



Course categories: UC = University Core; FC = Faculty Core; AC = Area Core; AE = Area Elective; FE = Faculty Elective; UE = University Elective

Semester	Course Code	Course Title	Course Category	Hours			Total Credit	Pre-requisite	ECTS Credit
				Lecture	Tutorial	Lab/Prac.			
1	ELTE101	READING AND WRITING-I	AC	4	0	0	4	-	6
1	ELTE103	LISTENING AND SPEAKING-I	AC	2	0	2	3	-	5
1	ELTE105	CONTEXTUAL GRAMMAR-I	AC	2	0	0	2	-	4
1	ELTE107	VOCABULARY	AC	3	0	0	3	-	4
1	EDUC151	INTRODUCTION TO EDUCATION	FC	3	0	0	3	-	5
1	TUOG101 / TURK131	TURKISH LANGUAGE-I / TURKISH AS A FOREIGN LANGUAGE-I	UC	2	0	0	2	-	3
1	TARH101 / HIST111	ATATÜRK'S PRINCIPLES AND HISTORY OF TURKISH REFORMS-I	UC	2	0	0	2	-	3
Total 7 courses			TOTAL:	18	0	2	19		30
2	ELTE102	READING AND WRITING-II	AC	4	0	0	4	-	6
2	ELTE104	LISTENING AND SPEAKING-II	AC	2	0	2	3	-	5
2	ELTE106	CONTEXTUAL GRAMMAR-II	AC	2	0	0	2	-	4
2	TUOG102 / TURK132	TURKISH LANGUAGE-II / TURKISH AS A FOREIGN LANGUAGE-II	UC	2	0	0	2	- / TURK131	3
2	TARH102 / HIST112	ATATÜRK'S PRINCIPLES AND HISTORY OF TURKISH REFORMS-II	UC	2	0	0	2	-	3
2	ITEC100	INFORMATION TECHNOLOGIES	UC	2	0	2	3	-	5
2	UNIEXX1	UNIVERSITY ELECTIVE	UE	X	X	X	3	-	4
Total 7 courses			TOTAL:	14	0	4	19		30
3	ELTE201	LINGUISTICS	AC	4	0	0	4	-	6
3	ELTE203	APPROACHES IN ENGLISH LANGUAGE TEACHING	AC	2	0	2	3	-	6
3	ELTE205	CRITICAL READING AND WRITING	AC	3	0	0	3	-	6
3	EDUC251	PRINCIPLES AND METHODS OF INSTRUCTION	FC	3	0	0	3	-	4
3	FOLEX1	FOREIGN LANGUAGE ELECTIVE	UC	X	X	X	3	-	4
3	EDUCXX1	FACULTY ELECTIVE	FE	X	X	X	3	-	4
Total 6 courses			TOTAL:	12	0	2	19		30
4	ELTE202	SECOND LANGUAGE ACQUISITION	AC	3	0	0	3	-	6
4	ELT222	ENGLISH LITERATURE	AC	4	0	0	4	-	6
4	EDUC252	EDUCATIONAL PSYCHOLOGY	FC	3	0	0	3	-	5
4	EDUC254	RESEARCH METHODS IN EDUCATION	FC	3	0	0	3	-	5
4	FOLEX2	FOREIGN LANGUAGE ELECTIVE	UC	X	X	X	3	FOLEX1	4
4	UNIEXX2	UNIVERSITY ELECTIVE	UE	X	X	X	3	-	4
Total 6 courses			TOTAL:	13	0	0	19		30
5	ELTE301	TEACHING LANGUAGE SKILLS-I	AC	2	0	2	3	-	6
5	ELTE303	LITERATURE AND LANGUAGE TEACHING	AC	2	0	2	3	-	6
5	EDUC351	INSTRUCTIONAL TECHNOLOGIES	FC	3	0	0	3	-	4
5	ELTEXX1	AREA ELECTIVE	AE	X	X	X	3	-	5
5	ELTEXX2	AREA ELECTIVE	AE	X	X	X	3	-	5
5	EDUCXX2	FACULTY ELECTIVE	FE	X	X	X	3	-	4
Total 6 courses			TOTAL:	7	0	4	18		30
6	ELTE302	TEACHING LANGUAGE SKILLS-II	AC	2	0	2	3	-	6
6	ELTE304	TEACHING ENGLISH TO YOUNG LEARNERS	AC	2	0	2	3	-	6
6	ELTE306	SPECIAL TEACHING METHODS	AC	2	0	2	3	-	6
6	EDUC352	CLASSROOM MANAGEMENT	FC	3	0	0	3	-	4
6	SOWO100	COMMUNITY SERVICE PRACTICES	UC	1	0	2	2	-	3
6	ELTEXX3	AREA ELECTIVE	AE	X	X	X	3	-	5
Total 6 courses			TOTAL:	10	0	8	17		30
7	ELTE401	TEACHING PRACTICE-I	AC	2	0	6	5	-	10
7	EDUC451	MEASUREMENT AND EVALUATION IN EDUCATION	FC	3	0	0	3	-	4
7	EDUC453	SPECIAL EDUCATION AND INCLUSIVENESS	FC	2	0	0	2	-	3
7	ELTEXX4	AREA ELECTIVE	AE	X	X	X	3	-	5
7	EDUCXX3	FACULTY ELECTIVE	FE	X	X	X	3	-	4
7	UNIEXX3	UNIVERSITY ELECTIVE	UE	X	X	X	3	-	4
Total 6 courses			TOTAL:	7	0	6	19		30
8	ELTE402	TEACHING PRACTICE-II	AC	2	0	6	5	-	10
8	ELTE404	TEST DESIGN IN ENGLISH LANGUAGE TEACHING	AC	1	0	2	2	-	3
8	ELTEXX5	AREA ELECTIVE	AE	X	X	X	3	-	5
8	EDUCXX4	FACULTY ELECTIVE	FE	X	X	X	3	-	4
8	EDUCXX5	FACULTY ELECTIVE	FE	X	X	X	3	-	4
8	UNIEXX4	UNIVERSITY ELECTIVE	UE	X	X	X	3	-	4
Total 6 courses			TOTAL:	3	0	8	19		30
GRAND TOTAL:				84	0	34	149		240
Area and Faculty Elective Courses									
No.	Course Code	Course Title	Course Category	Hours			Total Credit	Pre-requisite	ECTS Credit
				Lecture	Tutorial	Lab/Prac.			
1	ELTE350	TEACHING ENGLISH VOCABULARY	AE	3	0	0	3		5
2	ELTE351	TRANSLATION	AE	3	0	0	3		5
3	ELTE352	EFFECTIVE COMMUNICATION SKILLS	AE	3	0	0	3		5
4	ELTE353	CONTENT AND LANGUAGE INTEGRATED LEARNING	AE	3	0	0	3		5
5	ELTE354	APPLIED LINGUISTICS	AE	3	0	0	3		5
6	ELTE355	CRITICAL PEDAGOGY	AE	3	0	0	3		5
7	ELTE356	PROFESSIONAL DEVELOPMENT	AE	3	0	0	3		5
8	ELTE357	ENGLISH FOR ACADEMIC PURPOSES	AE	3	0	0	3		5
9	ELTE358	COURSE CONTENT DEVELOPMENT IN ELT	AE	3	0	0	3		5
10	ELTE359	LANGUAGE, CULTURE AND SOCIETY	AE	3	0	0	3		5

11	ELTE360	PRAGMATICS AND LANGUAGE TEACHING	AE	3	0	0	3	5
12	ELTE361	EXAMINATION OF ENGLISH COURSE BOOKS	AE	3	0	0	3	5
13	ELTE362	DRAMA IN ENGLISH LANGUAGE TEACHING	AE	3	0	0	3	5
14	ELTE363	NEW APPROACHES IN ENGLISH LANGUAGE TEACHING	AE	3	0	0	3	5
15	ELTE364	SOCIOLINGUISTICS AND LANGUAGE TEACHING	AE	3	0	0	3	5
16	ELTE365	ENGLISH LANGUAGE TEACHING PROGRAMS	AE	3	0	0	3	5
17	ELTE366	NOVEL: ANALYSIS AND TEACHING	AE	3	0	0	3	5
18	ELTE367	SHORT STORY: ANALYSIS AND TEACHING	AE	3	0	0	3	5
19	ELTE368	DRAMA: ANALYSIS AND TEACHING	AE	3	0	0	3	5
20	ELTE369	POETRY: ANALYSIS AND TEACING	AE	3	0	0	3	5
21	EDUC360	COUNSELING	FE	3	0	0	3	4
22	EDUC361	COMPARATIVE EDUCATION	FE	3	0	0	3	4
23	EDUC362	TURKISH EDUCATION AND SCHOOL ADMINISTRATION	FE	3	0	0	3	4
24	EDUC363	SOCIOLOGY OF EDUCATION	FE	3	0	0	3	4
25	EDUC364	PHILOSOPHY OF EDUCATION	FE	3	0	0	3	4
26	EDUC365	HISTORY OF TURKISH EDUCATION	FE	3	0	0	3	4
27	EDUC366	MORALS AND ETHICS IN EDUCATION	FE	3	0	0	3	4
28	EDUC367	OPEN AND DISTANCE LEARNING	FE	3	0	0	3	4
29	EDUC368	CHILD PSYCHOLOGY	FE	3	0	0	3	4
30	EDUC369	LEARNING DISABILITIES	FE	3	0	0	3	4
31	EDUC370	EDUCATIONAL ANTHROPOLOGY	FE	3	0	0	3	4
32	EDUC371	HISTORY OF EDUCATION	FE	3	0	0	3	4
33	EDUC372	DRAMA IN EDUCATION	FE	3	0	0	3	4
34	EDUC373	CURRICULUM DEVELOPMENT IN EDUCATION	FE	3	0	0	3	4
35	EDUC374	EXTRA-CURRICULAR ACTIVITIES IN EDUCATION	FE	3	0	0	3	4
36	EDUC375	PROJECT DESIGN IN EDUCATION	FE	3	0	0	3	4
37	EDUC376	CRITICAL AND ANALYTICAL THINKING	FE	3	0	0	3	4
38	EDUC377	INCLUSIVE EDUCATION	FE	3	0	0	3	4
39	EDUC378	MICRO TEACHING	FE	3	0	0	3	4
40	EDUC379	SCIENCE AND RESEARCH ETHICS	FE	3	0	0	3	4

PROGRAM INFORMATION

General Goal of the Program	The aim of the FIU English Language Teaching Program is to train English language teachers to be equipped with the most up-to-date theoretical knowledge, practical skills, and values to succeed as English language teachers. The program also intends to inspire independent thinking, autonomy, continuous professional development, adherence to core universal values and to motivate future generations to reach the highest level of English proficiency.
Program Outputs	<ol style="list-style-type: none"> 1. Communicate both fluently and accurately in the English language in both written and spoken form 2. Explain concepts, principles and processes in the field of ELT. 3. Plan and implement courses of language instruction that is motivating and relevant to different ages, levels, and academic and professional specializations, both individually and in collaboration with others. 4. Provide constructive feedback on learner progress and evaluate the success of the learning process in line with theory and practice. 5. Evaluate the information, situations and problems related to ELT or other fields from a critical perspective and propose solutions. 6. Show capacity for reflection, and the ability to set relevant individual and collective targets for future practice and professional development within the field of ELT. 7. Complete a series of tasks and projects in the field of ELT that demonstrate an understanding of basic research skills such as gathering, interpreting and synthesizing data in line with academic and ethical principles 8. Take responsibility in individual and group tasks on issues related to the field of ELT and perform the tasks effectively in line with professional values and quality standards. 9. Develop socially and culturally informed practices and share them with relevant persons and institutions in national and international settings. 10. Use contemporary digital technology in academic study, classroom practice and communication.

COURSE DESCRIPTIONS

Course Descriptions – I: All Area Core and Faculty/School Core courses offered by the department of the program.

Course Code	Course Title	Credit	ECTS Credit	Course Catego.	Pre-requisite	Teaching Language
ELTE101	READING AND WRITING-I	(4, 0, 0)4	6	AC	-	English
Course Content	This course presents a wide range of authentic reading materials including newspapers, journals, reviews and academic texts in order to comprehend contrasting viewpoints and to predict and identify main ideas and to decode inter-sentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are also fostered. Such sub-skills of reading are employed by students' in their writings. Students also analyze and produce different types of writings (e.g. expository paragraph, descriptive paragraph, narrative paragraph, etc.); build up writing skills emphasizing the organization, coherence, and cohesion and sub-skills such as summarizing, outlining, and paraphrasing at paragraph level. The use of spelling and punctuation conventions as well as non-alphabetic symbol use will be practiced as well.					
ELTE102	READING AND WRITING-II	(4, 0, 0)4	6	AC	-	English
Course Content	This course aims to develop ELT first year students' critical thinking skills, higher order sub-skills of reading namely, making inferences and deductions, reading between the lines, relating inferences from the text to real life; and reacting to readings. The course will also intend to develop the ELT students' writing skills as they produce different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative). The students will also be engaged in basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.					
ELTE103	LISTENING AND SPEAKING-I	(2, 0, 2)3	5	AC	-	English
	The main aim of this course is to develop the ELT first-year students' speaking and listening ability in the English Language Teaching program. The course intends to					

Course Content	develop the students' ability to use appropriate expressions (formal and informal language), instructional technology and techniques for communication-oriented speaking in general and informative and persuasive presentations in particular. The course will further develop ELT students' listening and pronunciation skills by focusing on core listening and speaking skills as well as phonetic transcription through authentic materials from various contexts. Students will also become familiar with phonetic transcriptions of sound differences and problematic sounds and practice voiced-voiceless sounds, word stress and intonation.						
ELTE104	LISTENING AND SPEAKING-II	(2, 0, 2)3	5	AC	-	English	
Course Content	The main aim of this course is to help ELT students further develop their speaking and listening skills in English. It specifically aims to develop their vocabulary as well as different communication strategies for fluent, accurate and confident self-expression and interaction. The course will also intend to further develop ELT students' listening and pronunciation skills by focusing on listening sub-skills such as understanding the essence of phonetics as the students are engaged in taking notes, making predictions, accessing specific and detailed information, and inferring meaning from context. ELT students will also be engaged in listening to and watching different accents from different areas, focusing on authentic listening materials and will deliver persuasive presentations on various topics.						
ELTE105	CONTEXTUAL GRAMMAR-I	(2, 0, 0)2	4	AC	-	English	
Course Content	The main aim of this course is to develop the knowledge of the core grammatical forms and lexico-grammatical patterns of first year students in the English Language Teaching program. The course will also intend to promote understanding the relation between language structures and lexical items as well as raising awareness about the attribution of meaning by means of these structures. Specifically, it aims to develop students' ability to use the targeted forms and patterns accurately, fluently, and appropriately in a variety of contexts. Therefore, the course content is based on students' extensive classroom and home practice, and the assessment is designed accordingly.						
ELTE106	CONTEXTUAL GRAMMAR-II	(2, 0, 0)2	4	AC	-	English	
Course Content	The main aim of this course is to develop the knowledge of the word and sentence structure of first year students in the English Language Teaching program. Specifically, it aims to develop students' ability to use simple, compound and complex sentences accurately, fluently, and appropriately in a variety of contexts. The students will also be engaged in various language-based activities and exercises to improve their fluency and accuracy in English. Therefore, the course content is based on students' extensive classroom and home practice, and the assessment is designed accordingly.						
ELTE107	VOCABULARY	(3, 0, 0)3	4	AC	-	English	
Course Content	This course will introduce the relationships between the lexical items and structural forms, word formation including prefixes and suffixes. The course will also deal with vocabulary in use focusing on idioms, collocations, slang, euphemisms, neologisms, proverbs and the like. Further, common phrasal verbs will also be studied. Different uses of words in spoken and written language will be analyzed and additional focus will be on expanding students' general and academic vocabulary as the ELT students will be engaged in written and spoken practical tasks.						
ELTE201	LINGUISTICS	(4, 0, 0)4	6	AC	-	English	
Course Content	The course introduces basic concepts of linguistic analysis; awareness raising, error analysis of language learner data, case studies and comparative analysis of mother tongue and foreign language, language components as a system; linguistic competence and performance, branches of linguistics, language universals, language creativity, research on brain and language, lateralization and handedness, human language processing models, language use and language disorders (e.g. dichotic listening, split brain, WADA test); phonetics, acoustic, auditory and articulatory phonetics; phonology; semantics, structure and use; morphology; syntax: word categories, phrase and clause structure, transformational generative grammar, government and binding, minimalist program, argument structure, theta-roles; pragmatics: deixis, implicature, conversational maxims, speech acts and politeness; sociolinguistics: dialect, register, style and discourse.						
ELTE202	SECOND LANGUAGE ACQUISITION	(3, 0, 0)3	6	AC	-	English	
Course Content	This course introduces ELT students to theories of first and second language acquisition and related developmental stages and sequences. The course focuses on the process of second language acquisition and covers learner characteristics and individual variation in ultimate attainment in target language acquisition as well as differences between second language acquisition and foreign language learning contexts. The sophomore ELT students will also be engaged in the observation of second language classes as well as the analysis of written and spoken second language learners' texts to better understand the developmental process of language acquisition.						
ELTE203	APPROACHES IN ENGLISH LANGUAGE TEACHING	(2, 0, 2)3	6	AC	-	English	
Course Content	This course aims to overview major approaches in English Language Teaching. The course will provide some basic historical context and then proceed to examine approaches and methods in relation to the theories that inform them and the classroom practices and course design principles that characterize them such as theory of language and learning, roles of teachers and students, syllabus design and materials and techniques. Students will be asked to consider possible applications of these approaches and methods, trial them through in-class microteaching, and critically evaluate them.						
ELLT222	ENGLISH LITERATURE	(4, 0, 0)4	6	AC	-	English	
Course Content	This course focuses on literary works written in English and the content and style of various literary texts such as short story, poem, drama representing different periods and genres of English literature. The course will introduce fundamental terms and techniques and literary tools to analyze and critically evaluate literary works. The course will also include movements and periods in literature in English. Students will be equipped with the knowledge of literary arts used in texts so as to make deductions, inferences and evaluations.						
ELTE205	CRITICAL READING AND WRITING	(3, 0, 0)3	6	AC	-	English	
Course Content	The course will introduce students to critical reading skills such as identifying purpose, point of view and bias and evaluating evidence used to support the claims in texts. The course will also introduce students to recent studies in English language teaching that have practical implications for language teachers. Students will engage in summarizing and reporting on selected studies in English language teaching. They will be encouraged to examine works within their context and identify information. Students will also develop the skills of comparing texts that defend different views on the same subject and synthesizing them to produce original texts.						
ELTE301	TEACHING LANGUAGE SKILLS-I	(2, 0, 2)3	6	AC	-	English	
Course Content	This course familiarizes junior ELT students with techniques and stages of teaching listening, speaking vocabulary and pronunciation. It further develops student teachers' language awareness and skills for teaching language learners of various ages and different proficiency levels by reading recent research in these subjects, by preparing activities to be used in various parts of lessons and by practicing them. The course covers writing goals and objectives, micro and macro skills of listening, top-down and bottom-up models, differences between real-life and classroom listening and speaking, fluency and accuracy, communicative competence, communication strategies, conveying the meaning, PPP vocabulary teaching, and lexical activities.						

	ELTE302	TEACHING LANGUAGE SKILLS-II	(2, 0, 2)3	6	AC	-	English
Course Content	This course familiarizes junior ELT students with techniques and stages of teaching reading, writing, and grammar. It further develops student teachers' language awareness and skills for teaching language learners of various ages and different proficiency levels. The course also focuses on lesson planning and teaching techniques of the specific skills for a variety of proficiency levels. It covers recent research on teaching reading, writing and grammar, top-down and bottom-up reading, micro and macro skills of reading and writing, strategies for reading comprehension, cohesion and coherence, types of classroom writing, the writing process and form-focused instruction.						
	ELTE303	LITERATURE AND LANGUAGE TEACHING	(2, 0, 2)3	6	AC	-	English
Course Content	This course covers all the terms and concepts related to the analysis of short story, novel, drama and poetry, integrating teaching of literature and language and theoretical and practical dimensions of this integration, why and how literature should be integrated into language classes, approaches to using literature in ELT, identification of the distinctive features of four main literary genres and their analyses as literary texts, sample short stories, novels and poems originally produced in English, and activities on them to be used in language classes.						
	ELTE304	TEACHING ENGLISH TO YOUNG LEARNERS	(2, 0, 2)3	6	AC	-	English
Course Content	The course focuses on the differences between young learners (K-6) and learners at other ages. The course will also introduce learner styles and strategies of young learners. Students will be introduced to activities (e.g. stories and games) and audio visual aids (e.g. pictures, realia, cartoons, puppets, songs) for the teaching of language skills. Classroom management techniques necessary for young learner classrooms will also be discussed. The course also focuses on young learner (K-6) course syllabuses (e.g. story-based, content-based, theme-based, task-based). Video recordings of young learner classrooms will also be examined in terms of presentation of language and practice.						
	ELTE306	SPECIAL TEACHING METHODS	(2, 0, 2)3	6	AC	-	English
Course Content	This course focuses on classroom-based, teacher directed and action research to enable ELT students to diagnose learners' language related needs and thus to provide remedial teaching activities. The ELT students will be engaged in designing and conducting needs analysis on language learner needs (e.g. situational, objective, subjective and language needs), writing objectives that reflect these needs and designing course syllabus. The course will also introduce an overview of different lesson stages (e.g. PPP) and approaches to lesson planning and course design. The students will further become familiar with various syllabus types, criteria for the selection of appropriate syllabus type, aims of the course and learners' age needs; standards-based teaching, proficiency descriptors, English language proficiency standards and guidelines, CEFR and the ELP.						
	ELTE401	TEACHING PRACTICE-I	(2, 0, 6)5	10	AC	-	English
Course Content	This course consists of planned observations, tasks and activities at schools that aim to give teacher candidates the opportunity to get to know the school organization and management and daily life in schools, to examine the educational environments, to participate in extra-curricular activities, to observe experienced teachers at work, to work with students individually or in small groups, to gain short-term experience, to help them understand and internalize teaching profession accurately. As the course has both theoretical and practice part, it follows the cycle of revision of necessary knowledge, observation and reflection, practice and reflection and writing of reports.						
	ELTE402	TEACHING PRACTICE-II	(2, 0, 6)5	10	AC	-	English
Course Content	This course intends to prepare prospective teachers for practice teaching and real classroom situations in schools; for planning, observation, and teaching practice throughout one semester covering either one whole day a week or two half days every week. Senior ELT students will also become engaged in preparing a daily lesson plan and applying it in the classroom at least four times during the term; evaluation of the teaching performance by the class teacher, the supervisor and the trainee teacher him/herself; revising and repeating the teaching practice; preparing, administering and scoring quizzes, written and oral exams; preparing a portfolio. It also covers topics such as asking questions, giving instructions, using classroom language, writing goals and objectives, use of games and songs in language teaching, making revisions, giving assignments, assessment of students, keeping record of student work, and micro-teaching.						
	ELTE404	TEST DESIGN IN ENGLISH LANGUAGE TEACHING	(1, 0, 2)2	3	AC	-	English
Course Content	The course will introduce types of test and measurement methods used for different age groups and language levels in teaching language skills. The students will become familiar with the principles of measuring and evaluating language skills. Various types of questions used in measuring reading, writing, listening, speaking, vocabulary and grammar will be discussed. The course will also introduce exam preparation techniques and evaluation criteria, preparation of various question samples and exam evaluation studies. The students will implement their knowledge by creating tests and trial them.						
	EDUC151	INTRODUCTION TO EDUCATION	(3, 0, 0)3	5	FC	-	English
Course Content	This course aims to introduce students to basic concepts related to education and teaching and the aims and functions of education. It will also discuss the relation of the field of education to other fields of science as well as legal, social, cultural, historical, political, economic, philosophical and psychological foundations of education. Other topics include methods in educational science, the school and classroom as an educational and learning environment, the teaching profession and current developments in teacher education and educational orientations in the twenty-first century.						
	EDUC251	PRINCIPLES AND METHODS OF INSTRUCTION	(3, 0, 0)3	4	FC	-	English
Course Content	The aim of this course is to introduce basic principles and methods of instruction in general and teaching-learning principles, models, strategies, methods and techniques in particular. Students will be acquainted with the concepts of setting goals and objectives in teaching, selecting and organizing content in teaching and learning. Students will also acquire practical knowledge of developing teaching materials, planning teaching and teaching plans. Additional topics include theories and approaches related to teaching; effective school teaching, learning, success in learning and evaluation of classroom learning.						
	EDUC252	EDUCATIONAL PSYCHOLOGY	(3, 0, 0)3	5	FC	-	English
Course Content	In this course, students will learn about basic concepts of psychology and educational psychology. They will be equipped with the knowledge of research methods in						

Course Content	educational psychology. Besides, development theories, development areas and development processes and individual differences in development will be discussed. How psychology may influence learning will also be covered, in particular, basic concepts related to learning; factors affecting learning; learning theories in the context of education-learning processes. Motivation in the learning process will be studied as well.						
EDUC254	RESEARCH METHODS IN EDUCATION	(3, 0, 0)3	5	FC	-	English	
Course Content	This course deals with data collection, analysis and interpretation, preparing a research report as well as a general overview of research methods and research process. Characteristics of quantitative, qualitative and mixed-methods designs will be introduced. Students will engage in data collection and analysis in qualitative design, quantitative design, and mixed-method design. Data collection instruments and sampling practices in different research designs will also be discussed. Validity and reliability concerns in quantitative and qualitative research designs will be covered as well.						
EDUC351	INSTRUCTIONAL TECHNOLOGIES	(3, 0, 0)3	4	FC	-	English	
Course Content	In this course, information technology in education will be at the focal point. The course will present classification of instructional technologies and teaching processes. Besides, theoretical approaches to instructional technologies and new orientations in learning approaches will be introduced. Students will become familiar with new literacies, instructional technologies as tools and materials, design of instructional materials and design of thematic teaching materials. Students will also engage in creating area-specific object warehouse and evaluation criteria for instructional materials. The course will also engage students in practical skills in trialing instructional technologies.						
EDUC352	CLASSROOM MANAGEMENT	(3, 0, 0)3	4	FC	-	English	
Course Content	The aim of this course is to present basic concepts about classroom management including physical, social and psychological dimensions of the classroom, classroom rules and discipline, models related to classroom discipline and management, management of student behaviors in the classroom, communication and interaction process in the classroom, student motivation in the classroom, time management in the classroom, teacher as a teaching leader in the classroom, management of teacher-parent meetings, creation of positive classroom and learning climate. Besides, students will study case examples of classroom management according to school levels for practical purposes.						
EDUC451	MEASUREMENT AND EVALUATION IN EDUCATION	(3, 0, 0)3	4	FC	-	English	
Course Content	The course will introduce the value of measurement and evaluation; understanding the need for tests. Developing objectives using Bloom's Cognitive Taxonomy, Krathwol's Affective domain and Dave's Psychomotor domain. As a teacher, to develop questioning techniques in accordance with Bloom's Taxonomy. Basic terms related to measurement and evaluation; qualities of measurement instruments such as reliability, validity, usefulness, and measurement instruments used in Education and their characteristics; traditional measurement instruments (written exams, short answer exams, true-false and multiple-choice tests, matching tests, oral exams, assignments), instruments related to getting to know learners better from multiple perspectives (observation, interview, performance appraisal, portfolio, research papers, attitude scales); basic statistical operations on measurement results; evaluation of learner products; grading; developing a measurement instrument related to the learner's own subject-matter area.						
EDUC453	SPECIAL EDUCATION AND INCLUSIVENESS	(2, 0, 0)2	3	FC	-	English	
Course Content	Basic concepts about special education and principles and historical development of special education will be introduced to students. Legal arrangements for special education and diagnosis and evaluation in special education will be discussed. Individualization of teaching, inclusiveness and special education support services, family involvement in education and family co-operation, different characteristics of gifted learners and learners with learning difficulties, educational approaches and teaching strategies for different groups, effective strategies and behavior management in classroom management are among other topics included in the content of this course.						
Course Descriptions – II: All Area Core and Faculty/School Core courses offered by other academic units.							
Course Code	Course Title	Credit	ECTS Credit	Course Catego.	Pre-requisite	Teaching Language	
FOLEX1	FOREIGN LANGUAGE ELECTIVE	(3, 0, 0)3	4	UC	-	English	
Course Content	This course will focus on the following linguistic forms and situations of the selected language: present tense and its uses in introducing oneself, describing things/place, giving directions, question and answer patterns for personal information, related speaking, reading, writing and listening skills. The course will also focus on the following language skills: oral skills; reading skills (reading lists/labels, asking questions at restaurants, buses, trains, means of transportation, etc. at shopping places, etc.); writing skills (writing short messages, writing posters, filling out forms) and listening skills (giving directions, describing locations/people, etc.).						
FOLEX2	FOREIGN LANGUAGE ELECTIVE	(3, 0, 0)3	4	UC	FOLEX1	English	
Course Content	This course will focus on the linguistics forms and patterns such as past tense; future tense and modals. Students will develop related speaking, reading, writing and listening skills, which involve or require the use of the listed forms and patterns. Students are also expected to develop the following language skills in the given situations: oral skills (asking questions at restaurants, ordering food, etc.); reading skills (internet weather reports, recipes, banner/poster texts, etc.); writing skills (writing short messages, giving written directions, writing emails/invitations, etc.); listening skills (weather reports, recipes, etc.).						
SOWO100	COMMUNITY SERVICE PRACTICES	(1, 0, 2)2	3	UC	-	English	
Course Content	Concepts related to community, community service practices and social responsibility; social responsibility projects in terms of social and cultural values; identifying current social problems; preparing projects for the solution of identified social problems; voluntarily participating in individual and group social responsibility projects; participating in social responsibility projects in various institutions and organizations; participating in scientific events such as panels, conferences, congresses, symposiums as attendees, speakers or organizers; assessing the results of social responsibility projects.						

Course Descriptions – III: All Area Elective and Faculty/School Elective courses offered by the department of the program.

Course Code	Course Title	Credit	ECTS Credit	Course Catego.	Pre-requisite	Teaching Language
ELTE350	TEACHING ENGLISH VOCABULARY	(3, 0, 0)3	5	AE	-	English
Course Content	This course aims to develop ELT students' English vocabulary knowledge as well as vocabulary teaching skills through an integrated language skills approach. Students will also be given the opportunity to analyze different forms of English vocabulary, types of word formation, and different meanings of words in context. Also, sophomore ELT students will engage in analysis of elements of vocabulary teaching and various text types that can be used in the classroom, resources such as dictionaries and other works of reference. The course also involves exams that can be used to measure students' English vocabulary knowledge as well as teaching / learning strategies that support students' vocabulary learning.					
ELTE351	TRANSLATION	(3, 0, 0)3	5	AE	-	English
Course Content	In this course, students will engage in translation of different Turkish-English, English-Turkish text types. During the process, linguistic structure and context relations in translation process will be clarified. The course will help increase the awareness of English language teacher candidates about the similarities and differences between the two languages. Further emphasis will be on the comparability between translation approaches and text types. Besides, students will become familiar with various theories of translation and how they are reflected on actual translation process.					
ELTE352	EFFECTIVE COMMUNICATION SKILLS	(3, 0, 0)3	5	AE	-	English
Course Content	This course aims to develop communication skills considered to be one major factor in becoming an effective teacher. It deals with the theoretical and practical aspects of communication skills such as expressing oneself effectively in one's relationship with others, forming teams, identifying one's goals, working together, trust building activities, empathy, awareness of affective voice and body language use in effective communication. The course aims to further develop sophomore ELT students' practical skills for effective communication by covering fundamental stages of speech preparation and delivery including adopting and developing technological aids; as well as extended presentations as an outcome of extensive reading and research. The course envisages further developing students' oral and written language skills in various situations such as interviewing, socializing, telephoning, presenting information, holding meetings as well as CV and application writing.					
ELTE353	CONTENT AND LANGUAGE INTEGRATED LEARNING	(3, 0, 0)3	5	AE	-	English
Course Content	This course aims to familiarize students with the origins and development of CLIL as a dual-focused educational approach. The course will examine the 4 Cs in CLIL (cognition, communication, content and culture) and through an analysis of instructional materials and classroom practice seek to develop informed critical insight into the approach. The CLIL approach will be modelled throughout the course through a series of classes and tasks that will enable students to experience CLIL first-hand before developing their own CLIL skills and materials through microteaching.					
ELTE354	APPLIED LINGUISTICS	(3, 0, 0)3	5	AE	-	English
Course Content	The aim of this course is to familiarize fourth-year ELT students with key topics in applied linguistics such as language learning, teaching, testing and teacher education, language and the law, the language of institutions, media discourse, translation and interpreting, language planning and a range of other contemporary social issues namely culture, ethnicity, gender, identity, ageing, and migration. The course also aims to further develop the students' capacity to connect the knowledge and skills gained in the course with decision making connected to language learning and teaching in the real world.					
ELTE355	CRITICAL PEDAGOGY	(3, 0, 0)3	5	AE	-	English
Course Content	This course aims to introduce critical pedagogy as educational theory and practice by investigating critical pedagogy's origins in critical theory. The course will also focus on critical pedagogy's foundational text, the Pedagogy of the Oppressed, written as well as the vision of education for the freedom and humanization of oppressed peoples around the world. Finally, the students will be familiar with the relevance and application of critical pedagogy in today's schools and will be engaged in preparing, designing and delivering their designed critical Pedagogy Action Projects through micro-teaching.					
ELTE356	PROFESSIONAL DEVELOPMENT	(3, 0, 0)3	5	AE	-	English
Course Content	This course intends to introduce ELT students to career concept, career planning and stages. The students will further become familiar with individual career development, creation of a career strategy; career planning model, career options in related teaching areas; preparation of resume and types of resumes, CV formats and examples, points to note in CV preparation; cover letters, introductory letters, job interview, aims, methods and types, interview preparation and interview stages. The course also aims to create situations that can require negotiations; question types, as well as body language-physical signs.					
ELTE357	ENGLISH FOR ACADEMIC PURPOSES	(3, 0, 0)3	5	AE	-	English
Course Content	This course introduces ELT students to both theoretical and practical issues in English for Academic Purposes (EAP). The course focuses on profiles of practice to guide ELT students in putting theory to use in real world contexts. The students will also be engaged in tasks and reflection exercises to extend their knowledge and to consolidate their understanding of EAP. The course will further familiarize students with various academic genres and discourses and their distinctive features as well as the practical aspects of EAP. Senior ELT students will also be engaged in writing academic research essays and also micro-teaching EAP lessons.					
ELTE358	COURSE CONTENT DEVELOPMENT IN ELT	(3, 0, 0)3	5	AE	-	English
Course Content	This course aims to introduce senior ELT students to theories and principles of course content and materials design in English teaching (eg. selection, adaptation, development and evaluation of content and materials in English language teaching) and basic views for and against the use of English textbooks. The course also focuses on the relation between methodology, ideology and textbook writer; formats for the selection of the course content and materials: language proficiency level of the learner, learnability, ease of use, cultural content, appropriateness of communicative interaction and language use as bases for authentic, real-world materials. The ELT students will also be engaged in adapting and developing language teaching materials according to specific learning needs and teaching environments and the appropriate methods. Students will also become familiar with evaluation of English content and materials, criteria for evaluation of language materials and coursebooks in relation to the use of the English textbook in the ELT classroom environment, current ELT methods for content and material design.					
ELTE359	LANGUAGE, CULTURE AND SOCIETY	(3, 0, 0)3	5	AE	-	English
Course Content	This course surveys the social and cultural contexts of languages throughout the world. It examines the ways in which a human language reflects the ways of life and beliefs of its speakers, contrasted with extent of language's influence on culture. A wide variety of cultures and languages are examined. Therefore, the course will focus on topics such as identity, social factors of language use, language vitality, language structures and issues of globalization, social strata and language communities. Each language is a repository of history and knowledge as well as the culture of a group of speakers. Languages and cultures from around the world will be discussed, with special focus on endangered languages. In addition, this course will cover basic linguistics concepts.					

ELTE360	PRAGMATICS AND LANGUAGE TEACHING	(3, 0, 0)3	5	AE	-	English		
Course Content	This course will introduce theories of pragmatics such as conversational implicatures, politeness theory, theory of speech acts and relevance theory. Information on basic concepts of pragmatics and related models will be surveyed. Besides, application of the theory of politeness to teaching English will be explored. Students will be equipped with the knowledge and skills of preparing materials for teaching utterances in English according to the situation with respect to level of indirectness and politeness and relevant social factors that influence the choice of utterances in social context.							
ELTE361	EXAMINATION OF ENGLISH COURSE BOOKS	(3, 0, 0)3	5	AE	-	English		
Course Content	In this course, physical, educational, visual design and language features and standards required of course books will be discussed. Appropriateness of textbook contents to program will also be investigated. Students will engage in examination of available textbooks in terms of content, language, suitability to student level, format, attractiveness, contribution to meaningful learning, ease of use in teaching and other such aspects. Students will then propose ways in which the given course books can be adapted to satisfy the criteria set out for appropriate course books for the given context.							
ELTE362	DRAMA IN ENGLISH LANGUAGE TEACHING	(3, 0, 0)3	5	AE	-	English		
Course Content	This course will introduce the definition and meaning of the term drama; psycho-drama, creative drama, educational drama, sociodrama and other such concepts. Besides, students will be introduced to the concepts of drama-game relation, history of drama practices in education, the structure and application stages of drama in education, drama environment and teacher qualities. Further emphasis will be put on evaluation of drama, drama examples, their development and application for educational purposes in the field. Students will also engage in using drama in English language teaching.							
ELTE363	NEW APPROACHES IN ENGLISH LANGUAGE TEACHING	(3, 0, 0)3	5	AE	-	English		
Course Content	This course focuses on course design in English Language Teaching, approaches to teaching English as second / foreign / international language; English for special purposes, English for academic purpose as appropriate to student needs; current practices such as constructivist approach, content-based, task-based, problem based, holistic language teaching, multiple intelligence and holistic language approach; second / foreign language teaching and culture in language teaching, use of technology in language classes, place of communication in the developing world and intercultural communication.							
ELTE364	SOCIOLINGUISTICS AND LANGUAGE TEACHING	(3, 0, 0)3	5	AE	-	English		
Course Content	This course aims to introduce ELT students to the concepts, theories, issues as well as the scope of sociolinguistics, defined as the study of the language and the context in which it is spoken. The students will further be informed about the different uses of language in society and how they change according to region, social classes and ethnicity; at the end of the course students will be able to comprehend how language use change in a society is related to language teaching and sociolinguistics.							
ELTE365	ENGLISH LANGUAGE TEACHING PROGRAMS	(3, 0, 0)3	5	AE	-	English		
Course Content	The course focuses on basic concepts of curriculum; the historical development of English language teaching programs; approach, content and skills in current English language teaching programs. The course also covers learning and related areas; classification of learning outcomes and related constraints, relations to other lessons; relations between English language programs across levels and introduces the junior ELT students to methods, techniques, tools and materials in use; approach to measurement and evaluation as well as teacher competences. Thus, the focus is mostly on current issues and practices in ELT course design and delivery with particular reference to Communicative Language Teaching, and those approaches that are to a large extent derived from CLT. Specific approaches to be considered include content-based instruction, task-based learning, and lexical and corpus-based approaches.							
ELTE366	NOVEL: ANALYSIS AND TEACHING	(3, 0, 0)3	5	AE	-	English		
Course Content	Integration of novels to language teaching for all age groups and levels of learners; language and content based approaches to this integration; identification, analysis and discussion of distinctive features of novels such as plot and plot structure, themes and settings, characters and characterization, narrator and point of view, imagery, figures of speech, style and language; birth and rise of novel as a literary genre; types of novels; preparation, practice and evaluation of a variety of activities for comprehension and analysis of novels and improvement of language skills, grammar and vocabulary; studies on sample novels written in English.							
ELTE367	SHORT STORY: ANALYSIS AND TEACHING	(3, 0, 0)3	5	AE	-	English		
Course Content	Integration of stories to language teaching for all age groups and levels of learners; language and content based approaches to this integration; identification, analysis and discussion of distinctive features of short stories such as plot and plot structure, themes and settings, characters and characterization, narrator and point of view, imagery, figures of speech, style and language; preparation, practice and evaluation of a variety of activities for comprehension and analysis of short stories and improvement of language skills, grammar and vocabulary. Studies on sample short stories written in English.							
ELTE368	DRAMA: ANALYSIS AND TEACHING	(3, 0, 0)3	5	AE	-	English		
Course Content	Integration of plays to language teaching for all age groups and levels of learners; language and content based approaches to this integration; identification, analysis and discussion of distinctive features of plays such as acts, stage and stage decorations, cast, costumes, music and lighting, dialogues, monologues and soliloquys, plot and plot structure, themes and settings, characters and characterization, figures of speech, style and language; origins of drama as a literary genre; types of drama; preparation, practice and evaluation of a variety of activities for comprehension and analysis of plays and improvement of language skills, grammar and vocabulary; studies on sample plays written in English.							
ELTE369	POETRY: ANALYSIS AND TEACHING	(3, 0, 0)3	5	AE	-	English		
Course Content	Integration of poems to language teaching for all age groups and levels of learners; language and content based approaches to this integration; identification, analysis and discussion of distinctive features of poems such as form and structure, stanza and stanza types, rhyme and types of rhyme, sound devices, rhythm, persona, message, figures of speech, style and language; types of poetry; preparation, practice and evaluation of a variety of activities for comprehension and analysis of poems and improvement of language skills, grammar and vocabulary; studies on sample poems written in English.							
EDUC360	COUNSELING	(3, 0, 0)3	4	FE	-	English		
	This course will introduce students to following topics and themes: place of guidance and psychological counseling (GPC) services in education; philosophy, purpose,							

Course Content	principles and program of developmental guidance model (comprehensive developmental GPC program); basic services / interventions; the role and function of teachers in guidance in the classroom; competencies to be gained in educational, professional, personal and social areas within GPC services; co-operation between school administrator and teachers, guidance counselor and psychological counselor; preparation and implementation of GPC plans and programs for classrooms.							
EDUC361	COMPARATIVE EDUCATION	(3, 0, 0)3	4	FE	-		English	
Course Content	This course aims to familiarize students with the education systems of different countries from various perspectives by comparing, contrasting and analyzing specific-area education in these countries. The course also introduces ELT students to definition, scope, history of comparative education; methods and research in comparative education. The course further focuses on structure, functioning, school levels, human resources, financing of education, privatization in education, policy formation in education, planning and implementation; gender, social justice and equality in education in different countries. Students will also become familiar with reform and reform initiatives in education; systems for training teachers and educational / school managers; globalization and internationalization in education; education- related international exams, institutions and organization in different countries.							
EDUC362	TURKISH EDUCATION AND SCHOOL ADMINISTRATION	(3, 0, 0)3	4	FE	-		English	
Course Content	The goals of Turkish educational system and its basic principles; legal arrangements related to education; the structure of Turkish educational system; management theories and processes; school organization and administration; personnel in school organization; learner, instruction and business processes; the contribution of the society to school. PISA test scores and Turkish Education System Success. The real determinants of a qualified education system considering the school, teacher and student. Understanding the needs of the national curriculum by applying the needs analysis. Cultural adaptation of other countries' objectives for Turkish Education System.							
EDUC363	SOCIOLOGY OF EDUCATION	(3, 0, 0)3	4	FE	-		English	
Course Content	This course will survey basic concepts of sociology: society, social structure, social phenomena, social events etc.; predecessors of sociology (Ibn-i Haldun, A. Comte, K. Marx, E. Durkheim, M. Weber etc.) and views on education as well as education in basic sociological theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, phenomenology and ethnomethodology). Other emphasis will be put on social processes (socialization, social stratification, social mobility, social change etc.) and education; social institutions (family, religion, economy, politics) and education; the development of sociology and the sociology of education in Turkey (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan etc.); culture and education; the school as a social, cultural, ethical system and community.							
EDUC364	PHILOSOPHY OF EDUCATION	(3, 0, 0)3	4	FE	-		English	
Course Content	This course will survey fundamental issues and problem areas in philosophy; philosophy of existence, knowledge, ethics/values and education; key philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; educational philosophy and educational movements: perennialism, fundamentalism, progressivism, existential education, critical/radical education; views of philosophers on education in the Islamic world and the West (Plato, Aristotle, Socrates, J.Dewey, Ibn-i Sina, Farabi, J. J. Rousseau etc.); human nature, individual differences and education; education in terms of political and economic ideologies; modernization in Turkey and schools of thought and education that underpinned the process; the philosophical foundations of the Turkish education system.							
EDUC365	HISTORY OF TURKISH EDUCATION	(3, 0, 0)3	4	FE	-		English	
Course Content	This course will cover the following topics and themes related to the history of Turkish education: the subject, methods and resources of Turkish education history; education in the first Turkish states; education in the first Muslim Turkish states; education in Selcuk Turkey and the Anatolian principalities; education in the Ottoman State: education system until the first modernization movements; education in the Turkish states outside the Ottoman territory between the thirteenth and eighteenth centuries; modernization movements in education in the Ottoman Empire until the Tanzimat; the foundation of the modern education system from the Tanzimat period to the Republic period; reorganization of traditional education; education in other Turkish states and communities in Eurasia during the 19-20th centuries; education in the period of national struggle; education in the Republic of Turkey: foundations, structure, organization and development of the Turkish education system; teacher training processes from the beginning to today; education in the 21st century Turkish world; common goals, language and alphabetical unity, attempts to write a common history.							
EDUC366	MORALS AND ETHICS IN EDUCATION	(3, 0, 0)3	4	FE	-		English	
Course Content	The course requires all students to act as responsible citizens and members of a higher education academic community. Each student is responsible to know, observe, abide by, and adhere to Code of Conduct, policies, rules, and regulations. Students must comply with all policies applicable to conduct in the classroom as well as education-sponsored activities. The purposes of the Code are to: Establish standards of personal conduct for all students; Provide for the advancement of knowledge and the development of ethically sensitive and responsible persons; and Recognize that students are adults and, as such, their relationships with the community should reflect adult behavior.							
EDUC367	OPEN AND DISTANCE LEARNING	(3, 0, 0)3	4	FE	-		English	
Course Content	In this course, students will be acquainted with basic concepts and philosophy of open and distance learning, the development of distance education in the world, development of distance education in Turkey, learner and guide roles in distance education, the technologies used in distance education, management of open and distance education, classroom management and its aspects in open and distance learning, open educational resources and trends in the world, mass open online courses, personalized learning environments, problems related to open and distance education and their solutions, open and distance education practices in teacher education, autonomous instructional material development and student support services in open and distance education, determining teaching strategies for different learning situations as well as research and evaluation in distance education.							
EDUC368	CHILD PSYCHOLOGY	(3, 0, 0)3	4	FE	-		English	
Course Content	Basic concepts of child psychology, history and methods, theories of child development; prenatal development, childbirth and the characteristics of the newborn; physical, motor, intellectual, social-emotional, language and sensory development and characteristics of infancy; physical, motor, intellectual, social-emotional, language development and characteristics of preschool years; physical, motor, intellectual, social-emotional, language development and characteristics of later childhood; children in the family structure; children in the school system; childhood adjustment and behavior problems; children with special needs.							
EDUC369	LEARNING DISABILITIES	(3, 0, 0)3	4	FE	-		English	
Course Content	Definition, characteristics and classification of learning disabilities: educational, psychological, medical factors; prevalence and frequency of occurrence; reasons for learning difficulties; early intervention; response model of intervention; screening / diagnosis: medical, developmental and educational screening/diagnosis; academic and non-academic characteristics; teams and cooperation; education training environments; applications based on scientific support; supporting reading, writing and mathematical skills; supporting non-academic skills. Definition and characteristics of particular issues such as attention deficit and hyperactivity disorder (ADHD), basic symptoms, their effects on children in terms of social, emotional and school achievement, their causes, types and how to approach children with such disorders and educate them through school-family cooperation.							

EDUC370	EDUCATIONAL ANTHROPOLOGY	(3, 0, 0)3	4	FE	-	English
Course Content	This course will survey the subject of anthropology, basic concepts, history and method, basic approaches in social-cultural anthropology, basic concepts of education and educational anthropology from the anthropological perspective including culture, enculturation, adaptation, subculture, counterculture, common culture, etc. Other topics and themes include the cultural foundations and functions of education, intercultural differentiation, education and learning, schools, school cultures and ethnographies as living spaces, media, mass media, popular culture and education, globalization, cultural interaction, cultural literacy and education, education in oral and written literary works in the history of Turkish culture and civilization, the roles of parents and children in Turkish family structure.					
EDUC371	HISTORY OF EDUCATION	(3, 0, 0)3	4	FE	-	English
Course Content	The course is mainly concerned with what education is, what purposes it should serve, and how it should be structured - closely entwined with ideas of what a society is and how it functions. This course provides an introduction to key educational philosophers and considers their impact on the history of education. The course also aims to build a strong understanding of defining education and some of its key components, what does education mean to us, Medieval education and reformation, the crusades and the scientific Middle East, and of course, John Dewey and Pragmatism. As a result, History of education is therefore a study of the past that focuses on educational issues. These include education systems, institutions, theories, themes and other related issues.					
EDUC372	DRAMA IN EDUCATION	(3, 0, 0)3	4	FE	-	English
Course Content	The main aim of this elective course is to provide ELT students with introduction to Drama in Education. It will familiarize students with basic concepts related to Drama in Education. This course is an introduction to learning and inquiry through drama education. Students will investigate methods of learning through drama education, with a focus on drama as an instructional strategy and learning vehicle. Students will also engage in improvisation, role play, play building, attend the drama and explore drama across the curriculum. The course focuses on drama in education as means for developing communication skills, community building, social justice, interdisciplinary learning across the curriculum, building consensus, developing leadership and creating collaboratively in a supportive and pedagogical environment.					
EDUC373	CURRICULUM DEVELOPMENT IN EDUCATION	(3, 0, 0)3	4	FE	-	English
Course Content	The aim of this course is to equip students with knowledge of basic concepts about curriculum development, theoretical foundations of curriculum development, curriculum types, philosophical, social, historical, psychological and economic foundations of curricula, characteristics of curriculum development and curriculum, the stages of curriculum development, the basic curriculum components (target, content, process, evaluation) and their relationship, classification of objectives and relation to curriculum items, approaches to content revision, identification of instructional needs, curriculum development process and models, approaches to instructional curriculum design, curriculum evaluation models, curriculum literacy, teachers' duties and responsibilities in curriculum development, characteristics of Ministry of National Education curriculum, implementation of instructional programs and new approaches and trends in curriculum development in the world and Turkey.					
EDUC374	EXTRA-CURRICULAR ACTIVITIES IN EDUCATION	(3, 0, 0)3	4	FE	-	English
Course Content	This course introduces the students to the concepts of extra-curricular activities and hidden curriculum at schools. Students will develop an understanding that the school is a context larger than the classroom and there are many different channels through which language skills and habits develop. The course aims to present and practice how they can utilize extra-curricular activities to help students develop positive perspectives and values of learning English. Thus, they will be encouraged to engage in projects that will investigate the impact of a variety of extra-curricular activities such as debates, interviews, conferences, excursions, English clubs, celebrations of special days, drama activities, watching movies, reading groups, social media groups, involvement of parents, publishing newspapers and journals.					
EDUC375	PROJECT DESIGN IN EDUCATION	(3, 0, 0)3	4	FE	-	English
Course Content	The aim of Project Design in Education course is to acquaint students with the project concept and project types, curriculum and project-based learning, project programs for schools (TUBITAK, EU and others), topic selection for projects, literature review, logical framework in the project, planning and management of the project, application of scientific method in the project, project report preparation and development and finalizing the project report. The course will also entail project evaluation and examination of good examples, project presentations, poster and brochure design techniques.					
EDUC376	CRITICAL AND ANALYTICAL THINKING	(3, 0, 0)3	4	FE	-	English
Course Content	The aim of critical and analytical thinking course is to try to maintain an objective position. During the process of critical thought, weighed up all sides of an argument in order to properly evaluate its strengths and weaknesses. So, critical thinking entails: actively seeking all sides of an argument, testing the soundness of the claims made, as well as testing the soundness of the evidence used to support the claims. The course further strives to demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, and stating main ideas; to solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different or new way.					
EDUC377	INCLUSIVE EDUCATION	(3, 0, 0)3	4	FE	-	English
Course Content	This course will entail contents of inclusion and inclusiveness; inclusive education: definition, content and importance; legal basis for inclusive education; national and international legislation; approaches and standards in inclusive education; teacher roles in inclusive education; inclusive curriculum and materials; attitudes and values in inclusive education; inclusive school and classroom; preparing an action plan for inclusive education; inclusive education practices: features that differentiate students, effective communication, language in use, psycho-social support, differentiation of teaching and examples, methods and techniques, planning of teaching, inclusion in course materials and selection of inclusive activities and course design applications.					
EDUC378	MICRO TEACHING	(3, 0, 0)3	4	FE	-	English
Course Content	In this course, students will be equipped with the knowledge of basic concepts and principles of effective teaching and learning and professional competencies, attitudes, roles and behaviors of teachers. They will also engage in preparing a lesson plan. The scope, benefits and limitations of the micro teaching method will also be discussed. Practical components will include preparing active learning activities appropriate to the topic, sample lecture applications in class, video recording of lesson presentations, evaluation of recorded lessons, development of prepared activities and lesson presentations.					
EDUC379	SCIENCE AND RESEARCH ETHICS	(3, 0, 0)3	4	FE	-	English
Course Content	This course will explore the ethics of science and scientific research – with an emphasis on the non-medical sciences. This course will provide a foundation for thinking about and recognizing the ethical dimensions of a variety of issues. We will become familiar with current ethical debates in a range of scientific fields. Topics will include: misconduct in research, conflicts of interest and scientific objectivity, publication and peer review, intellectual property, and ethical decision making. Students will engage these issues with the help of philosophical tools, apply these tools to case studies, and be challenged to think broadly about the role of scientists in society.					