listening |
| 14. Week | A psychiatric case-conference involving discussion of a patient, presentation: two celebrities with mental illness, reading: facts about schizophrenia, |
| 15. Week | Writing: job application. |
| 16. Week | FINAL EXAM |

Evaluation System

| Mid-Term Studies | Number | Contribution |
|---|---------------|---------------------|
| Midterm exams | 1 | %30 |
| Quiz | | |
| Laboratory | | |
| Practice | | |
| Field Study | | |
| Course Internship (If There Is) | | |
| Homework's | | |
| Presentation and Seminar | | |
| Project | 1 | %30 |
| Other evaluation methods | | |
| Total Time To Activities For Midterm | | %60 |
| Final works | | |
| Final | 1 | %40 |
| Homework | | |
| Practice | | |
| Laboratory | | |
| Total Time To Activities For Midterm | | %40 |
| Contribution Of Midterm Studies On Grades | | |
| Contribution Of Final Exam On Grades | | |
| Total | | 100 |

ECTS (Student WorkLoad Table)

| Activities | Number | Duration | Total Work Load |
|--|---------------|-----------------|------------------------|
| Course Duration (X14) | 14 | 2 | 28 |
| Laboratory | | | |
| Practice | | | |
| Field Study | | | |
| Study Time Of Outside Of Class (Pre-Study, Practice, Etc.) | 14 | 3 | 42 |
| Presentations (Video shoot/Poster preparation/Oral presentation, Etc.) | 1 | 14 | 14 |
| Seminars | | | |
| Project | | | |
| Case study | | | |
| Role playing, Dramatization | | | |
| Writing articles, Critique | | | |
| Time To Prepare For Midterm Exam | 1 | 6 | 6 |
| Final Exam Preparation Time | 1 | 10 | 10 |
| Total Work Load (hour) / 25(s) | 100/25=4 | | |
| ECTS | 4 | | |

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

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