IFU, ELT COURSE PACKAGE

SEMESTER I

COURSE CODE ELTE101	COURSE TITLE READING AND WRITING-I Course Category : AC	COURSE CREDITS			
		L:4	T/P/L: 0	C:4	ECTS: 6
Course Description	The course provides students a variety of stimulating content areas such as Architecture, Art and Design, Health, and Psychology. Students are supplied with numerous high-interest texts from academic content areas whereby students learn and apply reading skills. Students regularly take part in discussions that activate their knowledge and prepare them for the reading texts.The course also incorporates use of technologies such as LMS				
Learning Outcomes	Use the language to communicate fluently and accurately (P01, 06) Demonstrate knowledge of a variety of reading skills (skimming, scanning, etc.) (PO01, 06) Demonstrate knowledge of academic vocabulary (PO01) Make inferences needed to understand meanings of words in a text (PO 01,06) Integrate digital technologies into the classroom (PO08) Demonstrate a positive attitude towards professional development (PO09)				
Course Books	Macintyre,P & Bohlke, D. (2020). Reading Explorer 4. National Geographic Learning.				
Measurement and Evaluation	Midterm exam, writing tasks, project, final exam				

COURSE CODE ELTE103	COURSE TITLE LISTENING AND SPEAKING-I Course Category : AC	COURSE CREDITS			
		L:2	T/P/L: 2	C:3	ECTS:5
Course Description	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 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.
Learning Outcomes	On successful completion of the course, students will have acquired knowledge of: • Phonemic sounds and phonetic alphabet. (PO1 , PO9) • Syllables, word stress and sentence stress. (PO1 , PO9) • Common discourse markers, vocabulary and structures used in presentations, and within the context of academic discussions (PO1 , PO9) • Appropriate language to express their feelings and thoughts in various verbal communication situations. (PO1 , PO9) •Academic terms and vocabulary used in five different fields (education, business, psychology, sociology, linguistics, history). (PO1 , PO9) On successful completion of the course, students will have developed their skills in: • Speaking fluently and accurately in the delivery of short presentations and within the context of academic discussions. (PO1 , PO9, PO10) • Both listening and understanding different accents and varieties of English. (PO1 , PO9, PO10) •Differentiating between different sounds, stress, tone and pitch. (PO1 , PO9, PO10) On successful completion of the course, students will have developed their appreciation of values related to: • managing and monitoring their own learning through the ongoing work and completion of their assignments, (PO1 , PO9, PO10) • demonstrating a positive attitude towards collaborative learning through participation in pair- and group work. (PO1 , PO9, PO10)
Course Books	Pathare, G., et al. (2019). Skillful 4 Listening & Speaking 4, 2nd Edition. Macmillan, UK.
Measurement and Evaluation	Midterm exam, Final exam, Presentations, Classwork and homework assignments

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE105	**CONTEXTUAL GRAMMAR-I** **Course Category : AC**	**L:2**	**T/P/L: 0**	**C:2**	**ECTS:4**
Course Description	This course deals with the relationship between English language structures and lexical items, the attribution of meaning by means of these structures, analysis of language structures within the framework of a context so as to establish relations between form and text type and production of advanced level texts synthesising the structures under study. Additionally, the word and sentence structure of English, tense, mood, aspect, voice and their appropriate uses will be covered and analysed in meaningful contexts where relevant.				
Learning Outcomes	On successful completion of this course the students will - recognize various patterns and structures in English grammar as well as common errors (P2) - differentiate between semantic characteristics occurring at the word, phrase, clause and sentence levels of written and spoken discourse (P1, P2) - recognize different tenses and their usages (P1, P2) - describe the difference between tense and time (P1, P2) - draw upon relatively more complex grammar structures and lexical items while participating in verbal and written communication (P1, P2) - organise and perform written and spoken interaction in a logical, cohesive and grammatically accurate way (P1, P2, P8) - move beyond word and phrase level competency and using sentence-level structures correctly (P1, P2) - integrate digital technologies into classroom practices (P10) - gain general language awareness and a positive attitude not only toward learning grammatical structures at an advanced level but also toward preparing to teaching these in near future (P8) - experience conscious monitoring of and reflection on one's own oral and written production of English (P8)				
Course Books	Dooley, J & Evans, V. (1999). Grammarway 4. Express Publishing. Murphy, R. (2019). English grammar in use (5th Ed.). Cambridge, UK: CUP. Parrott, M. (2010). Grammar for English language teachers. Cambridge, UK: CUP. Brinton, L. J. (2000). The structure of modern English . Amsterdam: John Benjamin Publishing Company.				

Measurement and Evaluation	Course evaluation is done through midterm and final exams, as well as, assignments, quizzes and attendance and active participation.

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE107	VOCABULARY Course Category : AC	L:3	T/P/L: 0	C: 3	ECTS:4
Course Description	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, 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 analysed. Additional focus will be on expanding students' general and academic vocabulary and the ELT students will be engaged in written and spoken practical tasks				
Learning Outcomes	On successful completion of the course, students will have acquired knowledge of: • •common parts of speech, derived forms, and semantic and lexical relationships (PO1,2,3) • the majority of vocabulary items belonging to the most frequent 4000 words in English list as identified through the British National Corpus, (PO1, PO2, PO3) • vocabulary teaching techniques and strategies. (PO1,2,3) On successful completion of the course, students will have developed their skills in: • using simple concordancing and profiling software to develop their vocabulary knowledge (PO1,2,3,7,10) • employing dictionaries and thesauruses as vocabulary development tools, (PO1,2,3,7,10) • using an extended range of vocabulary including relevant collocations and colligations in their speaking and writing, (PO1,2,3,7,10) • deriving the meaning of unknown lexis by analysing context (PO1,2,3,7,10) • teaching vocabulary to second language learners (PO1,2,3,7,10) On successful completion of the course, students will have developed their appreciation of values related to: • managing and monitoring their own learning through the ongoing work and completion of their assignments, (PO3,6,7,8,10) • demonstrating a positive attitude towards collaborative learning through participation in pair- and group work (PO3,6,7,8,10) .				

Course Books	Schmitt, D., & Schmitt, N. (2011). Focus on vocabulary 2: mastering the academic word list. USA: Pearson Education, Inc. Nation, P. (2013). Learning vocabulary in another language. Cambridge: Cambridge University Press. Yopp, H. K., Yopp, R. H., & Bishop, A. (2009).Vocabulary instruction for academic success. USA: Shell Education. https://www.victoria.ac.nz/lals/about/staff/paulnation?fbclid=IwAR0vr5TfiM8CJzXRstZ 4pqJ7d2jFT9NzT5h7jSittLtizD1Hm8G6__Z26vo#vocab-lists
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

COURSE CODE EDUC151	COURSE TITLE INTRODUCTION TO EDUCATION Course Category : FC	COURSE CREDITS			
		L:3	T/P/L:	C:3	ECTS:5
Course Description	The general purpose of this course is to introduce education, teaching, learning, teaching, school and education system in various aspects and the main topics are: Basic concepts related to education, teaching and learning; aims and functions of education; the relationship of education with other fields and sciences; legal, social, cultural, historical, political, economic, philosophical, ethical and psychological foundations of education; method in educational sciences; school and classroom as an education and learning environment; teaching as a profession and teaching professional ethics; current developments in teacher training; Basic trends regarding school and education in the twenty-first century.				
Learning Outcomes	- Express the importance and functions of educational and instructional processes (PO:3,6,8) - Differentiate between various eras/movements throughout the history of education (PO:3,6,7,8) - Discuss the relations between education and other relevant fields of science (PO:1,3,7,8) - Describe the processes of teacher training and issues of professionality in one's own context (PO:1,3,7,8,9) - Effectively present relevant information pertaining to a chosen theme of education studies that is of personal interest (PO:1,3,6,7,10) - Improve one's analytical thinking and writing skills through verbal and written assignments (PO:1,3,6,7,8) - Appreciate teachers' roles with regard to an understanding of teaching as a profession of specialism (PO:3,8,9) - Develop a positive attitude toward attaining rigour in organising all educational and instructional processes and programmes (PO:3,8)				

Course Books	Haulmark, M. & Beasley, G.J. (2010). *Introduction to education.* University of Arkansas Libraries
	Bartlett, S. & Burton, D. (2007). *Introduction to education studies.* SAGE Publications.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

COURSE CODE TUOG101	COURSE TITLE TURKISH LANGUAGE-I Course Category : UC	COURSE CREDITS			
		L:2	**T/P/L: 0**	**C:2**	**ECTS:3**
Course Description	In this course, the focus will be on students' effective and correct use of written tools. Activities related to comprehension, expression, reading, and writing will be conducted, and various types of written expression will be examined and analysed from a critical perspective. The fundamentals of written expression, such as punctuation marks and writing rules, will be introduced, and the correct usage of these rules will be ensured for effective and robust expression.				
Learning Outcomes	Students who successfully complete this course will be able to: - Understand the rules of written expression and gain the ability to express their thoughts effectively. (PO9,10) - Recognize the importance of the words and syntax that form sentences. - Develop a habit of reading and interpreting the books they read or the events they attend from their own perspective.(PO9,10) - Use written communication tools such as petitions, reports, and letters for their future lives. (PO9,10) - Comprehend the stages of preparing a scientific paper (data collection, citation, etc.) (PO9,10)				
Course Books	AKSAN, Doğan (2009). Her Yönüyle Dil Ana Çizgileriyle Dilbilim, Türk Dil Kurumu Yayınları, Ankara. BİLGEGİL, Kaya (1963). Türkçe Dilbilgisi I-II, Ankara. BOZ, Erdoğan (2004). Türkiye Türkçesi Grameri, Türk Dili ve Kompozisyon, Afyon Eğitim, Sağlık ve Bilim Araştırma Vakfı Yayını, Afyon.				

Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

COURSE CODE	COURSE TITLE	COURSE CREDITS			
TURK131	TURKISH AS A FOREIGN LANGUAGE-1 (for international students only) **Course Category : UC**	L:2	T/P/L: 0	C:2	ECTS:3
Course Description	In this course, in accordance with the A1 level, which is defined as independent language use, the objectives are as follows: a. Understanding the basic rules of Turkish grammar and enriching their vocabulary, b. Being able to express themselves in a simple way in any Turkish-speaking environment, c. Understanding simple texts and expressing their ideas with short statements, d. Using appropriate patterns according to the situation and time during speech, e. Understanding indirect expressions, f. Recognizing themselves and their immediate surroundings.				
Learning Outcomes	- Using words for self-introduction, meeting, greeting, and parting (Good morning, Nice to meet you, Have a good day, See you soon...) (PO9) - Introducing oneself. Talking about profession, nationality, and age. Using Turkish numbers. Describing places with the structure 'var'. Asking about prices, asking and answering questions for shopping.(PO9) - Describing people and objects using adjectives. Asking and telling the time. Talking about daily routines. (PO9) - Talking about leisure activities. Asking and answering questions during shopping and travel. Talking about the weather. (PO9) - Talking about weekend activities such as cinema, theatre, opera, ballet, exhibition, concert, and games. (PO9) - Expressing intentions and plans. Describing a house, talking about renting a house. Making hotel reservations, checking in and checking out.(PO9)				
Course Books	Yedi İklim Türkçe / A1 Yunus Emre Enstitüsü,2018, Ankara				
Measurement and Evaluation	A: Written Exam, B: Oral Exam, C: Assignment, D: Project/Design, E: Portfolio, F: Performance Task				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
TARH101 /	ATATÜRK'S PRINCIPLES AND HISTORY OF TURKISH REFORMS-I Course Category : UC	L:2	T/P/L: 0	C:2	ECTS:3
Course Description	This course includes the historical meaning and importance of the Turkish Revolution, Atatürk's worldview and thoughts, the environment and how the War of Independence was won, the importance of Turkey's territorial integrity and the indivisibility of the Turkish Nation, and Atatürk's unifying feature for this goal and the National Struggle. It examines the universal values of Turkey and Atatürk's Revolutions and how they set an example for foreign nations. It also provides information covering the period of time spent under British rule after the conquest and administration of the island of Cyprus by the Ottomans, starting from the First and Middle Ages.				
Learning Outcomes	- The analysis of historical information around a subject/problem and time period, event-phenomenon, its actors, the writing and narrative forms of this historical event-phenomenon, thus various materials; gains the power to support the perspective of sources, literature (books, articles, cinema and literary products) on historical cross-section-event-phenomenon-actors in the analysis of this information (PO:4,9) - Learns how to read and interpret an article that addresses and scrutinises a historical problem(PO:4,9) - Researches a historical problem by associating it with today and establishing its (hypothetical) relation with current problems(PO:4,9) - Learns to prepare a presentation on a historical problem,(PO:4,9,10) - Gains the ability to critically evaluate different points of view and views, to answer questions about his own point of view and the ideas and opinions he putS forward.(PO:4,9,10) - Gains the knowledge and experience of being able to analyse and respond by thinking on the basis of foundations, to express and convey one's thoughts on a problem rationally and accurately, and learns to make abstractions.(PO:4,9)				
Course Books	1. ATATÜRK, Mustafa Kemal,The Great Speech (Nutuk), Dante Book, İstanbul, 2019. 2. HILL, George, A History of Cyprus, Vol I-II-III, Cambridge University Press, 2010.				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
HIST111	ATATÜRK'S PRINCIPLES AND HISTORY OF TURKISH REFORMS-I (for international students only) Course Category : UC	L:2	T/P/L: 0	C:2	ECTS:3
Course Description	This course includes the historical meaning and importance of the Turkish Revolution, Atatürk's worldview and thoughts, the environment and how the War of Independence was won, the importance of Turkey's territorial integrity and the indivisibility of the Turkish Nation, and Atatürk's unifying feature for this goal and the National Struggle. It examines the universal values of Turkey and Atatürk's Revolutions and how they set an example for foreign nations. It also provides information covering the period of time spent under British rule after the conquest and administration of the island of Cyprus by the Ottomans, starting from the First and Middle Ages.				
Learning Outcomes	- The analysis of historical information around a subject/problem and time period, event-phenomenon, its actors, the writing and narrative forms of this historical event-phenomenon, thus various materials; gains the power to support the perspective of sources, literature (books, articles, cinema and literary products) on historical cross-section-event-phenomenon-actors in the analysis of this information (PO:4,9) - Learns how to read and interpret an article that addresses and scrutinises a historical problem(PO:4,9) - Researches a historical problem by associating it with today and establishing its (hypothetical) relation with current problems(PO:4,9) - Learns to prepare a presentation on a historical problem,(PO:4,9,10) - Gains the ability to critically evaluate different points of view and views, to answer questions about his own point of view and the ideas and opinions he putS forward.(PO:4,9,10) - Gains the knowledge and experience of being able to analyse and respond by thinking on the basis of foundations, to express and convey one's thoughts on a problem rationally and accurately, and learns to make abstractions.(PO:4,9)				
Course Books	1. ATATÜRK, Mustafa Kemal,The Great Speech (Nutuk), Dante Book, İstanbul, 2019. 2. HILL, George, A History of Cyprus, Vol I-II-III, Cambridge University Press, 2010.				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.				

SEMESTER II

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE102	**READING AND WRITING-II** **Course Category : AC**	**COURSE CREDITS**			
		L:4	**T/P/L:**	**C:4**	**ECTS:6**
Course Description	The course provides students a variety of stimulating content areas such as Food and Health, Money and Trade, Green Solutions, etc. Students are supplied with numerous high-interest texts from academic content areas whereby students learn and apply reading skills and also write about using the appropriate writing discourses. Students regularly take part in discussions that activate their knowledge and prepare them for the reading texts. The course also incorporates use of technologies such as LMS.				
Learning Outcomes	Communicate both fluently and accurately in English in both written and spoken form (PO02) Demonstrate knowledge of a variety of reading skills (PO2,04), Demonstrate knowledge of a variety of vocabulary (PO2, 03) Make inferences needed to understand meanings of words in a text (PO1, PO3, PO7) Integrate digital technologies into the classroom (PO3) Write essays including thesis statements, topic sentences, and fully supported main ideas (PO03, 07) Complete tasks and projects in ELT that demonstrate understanding of basic research skills (PO10) 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 (PO8) Use contemporary digital technology (PO6)				
Course Books	Macintyre, P & Bohlke, D. (2020). Reading Explorer 4. National Geographic Learning. Writing Coursepack				
Measurement and Evaluation	Midterm, writing tasks, project, final exam				

	COURSE TITLE	COURSE CREDITS

COURSE CODE ELTE104	**LISTENING AND SPEAKING-II** **Course Category : AC**	**L:2**	**T/P/L: 2**	**C:3**	**ECTS:5**
Course Description	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 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.				
Learning Outcomes	The course focuses on developing receptive and productive skills as well as the study skills required for university-level coursework. The integrated listening and speaking activities help prepare students for academia and enable students to implement the new skills successfully. The course allows students to consolidate their understanding of content, language, and skills as they collaborate on academic presentations. On successful completion of the course, students will have acquired knowledge of: • Phonemic sounds and phonetic alphabet. (PO1 , PO9) • Syllables, word stress and sentence stress. (PO1 , PO9) • Common discourse markers, vocabulary and structures used in presentations, and within the context of academic discussions (PO1 , PO9) • Appropriate language to express their feelings and thoughts in various verbal communication situations. (PO1 , PO9) •Academic terms and vocabulary used in five different fields (education, business, psychology, sociology, linguistics, history). (PO1 , PO9) On successful completion of the course, students will have developed their skills in: • Speaking fluently and accurately in the delivery of short presentations and within the context of academic discussions. (PO1 , PO9, PO10) • Both listening and understanding different accents and varieties of English. (PO1 , PO9, PO10) •Differentiating between different sounds, stress, tone and pitch. (PO1 , PO9, PO10) On successful completion of the course, students will have developed their appreciation of values related to: • managing and monitoring their own learning through the ongoing work and completion of their assignments, (PO1 , PO9, PO10)				

	• demonstrating a positive attitude towards collaborative learning through participation in pair- and group work. (PO1 , PO9, PO10)
Course Books	Pathare, G., et al. (2019). Skillful 4 Listening & Speaking 4, 2nd Edition. Macmillan, UK.
Measurement and Evaluation	Midterm exam, Final exam, Presentations, Classwork and homework assignments

COURSE CODE ELTE106	COURSE TITLE CONTEXTUAL GRAMMAR-II Course Category :	COURSE CREDITS			
		L:2	**T/P/L: 0**	**C:2**	**ECTS:4**
Course Description	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.				
Learning Outcomes	On successful completion of the course, students will have acquired knowledge of:

• Targeted English grammar forms and lexico-grammatical patterns used within a variety of contexts(PO1, PO2)

• The core grammar concepts. (PO1, PO2)

On successful completion of the course, students will have developed their skills in:

• Using the targeted forms and patterns accurately, fluently and appropriately in class work, homework, and formally assessed written work(PO1, PO2, PO8)

• Using the targeted forms and patterns in the delivery of presentations (PO1, PO2)

• Discussing issues critically and analytically (PO1, PO2, PO10)

On successful completion of the course, students will have developed their appreciation of values related to: | | | | |

	• managing and monitoring their own learning through the weekly homework assignments and classwork (PO8)
	• participating in collaborative assignments with peers through pair and group work (PO8, PO9)
Course Books	S. Clarke - Macmillan English Grammar in Context Intermediate with Key-Macmillan Education (2008)
Measurement and Evaluation	quizzes, midterm exam, final exam and class participation.

COURSE CODE **TUOG102**	**COURSE TITLE** **TURKISH LANGUAGE-II** **Course Category : UC**	**COURSE CREDITS**			
		L:2	**T/P/L: 0**	**C:2**	**ECTS:3**
Course Description	In addition to meeting daily needs, it is used in mutual conversations such as correspondence, dialogue, and interviews; and in public speaking situations such as speeches, conferences, and discussions.				
Learning Outcomes	1. Recognize the subtleties of spoken language and understand the aspects that are separated from the written language and learn the principles of correct and effective speech. (PO9) 2. You can plan their conversations and prepare conversations for special occasions and recognize the types of conversations and apply their principles. (PO9,10) 3. Comprehend the speech characteristics of Turkish and improve its diction. (PO9) 4. Uses body language correctly. (PO6) 5. It develops listening skills; it gains the ability to understand, criticise and respond to what it hears. (PO9) 6. Recognizes Turkish vocabulary and improves vocabulary. (PO9,10) 7. Learn the types of interview-based expressions. (PO9) 8. It can express itself in discussion-based types of expression. (PO6,9,10)				

Course Books	- YAMAN, Ertuğrul ve Mehmet Köstekçi (2006), Üniversiteler İçin Örnekli Uygulamalı Türk Dili ve Kompozisyon, Ankara: Gazi Kitabevi.
	- AKTAŞ, Şerif ve Osman Gündüz (2002), Yazılı ve Sözlü Anlatım, Ankara: Akçağ.
	- TDK Komisyon (2008), Yazım Kılavuzu, Ankara: TDK.
	YAKICI, Ali ve öte. (2005), Türkçe II Sözlü Anlatım, Ankara: Bilge Yay.
Measurement and Evaluation	midterm exam, final exam and class participation.

COURSE CODE TURK132	COURSE TITLE TURKISH AS A FOREIGN LANGUAGE-II (for international students only) Course Category : UC	COURSE CREDITS			
		L:2	T/P/L: 0	C:2	ECTS:3
Course Description	In accordance with A1 – A2 level, which is defined as the independent language use of the students in this course: a. To understand the basic rules of Turkish grammar and to enrich vocabulary, and, b. To be able to express itself at a simple level in every Turkish-speaking environment, c. Understand simple texts read and express ideas in short phrases, d. Use the appropriate patterns of situation and time during the conversation; e. Understanding indirect expression statements, and, f. Goals such as knowing himself and his immediate surroundings are at the forefront.				
Learning Outcomes	1.Students can understand very simple sentences with words they know about themselves or their family or people around them. (PO9) 2. Students can understand the names they know in signs, posters or catalogs, 3. Students may ask simple questions about things they know well and answer questions. (PO9) 4. Students can write a short and simple postcard to send holiday greetings; in hotels, they can process names, addresses, national identity and simişlar forms.(.PO9)				

	5. Students can read very short and simple texts. Can find specific specific information in everyday documents such as advertising, prospectus, menu and tariff, understand short and simple personal letters(.PO9)

6. Students can use a set of sentences and narration to describe his family, other people, living conditions, educational background, current or latest job in a simple way.(.PO9)

7. Students can write simple and short notes and messages about basic needs. You can write a very simple personal letter, for example, a thank you letter.(PO9)

8. In general, students will be able to carry on a conversation on his own although he does not understand it as much, he can cope with the social information exchanges that are very short.

9. Students can recognize and distinguish the sound highlighted when they listen. (PO9) |
| **Course Books** | Yedi İklim Türkçe / A1-A2 Yunus Emre Enstitüsü,2018, Ankara |
| **Measurement and Evaluation** | A: Written Exam, B: Oral Exam, C: Assignment, D: Project/Design, E: Portfolio, F: Performance Task |

COURSE CODE	COURSE TITLE	COURSE CREDITS			
TARH102	ATATÜRK'S PRINCIPLES AND HISTORY OF TURKISH REFORMS-II **Course Category : UC**	L:2	T/P/L: 0	C:2	ECTS:3
Course Description	This course provides the student with political, social and economic fields; gives information about the reforms made in the field of law, education and culture. It gives information about the events and people in the historical background of the Turkish Revolution. It gives various information about the Turkish foreign policy of the Atatürk period and what happened in Turkey during the Second World War.

In addition, by examining the events of 1963, the establishment of the Republic of Cyprus in 1960, it provides an understanding of the recent history of Cyprus, which resulted in the Cyprus Peace Operation and subsequently the establishment of the TRNC. | | | | |

Learning Outcomes	● The analysis of historical information around a subject/problem and time period, event-phenomenon, its actors, the writing and narrative forms of this historical event-phenomenon, thus various materials; gains the power to support the perspective of sources, literature (books, articles, cinema and literary products) on historical cross-section-event-phenomenon-actors in the analysis of this information (PO:4,9) ● Learns how to read and interpret an article that addresses and scrutinises a historical problem(PO:4,9) ● Researches a historical problem by associating it with today and establishing its (hypothetical) relation with current problems(PO:4,9) ● Learns to prepare a presentation on a historical problem,(PO:4,9,10) ● Gains the ability to critically evaluate different points of view and views, to answer questions about his own point of view and the ideas and opinions he putS forward.(PO:4,9,10) ● Gains the knowledge and experience of being able to analyse and respond by thinking on the basis of foundations, to express and convey one's thoughts on a problem rationally and accurately, and learns to make abstractions.(PO:4,9,10)
Course Books	1. ATATÜRK, Mustafa Kemal,The Great Speech (Nutuk), Dante Book, İstanbul, 2019. 2. HILL, George, A History of Cyprus, Vol I-II-III, Cambridge University Press, 2010.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

COURSE CODE HIST112	COURSE TITLE	COURSE CREDITS			
	ATATÜRK'S PRINCIPLES AND HISTORY OF TURKISH REFORMS-II (for international students only) Course Category : UC	L:2	T/P/L: 0	C:2	ECTS:3
Course Description	This course provides the student with political, social and economic fields; gives information about the reforms made in the field of law, education and culture. It gives information about the events and people in the historical background of the Turkish Revolution. It gives various information about the Turkish foreign policy of the Atatürk period and what happened in Turkey during the Second World War. In addition, by examining the events of 1963, the establishment of the Republic of Cyprus in 1960, it provides an understanding of the recent history of Cyprus, which resulted in the Cyprus Peace Operation and subsequently the establishment of the TRNC.				

Learning Outcomes	● The analysis of historical information around a subject/problem and time period, event-phenomenon, its actors, the writing and narrative forms of this historical event-phenomenon, thus various materials; gains the power to support the perspective of sources, literature (books, articles, cinema and literary products) on historical cross-section-event-phenomenon-actors in the analysis of this information (PO:4,9) ● Learns how to read and interpret an article that addresses and scrutinises a historical problem(PO:4,9) ● Researches a historical problem by associating it with today and establishing its (hypothetical) relation with current problems(PO:4,9) ● Learns to prepare a presentation on a historical problem,(PO:4,9,10) ● Gains the ability to critically evaluate different points of view and views, to answer questions about his own point of view and the ideas and opinions he putS forward.(PO:4,9,10) ● Gains the knowledge and experience of being able to analyse and respond by thinking on the basis of foundations, to express and convey one's thoughts on a problem rationally and accurately, and learns to make abstractions.(PO:4,9)
Course Books	1. ATATÜRK, Mustafa Kemal,The Great Speech (Nutuk), Dante Book, İstanbul, 2019. 2. HILL, George, A History of Cyprus, Vol I-II-III, Cambridge University Press, 2010.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

COURSE CODE ITEC100	COURSE TITLE **INFORMATION TECHNOLOGIES** **Course Category : UC**	COURSE CREDITS			
		L:2	**T/P/L: 2**	**C:3**	**ECTS:5**
Course Description	In the modern era, it is aimed to raise individuals who have the skills to use information technologies effectively, efficiently, and consciously. Within the scope of this main purpose, the profile of students who use computer systems effectively, who are competent in using word processing, visual presentation, and spreadsheet programs, and who comply with ethical principles and rules in the use of information technologies and research processes. In this course, Microsoft Word, Microsoft PowerPoint, Microsoft Excel programs, as well as web design and data visualisation tools will be emphasised. In addition to the practical lectures, the course presents the basic description of information				

	technology concepts , basic computer system hardware, and software components, common terminology in information technology, cybercrimes and security, informatics and research ethics, user health and ergonomics, and distance education will be discussed.
Learning Outcomes	1.Understand the basics of the Microsoft Excel software (PO:10) 2. Create tables and tabulate information effectively (PO:4,10) 3. Use the automatic calculation functions of Microsoft Excel (PO:4,6,10) 4. Understand what databases are why they are used 5. Understand Web design basics (PO:10) 6. Be able to create and maintain a Website (PO:1,4,6,10) 7. Identify Computer Crimes, Security and Computer Ethics(PO:1,4,6,10) 8. Understand how networks work (PO:4,10) 9. Understand the basics of Cloud Computing (PO:4,10)
Course Books	1-LaBerta, Catherine. Computers are your future. 12th ed. Boston, MA: Prentice Hall, 2012. Print. ISBN NO: 0-13-254518-7 2-UNDERSTANDING COMPUTERS IN A CHANGING SOCIETY 5th EDITION, ISBN: 978-1-133- 19111-7
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

SEMESTER III

COURSE CODE ELTE201	COURSE TITLE **LINGUISTICS** **Course Category : AC**	COURSE CREDITS			
		L:4	**T/P/L: 0**	**C:4**	**ECTS:6**
Course Description	This course introduces ELT sophomore students to the scientific study of human language, its nature, structure and use. It considers the origins and the properties of language, animal and human language, as well as various branches of linguistics such as phonetics, phonology, semantics, syntax, pragmatics, language and the brain, artificial language, writing, language universals and sociolinguistics. The course also familiarises students with concepts, models and analytic procedures essential for the foundation in linguistics. The students will also be engaged in comparative critical thinking tasks and activities.				

Learning Outcomes	The aim of this course is to familiarise ELT second-year students with the origins of language, properties of languages as well as concepts, models and analytic procedures essential for the foundation in linguistics.
	Define essential linguistics concepts and terms (PO1)
	Explain language structure and use (PO1)
	Discuss contemporary thinking of language (PO1)
	Explain linguistic models and analytic procedures (PO1)
	Discuss relevance of linguistics foundation for ELT candidates (PO1)
	Discuss language complexity and diversity (PO1)
	Analyse cross-linguistic data (PO5, PO7)
	Demonstrate problem solving skills (PO5)
	Demonstrate skills in critical discussion and reflection on linguistic issues/data (PO6)
	Use a variety of resources including digital aids and technology for low-scale research and presentations (PO10)
	Manage and monitor their own learning through the ongoing work and completion of their assignments (PO6)
	Demonstrate a positive attitude towards collaborative learning through participation in pair and group work. (PO8)
Course Books	Burridge, K., & Stebbins, T. N. (2015). For the love of language: An introduction to linguistics. Cambridge University Press.
	Genetti, C. (Ed.). (2018). How languages work: An introduction to language and linguistics. Cambridge University Press.
Measurement and Evaluation	Midterm and Final exams, Presentation, Classwork/Homework assignments

COURSE CODE ELTE203	COURSE TITLE APPROACHES IN ENGLISH LANGUAGE	COURSE CREDITS			
		L:2	T/P/L: 2	C:3	ECTS:6

	Course Category : AC				
Course Description	This course is devoted to overviewing major approaches in English Language Teaching. The course will provide some basic historical context and then proceed to examine approaches in relation to the theories that inform them. Students will be asked to consider possible applications of these approaches and trial them through in-class microteaching. This first course will specifically consider: the Grammar-Translation Method, Direct Method, Audiolingual Method, Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, as well as considering the rise to the prominence of Communicative Language Teaching. The course also incorporates use of technologies such as LMS.				
Learning Outcomes	On successful completion of the course, students will have acquired knowledge of

• describe major characteristics of different ELT approaches (PO1, PO3, PO8, PO10)

• collate and present significant similarities and differences between ELT approaches (PO1, PO3, PO8, PO10)

• articulate personal beliefs and ideas about the benefits and drawbacks of different teaching methods (PO1, PO3, PO8, PO10)

showing the capacity to communicate ideas about teaching approaches fluently and accurately in both written and spoken form (PO1, PO3, PO8, PO10)

critical thinking, comparing and contrasting the major approaches in ELT (PO1, PO3, PO8, PO10)

integrating digital technologies (PO1, PO3, PO8, PO10)

 implementing the teaching approaches studied within the planning, delivery and evaluation of microteaching sessions (PO1, PO3, PO8, PO10)

taking responsibility in individual and group tasks (PO1, PO3, PO8, PO10)

autonomous learning through the completion of classwork and homework (PO1, PO3, PO8, PO10) | | | | |
| **Course Books** | Larsen-Freeman, D., & Anderson, M. (2011). Techniques & principles in language teaching (3rd ed.). Oxford: Oxford University Press. | | | | |
| **Measurement and Evaluation** | Midterm, final exam, microteaching | | | | |

	COURSE TITLE	COURSE CREDITS

COURSE CODE ELTE205	CRITICAL READING AND WRITING Course Category :AC	L:3	T/P/L: 0	C:3	ECTS:6
Course Description	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 intersentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesising information or analysing a problem as well as reacting on the basis of evaluation are fostered. Such sub-skills of reading are employed by the students' in their writings. Students also analyse and produce different types of writings (e.g. expository paragraph, descriptive paragraph, narrative paragraph, etc.); build up writing skills emphasising the organisation, coherence, and cohesion and such sub-skills as summarising, outlining, and paraphrasing at paragraph level. The use of spelling and punctuation conventions as well as non-alphabetic symbol use will be practised as well.				
Learning Outcomes	- describe basic concepts of critical reading and writing in English (PO:1,2,4,10) - read and evaluate publications such as published articles, written news texts, and advertising texts from different sources in English language with a critical perspective(PO:1,2,4,10) - make comparisons between different written texts written in the same subject.(PO:1,5,7,9) - synthesise the information they acquire by taking advantage of different sources on a specific topic and develop the ability to write their own original texts in the synthesis direction(PO:1,5,7,9) - Practise basic reading skills such as "Reading the lines (Plain sense-Literal; Reading between the lines (Deductive-inferential); reading beyond the lines(PO:1,5,7,9) (Projective-evaluative), descriptive writing vs. critical writing, - Compare different written texts,(PO:1,5,7,9) - Synthesise information on different sources to write original texts.(PO:1,5,7,9,10) - Write critical essays(PO:1,5,6,7,8)				
Course Books	Pronouncing American English, Gertrude F. Orion, Heinle & Heinle Publishers. English Phonetics and Phonology, Roach P.; Cambridge University Press How to teach Pronunciation, Kelly G., Pearson-Longman Education				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.				

	COURSE TITLE	COURSE CREDITS

COURSE CODE	PRINCIPLES AND METHODS OF INSTRUCTION	L:3	T/P/L: 0	C:3	ECTS:4
EDUC251	**Course Category : FC**				
Course Description	The general purpose of this course is to introduce the basic concepts, theories, strategies, approaches and models related to teaching and learning, and the main topics are: Basic concepts related to teaching principles and methods; teaching and learning principles, models, strategies, methods and techniques; determining goals and objectives in teaching; content selection and organisation in teaching and learning; teaching materials; planning of instruction and instructional plans; theories and approaches to teaching; effective school teaching and learning; success in learning; evaluation of classroom learning; Ethical principles in the education and training process.				
Learning Outcomes	● Become familiar with different models, methods, and techniques of instruction (PO:3,6,7,8) ● Describe and justify the main considerations of designing instructional courses for learners of various levels and profiles (PO:3,5,6,8) ● Identify and categorise various group dynamics and the overall management processes concerning time, space and resources for instructional purposes (PO:1,3,4,6,7,8) ● Justify one's of learning and teaching syle(s) and preferred classroom activities (PO:1,2,3,6,8) ● Planning and delivering a university level presentation about a teaching principle, method, strategy or technique that the Turkish education system in particular values (PO:1,4,6,7) ● Demonstrate a personal way of teaching a chosen concept/theme through a micro teaching/ brief presentation task (PO:1,3,4,5,6,7,8) ● Develop a positive attitude toward establishing a culture of active learning in an inviting classroom atmosphere (PO:1,5,6,8) ● Build one's own capacity for creating a supportive physical and emotional 'space' for one's learners (PO:1,4,5,6,8) ● Sustaining one's curiosity about exploring research and evidence informed teaching methods further in view of continuous professional development (PO:3,7,8)				
Course Books	Thaine, C. (2010). *Teacher Training Essentials: Workshops for Professional Development.* Cambridge: CUP Lemov, D. (2010). *Teach like a champion: 49 Techniques that put students on the path to college.* San Francisco, CA: John-Wiley & Sons.				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.				

SEMESTER IV

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE202	**SECOND LANGUAGE ACQUISITION** **Course Category : AC**	**L:3**	**T/P/L: 0**	**C:3**	**ECTS:6**
Course Description	The content of this course includes a general foundation of first and second language acquisition. The course consists of two sections. The first section describes the theory underlying first language acquisition. The second part deals with comparing and contrasting first language acquisition and second language acquisition and the process of second language acquisition.				
Learning Outcomes	More specifically, on successful completion of this course the students will be able to 1 developed knowledge of the key terms and concepts in first and second language acquisition. (PO2, P04) 2 gained insight into the complexities of first language acquisition, particularly the developmental sequences in first language acquisition and the related theories. (P01, P05, P09) 3 define and discuss individual learner differences in second language acquisition acquisition. (P02, PO3) 5 evaluate the influence of mother tongue and interlanguage using examples. (P02, P04) 6 identify the factors affecting second language learning (e.g., biological, cognitive and social) (P02, P05) 8 play a constructive role during collaborative work in class. (P06) 9 take responsibility as a member of a team to do assignments effectively. (PO7)				
Course Books	Lightbown, P. M., & Spada, N. (2006). How languages are learned (3rd ed.). Oxford: Oxford University Press. Cook, V. (2001). Second language learning and language teaching. Oxford: Oxford University Press. Ellis, R. (2002). Understanding second language acquisition. Oxford: Oxford University Press.				
Measurement and Evaluation	Course evaluation can be done through midterm, final exams and assignments.				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELLT222	ENGLISH LITERATURE Course Category : AC	L:4	T/P/L:0	C:4	ECTS:6
Course Description	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 analyse 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.				
Learning Outcomes	• Define and identify essential literary devices (PO:1,2,5,6) • Identify characteristics of various literary genres(PO:1,2,5,6) Demonstrate knowledge of literary periods, authors and texts written in English(PO:1,3,5,6,7,8) • Interpret metaphorical, symbolic and connotative meaning in literary works(PO:1,3,5,6,7,8) • Analyse text for literary devices, plot structure, characters, themes (PO:1,7,9,10) • Use digital technology in presentations (PO:1,7,9,10) • Respond personally to literary text (PO:1,7,9,10) • Play a constructive role during collaborative work in class • Work independently through assignments • Understand and appreciate culture through literary works				
Course Books	• Course pack comprising various literary works				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes, projects and presentations				

	COURSE TITLE	COURSE CREDITS

COURSE CODE EDUC252	EDUCATIONAL PSYCHOLOGY Course Category : FC	L:3	T/P/L:0	C:3	ECTS:5
Course Description	The general purpose of this course is to recognize the effects of psychology in the field of education, the psychological dimensions of the learner and learning, based on the basic concepts and subjects of psychology. The main topics are: Basic concepts of psychology and educational psychology; research methods in educational psychology; developmental theories, developmental areas and developmental processes; individual differences in development; basic concepts about learning; factors affecting learning; Learning theories within the framework of education and learning processes; motivation in the learning process.				
Learning Outcomes	- Understand the theoretical foundations of how students learn (PO:3,4,6) - Identify the distinguishing characteristics of the stages in each domain of human development (PO:3,4,6) - Exemplify how different variables affect student learning and performance (PO:1,2,4,6,7) - Develop awareness of exceptionality in students' learning(PO:1,2,4,6,7) - Recognize the implications and application of educational psychology theory to modify instruction and communication methods(PO:3,4,5,6,7) - Identify the distinguishing characteristics of the stages in each domain of human development (PO:2,3,5,6,7) - Exemplify how different variables affect student learning and performance (PO:3,4,5,6,7) - Develop awareness of exceptionality in students' learning (PO:2,3,5,6,7) - Recognize the implications and application of educational psychology theory to modify instruction and communication methods(PO:2,6,7,8,9,10)				
Course Books	Bentham, S. (2002). *Psychology and Education*. Routledge Slavin, R. E (2018). *Educational Psychology: Theory and Practice* (12th Ed.). New York, USA: Pearson. Course materials supplied.				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.				

COURSE CODE EDUC254	COURSE TITLE	COURSE CREDITS			
	RESEARCH METHODS IN EDUCATION Course Category : FC	L:3	T/P/L:0	C:3	ECTS:5

Course Description	This course aims to help students understand and internalize research methodolgy steps, stages, rules and regulations, ethical processes and gain required specialties of educational research and all paradigms related to the domain.
Learning Outcomes	- Define basic concepts related to scientific research method (PO:2,5,7) - Express the problem, purpose and importance of scientific research (PO:2,5,7) - Define basic concepts related to statistics (PO:2,5,7,10) - Write statistical hypotheses, explains concepts such as reliability and normality testing(PO:1,2,3,5,6,7,8,10) - know and apply the necessary tests to measure linear relationships (PO:2,3,5,6,7) - know and explain quantitative, qualitative and mixed methods and their purposes (PO:2,5,7)
Course Books	Creswell, J. (2014). Quantitative, qualitative and mixed methods approaches. Sage Publishing.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

SEMESTER V

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE301	TEACHING LANGUAGE SKILLS-I Course Category : AC	L:2	T/P/L:2	C:3	ECTS:6
Course Description	This course familiarises junior ELT students with techniques and stages of teaching listening, speaking, pronunciation and vocabulary. 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. Another dimension of the course is the practice of all the respective skills.				
Learning Outcomes	More specifically, on successful completion of this course the students will: • Describe some of the basic concepts and principles of making a lesson plan, teaching listening and speaking skills and vocabulary(PO1,2) • Discuss the principles and steps in the procedures of making a lesson plan, teaching listening and speaking skills and vocabulary (PO1,2,5,6) • demonstrate familiarity with recent research related to teaching listening and speaking skills and vocabulary (PO1,2,5) • Select, design and practice activities, materials and lesson plans for various stages of teaching listening and speaking skills and vocabulary(PO1,3,5,7,8,10) • Provide feedback to plans and practices related to teaching listening and speaking skills and vocabulary (1,4,5,6) • Integrate digital technologies into classroom practices (PO10) • Play a constructive role during collaborative work in class and work independent through assignments (PO8) • Illustrate the ethics of being a teacher (PO7)				
Course Books	Douglas, B., & Lee, H. (2015). Teaching by principles: an interactive approach to language pedagogy. US: Pearson Education. Philpot,S, Curnic, L. (2013) Academic Skills: Listening, Speaking and Study Skills. Oxford University Press Course Pack				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes, projects and presentations				

	COURSE TITLE	COURSE CREDITS

COURSE CODE	LITERATURE AND LANGUAGE TEACHING	L:2	T/P/L: 2	C:3	ECTS:6
ELTE303	Course Category : AC				

Course Description	This course covers all the terms and concepts related to the analysis of main literary genres - short story , poetry and drama, integration of teaching literature and language and theoretical and practical dimensions of this integration, identification of the distinctive features of short stories, poems and plays, and their analyses as literary texts, samples of these genres from English or American Literature or the ones originally produced in English, and activities on them to be used in language classes.
Learning Outcomes	More specifically, on successful completion of this course the students will: • Provide a definition of literature and distinctive features of literary language(PO1,2) • demonstrate knowledge about different approaches to using literature in language classes: language-based approach, content-based approach and personal enrichment approach(PO1,2,5,6) • select and evaluate literary materials and activities to teach literature (PO1,2,3,6,7,8,10) • develop knowledge and skills of evaluating literary materials to integrate into the language lesson taking into account culture, age, language proficiency and background(PO1,2,3,4,7,8,10) •design and present materials and lessons based on short stories, poem and plays to improve vocabulary, grammar and language skills by using digital technology and different approaches(PO1,3,4,6,7,8,9,10) • Integrate digital technologies into classroom practices(PO7) • Illustrate the understanding of ethics of being a teacher(PO6) • Demonstrate a positive attitude towards professional development(PO6) • Play a constructive role during collaborative work in class(PO8) • Enjoy reading and teaching literature (PO6)
Course Books	Aydınoğlu, N. (2008). Short Story Analysis and Teaching, Lefkoşa: Uluslararası Kıbrıs Üniversitesi Yayınları - Aydınoğlu, N. (2014) "Poetry and Language Teaching" in Literature and Language Teaching, Banu Yüksel, Doğan Yüksel (eds) Pegem Yayınevi - Aydınoğlu, N. (2009) "Teaching Vocabulary Through Poems" English as International Language Journal, Special Edition, Dr. Robertson, Dr. Acar (eds), Lulu, , pp.634-649 Lazar, G. (1993) Literature and Language Teaching. New York: Cambridge Unv. Press Duff, A., Maley, A. (2007) Literature, China: Oxford University Press Collie,J., Slater, S. (1988) Literature in the Language Classroom, New York:Cambridge University Press, Coursepack prepared by the instructor.

Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes, projects and presentations

COURSE CODE	COURSE TITLE	COURSE CREDITS			
EDUC351	INSTRUCTIONAL TECHNOLOGIES Course Category : FC	L:2	T/P/L: 2	C:3	ECTS:5
Course Description	The general purpose of this course is to recognize the effects of informatics and information technologies on the education and learning process and to benefit from them. The main topics are: Information technologies in education; classification of teaching process and teaching technologies; theoretical approaches to instructional technologies; new trends in learning approaches; current literacies; instructional technologies as tools and materials; design of teaching materials; designing thematic teaching materials; Creating a field-specific object repository, teaching material evaluation criteria.				
Learning Outcomes	1. Demonstrate the knowledge and skills about major developments in the field of learning and teaching so as to understand the function of instructional technology in the learning process. (PO:1,2) 2. Explain learning theories that form bases in selecting instructional media and materials for a given context. (PO: 1,5,6,7) 3. Identify different types of novel literacies emerged within teaching & learning in the 21st Century. 3. Prepare and use a wide range of instructional materials for a given context and audience. (PO: 2,3,4,5,6,7,8) 4. Distinguish basic advantages and disadvantages of the main instructional media and materials and evaluate them. (PO: 2,3,4,5,6,9) 5. Create a database for subject matter specific learning objects and exhibit examples of effective preparation and the use of instructional materials in a final project. (PO:6,7,10)				
Course Books	Roblyer M.D. and Hughes J. E. (2018) *Integrating Educational Technology into Teaching: Transforming Learning Across Disciplines* (8th ed.). NewYork: Pearson Smaldino, S., Lowther, D. L., and Russel, J. D. (2012). *Instructional technology and media for learning* (10th ed.). Boston: Pearson.				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations				

SEMESTER VI

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE302	TEACHING LANGUAGE SKILLS-II	L:2	T/P/L: 2	C:3	ECTS:6

	Course Category : AC				
Course Description	This course familiarises 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, process and product writing, and form-focussed instruction.				
Learning Outcomes	More specifically, on successful completion of this course the students will: • Describe some of the basic concepts and principles of teaching reading and writing skills and grammar (PO2) • Demonstrate knowledge of assessment in teaching reading and writing skills and grammar(PO2,4) • Discuss the steps in the procedures of teaching reading and writing skills and grammar(PO',5,6) • demonstrate familiarity with recent research related to teaching reading and writing skills and grammar(PO2,5) • Design and practice activities and materials for various stages of teaching reading and writing skills and grammar(PO1,3,5,7,8,10) • Plan and implement lessons to teach reading and writing skills and grammar (PO1,3,5,7,8,10) • Provide feedback to plans and practices related to teaching reading and writing skills and grammar (PO4,5) • Integrate digital technologies into classroom practices (PO10) • Play a constructive role during collaborative work in class and work independent through assignments (PO8) • Illustrate the ethics of being a teacher (PO7)				
Course Books	Douglas, B., & Lee, H. (2015). Teaching by principles: an interactive approach to language pedagogy. US: Pearson Education. (B & H) Nation, P. (2009). Teaching ESL/EFL reading and writing. New York: Routledge. (N. P) Scrivener, J. (2010) Teaching English Grammar, Macmillan Books for Teachers Coursepack prepared by the instructor.				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes, projects and presentations				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
	TEACHING ENGLISH TO YOUNG LEARNERS	L:2	T/P/L: 2	C:3	ECTS:6
ELTE304	Course Category :AC				
Course Description	The general aim of this course is to help the pre-service teachers gain the necessary competence in primary teaching methodology. For this purpose, first of all, the intellectual and affective development of children will be reviewed, which, in fact, will form a basis for the curriculum design approach. After that, the focus will be on more practical issues such as lesson planning, development of four language skills, student progress assessment as well as classroom management. Naturally, participants will be introduced to various ideas and techniques (such as games, songs, story-telling) that they can use when designing learning activities for their future classrooms.				
Learning Outcomes	● be familiar with the characteristics of young learners,(PO:3,4,6) ● be familiar with learning theories(PO:2) ● Compare young and adult learners(PO:2,3,5,6) ● Comprehend how children learn(PO:2,3,5,6) ● Practice teaching listening, reading, speaking, and writing,skills(PO:1,4,6,7) ● analyse how to teach storytelling, games,(PO:2,3,5,6) ● Use different resources such as the Internet in teaching to Young learners(PO:1,23,5,7,9,10) ● be familiar with the scientific research as to second language learning in the classroom.(PO:1,23,5,7,9,10)				
Course Books	Brewster, J., Ellis, G. & Girard, D. (2002) The Primary English Teacher's Guide. Pearson Scott, W. A. & Ytreberg L. H. (2004) Teaching English to Children. Pearson				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes, projects and presentations				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
	SPECIAL TEACHING METHODS	L:3	T/P/L: 0	C:3	ECTS:5
ELTE306	Course Category :AC				

Course Description	The general purpose of the special teaching methods course is to provide students with the necessary knowledge, skills and values to use them in the activities in the program by introducing the basic concepts, strategies, methods, tools, materials and techniques specific to a certain field, based on the general principles and methods related to teaching. The main issues within the framework are: Examination and evaluation process of the field-specific education program, educational environments and teaching materials; in special teaching methods: project approach, multiple intelligence theory, effective learning, problem-solving based learning, collaborative learning etc. Planning and implementing the activities in the program according to the approaches.
Learning Outcomes	This course aims to provide students with the necessary background and skills: ● in using general teaching strategies for prospective teachers in choosing and utilising macro teaching methods, materials, and techniques employed in classroom settings. (PO:2,4,5,7,9,) ● in using appropriate evaluation techniques according to the teaching method applied in learning environment create and trial ICT based learning resources that are relevant to the changing needs of classroom teachers and schools (1,2,3,5,7,6,9,10) ● Enhance their developing professional expertise by adopting a reflective and critical perspective on the practical uses of in education (PO:3,5,7,8,10)
Course Books	Borich, G.D. and Angelica Blanchette, A. (2021*). Effective Teaching Methods: Research-Based Practice. Pearson.* Westwood, P. (2021). *Commonsense Methods for Children with Special Educational Needs* (8th Edition). Routledge.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

COURSE CODE	COURSE TITLE	COURSE CREDITS			
EDUC352	**CLASSROOM MANAGEMENT** **Course Category : FC**	**L:3**	**T/P/L: 0**	**C:3**	**ECTS:4**
Course Description	The general purpose of this course is to get to know various aspects of the classroom as an education and learning environment, and the main topics are: Basic concepts of classroom management; physical, social and psychological dimensions of the classroom; classroom rules and discipline in the classroom; Major models of classroom management; management of student behaviour in the classroom; the process of communication and interaction in the classroom; student motivation in the classroom; time management in the classroom; the teacher as an instructional leader in the classroom; management of teacher and parent meetings; creating a positive classroom and learning climate; Case studies on classroom management according to school levels.				

Learning Outcomes	- Understand various theoretical aspects of classroom management (PO:2) - Understand the terminology relating to the field(PO:2,3,4,5,6,7) - Understand the ideas of key people involved in the field(PO:2,3,4,5,6,7) - Have considered their own perspectives on the various theories presented - Understand how these theories relate to teachers(PO:2,3,4,5,6,7,8) - Have considered options for dealing with the issues raised in their own classrooms(PO:1,3,5,7,9)
Course Books	Cruickshank, D., Jenkins, D., & Metcalf, K. (2011). *The Act of Teaching.* McGraw-Hıll Lisin, M. (2015). *Six classroom tips for new teachers*
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

COURSE CODE SOWO100	COURSE TITLE **COMMUNITY SERVICE PRACTICES** **Course Category : FC**	COURSE CREDITS			
		L: 2	**T/P/L:0**	**C: 2**	**ECTS: 3**
Course Description	The aim of this course is to help ELT students to develop their 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 organisations; participating in scientific events such as panels, conferences, congresses, symposiums as attendees, speakers or organisers; assessing the results of social responsibility projects.				
Learning Outcomes	- More specifically, on successful completion of this course the students will gain integrate knowledge and concepts from Social Systems and Behavioral Systems "An exploration of the nature and role of volunteerism from the philosophical, personal, social, political, and community perspectives" "the value base for working with people, skills that relate to working with individuals and organisations, dealing with expectations, keeping the perspective of volunteerism" - Experience of participation in community service activities " integrate the ways in which the community shapes individuals and, in turn, how individuals shape the community and its institutions" "experiential activities that will promote the mastery and integration of the - essential tools for effective service learning"				

Course Books	Coles, R. (1993). The call of service. New York: Houghton Mifflin Company.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as presentations.

SEMESTER VII

COURSE CODE ELTE401	COURSE TITLE **TEACHING PRACTICE-I** **Course Category AC:**	COURSE CREDITS			
		L:2	**T/P/L: 6**	**C:5**	**ECTS:10**
Course Description	This course consists of code of conduct, the use classroom language, observing a typical day of a teacher and a student, the way the teacher organises his/her lesson, the stages of a lesson, how the teacher uses teaching methods and techniques, what types of activities the teacher utilises, how the teacher manages the class, the way the teacher finishes the lesson and his/her method of evaluation of student performance; use of textbooks and preparation of materials; analysing the organisational structure of a school, how the principal conducts his/her duty, and relationships within the school organisation.				
Learning Outcomes	- Demonstrate the knowledge of various tasks and responsibilities of teachers and students; (PO:1,2,5,6,7) - Make a list of the facilities at practicum schools and explain how to use them; PO:1,5,6,8,10) - Make observations at schools and write reports on them; (PO:1,2,3,4,5,6,7,8, 10) - Discuss, compare and assess lesson plans, various methods and techniques used in the lessons and prepare similar lesson one; (PO:1,2,3,5.6,7,8,10) - Discuss solutions to the discipline problems observed at practicum schools; (PO:1,5,6) - Examine the textbooks, worksheets and other educational materials used at schools and use them; (PO:1,2,5,6,8,10) - Provide feedback to students; (PO:1,4,5,6,10) - Communicate both fluently and accurately in the classroom settings; (PO:1) - Integrate digital technologies into classroom practices. (PO:10) "Develop the ethics, attitude, behaviour, competence and confidence of an effective teacher." (PO:1,2,3,4,5,6,7,8,9)				

Course Books	Hughes, G. S. (1982) *A handbook of classroom English*.Oxford University
	Final International University School Experience Handbook prepared by the Department Textbooks and materials used at Practice Schools
	Coursepack prepared by the instructor.
Measurement and Evaluation	Teaching practice is evaluated as successful or unsuccessful based on the evaluation scale of the practicum teacher and the responsible faculty member.

COURSE CODE EDUC451	COURSE TITLE	COURSE CREDITS			
	MEASUREMENT AND EVALUATION IN EDUCATION **Course Category : FC**	**L:3**	**T/P/L: 0**	**C:3**	**ECTS:4**
Course Description	The general purpose of this course is to learn the scope and use of measurement and evaluation processes and tools in education and the main topics are: The place and importance of measurement and evaluation in education; basic concepts related to measurement and evaluation; psychometric (validity, reliability, usefulness) properties of measurement tools; developing measurement tools to be used in the classroom; developing and administering achievement tests; interpreting test results and providing feedback; analysis of test and item scores; evaluation and grading.				
Learning Outcomes	- Explain basic concepts in measurement and evaluation (PO:2,4) - Discuss validity, reliability, usability (PO:2,4,7) - Explain test development process and analysing result (PO:2,4,7) - Compare and contrast different assessment types (PO:2,4,7) - Create assessment tasks using different items types (PO:2,4,7) - Analyse results by determining item and task effectiveness (PO:2,4,7) - Use digital technology in presentations (PO:4,7) - Play a constructive role during collaborative work in class (PO:4,7)				
Course Books	Linn, L. Robert and Miller, M. David (2009). *Measurement and Assessment in Teaching* (9th Edition). New Jersey: Pearson Education Mehrens, W. A., & Lehman, I. J. (1991). *Measurement and evaluation in education and psychology*(4th ed.). Wadsworth/Thomson Learning				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
EDUC453	SPECIAL EDUCATION AND INCLUSIVENESS **Course Category : FC**	**L:2**	**T/P/L: 0**	**C:2**	**ECTS:3**
Course Description	Within the scope of this course; Basic concepts of special education and inclusion, aims and benefits of inclusion, applications of inclusion in Turkey and other countries, special education and inclusion types and models, preparation process for inclusion, factors that make inclusion successful, planning of instruction in inclusion applications, individualised education program (IEP).), adaptations related to the inclusion environment, teaching methods and development, behaviour management in inclusion applications, the development of social interaction among children in inclusion applications, the role of the teacher in inclusion education, inclusion practices and problems in Turkey, case discussion on inclusion practices are included.				
Learning Outcomes	- Knows the basic concepts related to special education and inclusion. - Learn about the goals and benefits of special education and inclusion - Comprehends the integration practices in Turkey and other countries. - Special education and inclusion types and models know how to manage the integration preparation process. - Applies the factors that make special education and inclusion successful. - It makes the planning of teaching in special education and inclusion applications. - The individualised education program (IEP) makes adaptations to the inclusion environment, teaching methods and development. - Knows the role of teacher in special education and inclusion education, behaviour management in special education and inclusion Deceptions, development of social interaction between children in inclusion deceptions, special education and inclusion deceptions.				
Course Books	Şahbaz, Ü. (2020). Special education and Socialization, Anı Yayıncılık: Ankara Cavkaytar, A. ve Tekin-Ersan, D. (2020). Special education and Socialization, Eğitin Kitap: Ankara.				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.				

Semester VIII

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE402	TEACHING PRACTICE-II **Course Category AC:**	**L:2**	**T/P/L: 6**	**C:5**	**ECTS:10**

Course Description	Preparing prospective teachers for practice teaching and real classroom situations in schools; planning, observation, and teaching practice throughout one semester covering either one whole day a week or two half days every week; 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.
Learning Outcomes	- demonstrate the knowledge and ability of using various techniques to teach English; (PO:1, 2, 8, 10) - communicate both fluently and accurately in the classroom setting; (PO:1) - design lesson plans appropriate to the level and age of students; (PO:3, 7, 8) - apply lesson plans in real classroom settings; (PO:1, 3, 4, 5, 6,8,9,10) - use all kinds of methods, techniques, materials and digital technology in teaching practice; (PO:3, 5, 8,9,10) - assess student work and give feedback; (PO:1, 4, 5) - assume full responsibility of a teacher for limited class hours; (PO:1,3,4,5,6,8,9, 10) - develop the attitude, behaviour, competence and confidence of an effective teacher; (PO:3,4,5,6,7,8,9,10) - illustrate the understanding of ethics of being a teacher; (PO:7,8) - Demonstrate a positive attitude towards professional development. (PO:5,6,7,9)
Course Books	Hughes, G. S. (1982) A Handbook of Classroom English, London: Oxford University Noémi, K. Games in Teaching English as a Foreign Language: New Methods in Language Learning, Blackwell Publishers Ltd Coursepack prepared by the instructor.
Measurement and Evaluation	Teaching practice is evaluated as successful or unsuccessful based on the evaluation scale of the practicum teacher and the responsible faculty member.

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE404	TEST DESIGN IN ENGLISH LANGUAGE TEACHING	L:1	T/P/L: 2	C:2	ECTS:3

	Course Category : AC				
Course Description	Types of test and measurement methods used for different age groups and language levels in teaching language skills; principles for measuring and evaluating language skills; types of questions used in measuring reading, writing, listening, speaking, vocabulary and grammar; exam preparation techniques and evaluation criteria; preparation of various question samples and exam evaluation studies.				
Learning Outcomes	The aim of this course is to help students gain knowledge and experience in preparing and evaluating ELT tests. • Describe some of the basic concepts and principles of testing in ELT (PO2) • Demonstrate knowledge of assessment in testing in ELT (PO2, PO4) • Describe key aspects in testing and test development (PO2) • Design language tests (PO1, PO3, PO7) • Explain and use major domains in language testing (P02, PO3) • Develop questions/test items in ELT for various purposes (PO3, PO7) • Integrate digital technologies into testing in ELT (PO10) • Develop critical thinking and reflection skills on testing in ELT (PO8) • Work independently through assignments (PO8) • Engage in collaborative work and discussion on testing in ELT (PO6) • Show awareness and integrate CEFR framework for ELT testing and evaluation criteria (PO9) • Demonstrate a positive attitude towards professional development (PO6, PO8)				
Course Books	Resource Websites include: IELTS; British Council; TOEFL; Cambridge Testing; CEFR Hughes, A., & Hughes, J. (2020). Testing for Language Teachers (3rd ed., Cambridge Professional Learning). Cambridge: Cambridge University Press. doi:10.1017/9781009024723 Winke, P., & Brunfaut, T. (Eds.). (2021). The Routledge handbook of second language acquisition and language testing. New York, NY: Routledge.				
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments				

	COURSE TITLE	COURSE CREDITS

COURSE CODE EDCT 402	Counselling at School Course Category : GC	L:2	T/P/L: 0	C:2	ECTS:3
Course Description	The course focuses on guidance and psychological counselling (GPC) services in education; Basic concepts; student personal services, the role of psychological guidance and counselling in student personal services; principles of counselling, types of psychological guidance and counselling, services, techniques, organisation and personnel, new developments in the field; techniques for the student appraisal, counsellor-teacher collaboration, the counselling roles of teachers.				
Learning Outcomes	• understand the relationship between teaching and counselling profession (PO2) • Describe a comprehensive school counselling program (PO2) • Understand the process of helping (PO2) • Distinguish the different group procedures used by school counsellors (PO2) • Understand the role of teachers in school counselling (PO5) • Discuss the mental health problems of adolescence (PO5) • Develop skills of helping (PO10) • Develop conflict management skills (PO2) • Implement guidance activities in class to teach life skills (PO2) • Integrate digital technologies into classroom practices (PO10) * Play a constructive role during collaborative work in class (PO8) * Demonstrate a positive attitude towards professional development (PO6) * Acknowledge academic integrity (PO4, PO10)				
Course Books	* Kottler, J. A. & Kottler, E. (2007). Counseling skills for teachers (2nd Ed.). Corwin Press. * Schmidt, J. J. (2008). Counselling in schools (5th Ed.). Pearson. * Doğan, S. (2000). The historical development of counselling in Turkey. International Journal for the Advancement of Counseling. 22, 57-67. *Thompson, R, A. (2012). Professional School Counseling:Best practices for working in the schools (3rd Ed.). Taylor & Francis.				
Measurement and Evaluation	Midterm, Final, Assignments, and microteaching				

FACULTY ELECTIVE COURSES

COURSE CODE	COURSE TITLE	COURSE CREDITS			
	MICRO TEACHING	**L:3**	**T/P/L: 0**	**C: 3**	**ECTS: 4**
EDUC378	**Course Category : FE**				
Course Description	Basic concepts and principles about effective instruction and learning; teachers' professional competencies, attitudes, roles and behaviours; making a lesson plan; the scope, advantages and limitations of micro teaching method; preparing active learning activities suitable for the topic; practices of instruction in the class; evaluation of the lesson via tapes; development of the prepared activities and instructions.				
Learning Outcomes	More specifically, on successful completion of this course the students will be able to 1 realise the required variables for an effective instruction. (1,2,3) 2 describe some of the basic concepts and principles of making a lesson plan, teaching skill in micro-teaching. (1,2,3) 4 make an effective lesson plan. (1,2,3,6,7) 5 organise the variables which provide effectiveness during the micro-teaching. (1,2,3,7,10) 6 reflect the information acquired in the evaluation of micro-teaching to his/her future implementations. (1,2,3,6,10) 7 actively participates in the evaluation process of micro-teaching. (2.8) 8 is aware of the contribution of micro-teaching to his/her professional life. (1,2,3,6) 9 enjoy participating in micro-teaching. (6)				
Course Books	Westwood, P. (2008). What teachers need to know about teaching methods . Victoria, AU: ACER. Jackson, R. R. (2011). How to plan rigorous instruction: Mastering the principles of great teaching . Washington, DC: Mindsteps. Kumaravadivelu, B. (2003). Beyond methods: Macrostrategies for language teaching. New Haven, Connecticut: Yale University Press. Lecture's Notes				
Measurement and Evaluation	Course evaluation can be done through midterm, final exams, and presentations.				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
	TURKISH EDUCATION AND SCHOOL ADMINISTRATION	**L:3**	**T/P/L: 0**	**C: 3**	**ECTS: 4**
EDUC362	**Course Category : FE**				
Course Description	The Turkish education system and school administration course has the quality of conveying the Turkish education system's legal foundations and organisational structure to the student. In outline, it will cover the objectives and basic principles of the Turkish education system, legal regulations related to education, the structure of the Turkish				

	education system, management theories and processes, school organisation and management, personnel working in school administration, and student and teaching activities.
Learning Outcomes	More specifically, on successful completion of this course the students will be able to
	have a knowledge of fundamental concepts and terms of educational management theories, and about school administration issues, and motivation of students (PO2, PO4, PO5)
	describe the administrative and legislative framework of the Turkish education system. (PO2, PO4)
	identify different types of management theories and leadership styles. (PO2, PO4, PO7)
	show they are able to transfer the understanding of the critical review approaches into the teaching process. (PO3, PO4)
	develop critical thinking skills within the scope of discussions on education systems. (P02, PO8, PO9)
	analyse educational institutions and the education system in Turkey. (PO4, PO5)
	take responsibility as a member of a team to do assignments effectively. (PO7)
	critically evaluate which management methods to choose based on the needs of a school. (PO4, P07, PO8)
	play a constructive role during collaborative work in the class. (PO6)
Course Books	Eurydice https://eacea.ec.europa.eu/national-policies/eurydice/content/turkey_en
	Lecture Notes
Measurement and Evaluation	Course evaluation can be done through midterm, final exams, and projects.

COURSE CODE	COURSE TITLE	COURSE CREDITS			
EDCT021	**SUSTAINABLE DEVELOPMENT IN EDUCATION** **Course Category : AE**	**L:2**	**T/P/L: 0**	**C:2**	**ECTS:3**

Course Description	Sustainable development is an important topic in society and school. The present course will present students with a broad introduction to this topic and develop their competence in teaching sustainable development in a suitable way for pupils on different levels. Sustainable development has a beginning in the consideration of life on earth including humans and in how humans can conduct society in such a way that future generations also will be able to meet their needs. This topic is a wide one, where environmental, social and economic interests and insights meet and challenge each other. The course aims at giving the students the opportunities to develop reflected views on sustainable development and that they on the basis of this are able to conceive and carry out teaching in these topics in ways that engage pupils and develop their action competence.
Learning Outcomes	● Understand the theoretical foundations of sustainable development in education (PO:2,3,5,6,7) ● State the interconnections between environmental, social and economic issues necessary for achieving sustainable development (PO:2,3,5,6,7) ● Have knowledge on the biological and environmental basis for sustainable development (PO:2,3,5,6,7) ● Have insight into how political and societal issues play into the possibilities for a sustainable development (PO:2,3,5,6,7) ● Differentiate the sources for sustainable development(PO:2,3,5,6,7) Evaluate legal regulations related to sustainable development in education (PO:2,3,5,6,7) ● Compare sustainable development applications in education (PO:2,3,5,6,7) Have a proper understanding of the interdisciplinary subject "education for sustainable development" in the education curricula (PO:2,3,5,6,7) ● Recognise the implications and application of sustainable development in education nationwide and international based(PO:2,3,5,6,7)
Course Books	Filho, L. W. (2011). (Ed.). World trends in education for sustainable development. Peter Lang.
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments

COURSE CODE	COURSE TITLE	COURSE CREDITS			
EDCT004	EDUCATION LAW Course Category : AE	L:2	T/P/L:0	C:2	ECTS:3
Course Description	In this course, students will learn about basic concepts of educational law They will be equipped with the knowledge of legal foundations schools. Examines general principles of statutory and case law and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public and private school officials.				
Learning Outcomes	- State the major contributions of law on education and its administration (PO:2,3,5,6,7) - Express the concepts and terms related to education law - Identify the distinguishing characteristics of the law, order and sanctions - Internalise the law and order power to distribute equality in education - Evaluate legal regulations related to education - Compare international educational laws - Develop awareness of effect of law and regulations on education - Recognise the implications and application of educational law nationwide and international based				
Course Books	Cobb, J. J. (1981). An introduction to educational law for administrators and teachers. Springfield. Ill.				
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
EDUC361	COMPARATIVE EDUCATION Course Category :	L:3	T/P/L:0	C:3	ECTS:4

Course Description	This course explores educational goals, policies and practices around the world through a comparative lens. The field of Comparative Education is built on the foundation that comparisons of education policies and practices across states and countries can help think critically about other systems. Comparative Education by presenting its historical roots, its development as an academic field, and some of the key debates facing comparativists today. In mapping the changes in comparative education as a field, the course will highlight theoretical and epistemic shifts over time and the changes in thought. It builds on global authors and approaches, it will offer a variety of perspectives from different traditions in knowledge and practice.
Learning Outcomes	- Express the historical development of comparative education, and the first theorists (PO:1,2,6) - Differentiate between various theoretical approaches of comparative education (PO:1,2,6) - Discuss the differences between modern approaches of comparative education and their major methodologies (PO:1,2,6) - Describe the variables and their effects that create an identity crisis in comparative education (PO:1,2,5,6) - Effectively present the specialties of specific countries' education systems and their leading components (PO:1,2,5,6, 9,10) - improve one's analytical thinking and writing skills through verbal and written assignments, as well as the knowledge of various countries' education systems by analytical comparisons (PO:1,2,5,6,8,9,10) - Create an understanding of the structure of education systems through realistic analysis that would develop positive attitudes toward the countries' culture and education systems under examination (PO:1,2,5,9,10) - Learn how to reach relevant data by cross-questioning the variables found through web based research (PO:1,2,5,9,10)
Course Books	R. Cowen & A. M. Kazamias (Eds.) (2009), International handbook of comparative education. New York: Springer. Manzon, M. (2011). Comparative education: The construction of a field. London: Springer.
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments

COURSE CODE	COURSE TITLE	COURSE CREDITS			
GCED012	**Professional English** **Course Category : FE**	**L:**	**T/P/L:**	**C:**	**ECTS:**
Course Description	Basic English reading-writing-listening skills; basic concepts and stages of child development; basic concepts related to primary education and secondary education; basic concepts of educational sciences; examples of dialogue between student-parent-teacher; listening and understanding academic texts (eg, YouTube, TeacherTube, TEDx, etc.); professional development; writing a CV.				
Learning Outcomes	More specifically, on successful completion of this course the students will be able to • explain terms used in language learning (PO1, PO2) • explain terms used in language teaching (PO1, PO2) • discuss some articles about teaching (PO1, PO2, PO5) • describe some basic concepts related to professional development (PO1, PO2) • design activities about basic terminology (PO1, PO3, PO8) • prepare materials to review terms (PO1, PO2, PO8) • develop skills necessary for professional development (PO5, PO6) • integrate digital technologies into classroom practices (PO10) • learn independently through assigned readings (PO8) • develop a positive attitude towards professional development (PO8)				
Course Books	Selected chapters from the following books • Crystal, D. (2008). A Dictionary of Linguistics and Phonetics, (6th Ed), Blackwell Publishing. • Tribble, C. (Ed.) (2012). Managing Change in English Language Teaching: Lessons from Experience. British Council.				
Measurement and Evaluation	Evaluation will be done through mid-term, final, presentations and attendance and in-class activities.				

COURSE CODE GCED007	COURSE TITLE Education for Human Rights and Democracy Course Category : FE	COURSE CREDITS			
		L: 2	**T/P/L:** 0	**C:** 2	**ECTS:** 3
Course Description	This course offers a broad overview of human rights from historical, legal, and political angles. The introduction examines the historical context of human rights and its development. The following section discusses human rights' role in the globe and how the human rights movement built a set of international commitments. The last section focuses on the nexus between human rights and education.				
Learning Outcomes	More specifically, on successful completion of this course the students will be able to 1 identify the main features of the concept of human rights. (PO2, PO4) 2 gained knowledge about what compensates for international human rights and where do people obtain it. (PO2, PO4) 3 recognize the theories and models in the international human rights literature. (PO2, PO4) 4 understand the complex relationships among human rights and education. (PO2, PO4, PO7) 5 develop the ability of the theories and models in the international human rights literature. (PO1, PO5, PO8, PO9) 6 develop critical thinking skills within the scope of discussions on universal rights. (PO2, PO8, PO9) 7 examine democratic citizenship and human rights education at various levels of schooling. (PO4, PO5) 8 analyse issues of provision, enforcement, and multiple meanings with regards to the right to education and human rights education. (PO4, PO5, PO7) 9 take responsibility as a member of a team to do assignments effectively. (PO7) 10 play a constructive role during collaborative work in class. (PO8)				
Course Books	Clapham, A. (2007). Human rights. Oxford: Oxford University Press. Bajaj, M. (2011). Human rights education: Ideology, location, and approaches. Human Rights Quarterly. 481-508.				
Measurement and Evaluation	Midterm and Final exam, Quizzes, Classwork/Homework assignments				

AREA ELECTIVE COURSES

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE360	**PRAGMATICS AND LANGUAGE TEACHING** **Course Category : AE**	**L:3**	**T/P/L: 0**	**C:3**	**ECTS:5**
Course Description	In most ELT courses, students learn about linguistic forms devoid from context, including phonetics, phonology, morphology, and grammar, while this course is devoted to pragmatic functions and the teaching of these functions to EFL students. Pragmatics deals with the contextualised use of language, which is far more important than linguistic forms per se (by themselves). Therefore, it is essential for ELT students not only to be familiar with and know how to make effective use of pragmatic functions in communication, but also they should be able to teach these pragmatic and communicative functions to their students when they start their career as language teachers.				
Learning Outcomes	- Be able to develop in-depth knowledge about fundamental issues of Pragmatics; - be familiar with different uses of pragmatics in various contexts; - Be able to develop awareness about the significant role pragmatic research plays in the teaching and learning of foreign languages; - Be able to develop the ability to follow pragmatic literature easily; - Be familiar with Speech Acts Theory and its Implications for SLA; - Know the implications and applications of Implicatures, reference, Inference, and presuppositions; - Be familiar with Intercultural Pragmatic Transfer; - To apply the knowledge gained in this course to teaching career.				
Course Books	Yule, G. (2010). The study of language. Chapter 10. Cambridge. CUP. Kasper, G. and Rose, K. (2003).*Pragmatic Development in a Second Language.* UK: Wiley.				
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE351	**TRANSLATION** **Course Category : AE**	**L:3**	**T/P/L: 0**	**C:3**	**ECTS:5**

Course Description	The purpose of the course is to introduce fundamental concepts such as translation, interpretation, simultaneous vs sequential translation, etc. in translation. Basic knowledge, skills and techniques required for translating, linguistic resources such as vocabulary, structures and style within a Turkish-English foreign language cultural and social context will be taught. Students will also familiarise with the aspects of translation such as content, structure, appropriate terms and localization, translation of educational, medical, technical, and legal texts and translation of newspaper articles.
Learning Outcomes	- be familiar with the fundamentals of translation - discriminate between different genre and use appropriate structure and vocabulary - make error analysis and critical evaluation of the appropriateness of the various translations of the same text - evaluate the style, word selection, - know the role and importance of translation in language learning and teaching and cultural aspects of translation. - be familiar with and use linguistic resources such as vocabulary, structures and style within a Turkish-English and (vise versa) foreign language cultural and social context - translate a variety of different genre of authentic English texts into Turkish - translate a variety of different genre of authentic English texts into English
Course Books	The Map, Williams, J. & A. Chesterman. 2002..: St Jerome, UK & Northampton MA Publishing. Translation in Systems. Descriptive and Systemic Approaches Explained, Hermans, Theo. 1999. . Manchester: St Jerome. Descriptive Translation Studies and Beyond, Toury, Gideon. 1995.. Amsterdam and Philadelphia: Benjamins. -Translating as a Purposeful Activity. Functionalist Approaches Explained, .Nord, Christiane. 1997. Manchester: St Jerome
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments

COURSE CODE ELTE359	COURSE TITLE LANGUAGE, CULTURE and SOCIETY Course Category : AE	COURSE CREDITS			
		L:3	T/P/L: 0	C: 3	ECTS: 5
Course Description	This course offers an introduction to the study of the relationship between language and society. It will cover topics such as: language variation according to class, ethnicity, and gender; language interaction and issues of identity and ideology; language policy and linguistic rights.				

Learning Outcomes	More specifically, on successful completion of this course the students will be able to
	1 Identify key sociolinguistic theory and concepts for explaining how our language varies in social contexts. (PO1, PO2, PO4, PO5)
	2 have a clear idea about the relationship between language and such constructs as social class, ethnic group, sex, context, and social interaction. (PO1, PO2, PO4, PO5)
	3 consider issues related to language use and social context, with particular attention to language attitudes. (PO1, PO2, PO4, PO5)
	4 demonstrate an understanding of the social dimension of language and knowledge of the main levels of linguistic analysis. (PO2, PO4, PO7)
	5 develop a greater awareness of the relationships between language and social context, and how these relationships are signalled through language. (P01, PO2, PO3, PO4)
	6 demonstrate critical thinking skills with regards to sociolinguistic theory and language use in society. (PO2, PO8, PO9)
	7 apply the knowledge acquired throughout the course to real world examples and to their own personal experiences as language users. (P02, PO4, PO6, PO7, PO8, PO9)
	8 carry out small scale/action research on the issues concerning language-society relationship. (PO1, P02, PO4, PO6, PO9)
	9 practise their communication of complex ideas and present their work in a clear and engaging way. (PO2, PO8, PO9)
	10 take responsibility as a member of a team to do assignments effectively. (PO4, PO7, PO8)
	11 play a constructive role during collaborative work in the class. (PO8)
Course Books	Trudgill, P. (2000). Sociolinguistics: An introduction to language and society (4th ed.). London: Penguin Books.
	Romaine, S. (2000). Language in society: An introduction to sociolinguistics. Oxford: Oxford University Press.
Measurement and Evaluation	Midterm Exam - In-class activities- Group activities - Project - Final Exam .

COURSE CODE	COURSE TITLE	COURSE CREDITS			
	DRAMA: ANALYSIS AND TEACHING	L:	T/P/L:	C:	ECTS:
ELTE368		3	0	3	5

	Course Category : AE				
Course Description	The "Drama in English Language Teaching" course is designed to explore the integration of drama techniques and activities into English language teaching practices. Through a combination of theoretical discussions, practical workshops, and hands-on activities, students will learn how to use drama as a powerful tool for enhancing language learning and teaching. The course will cover a range of topics, including the role of drama in language acquisition, the use of drama techniques to develop language skills, and the design and implementation of drama-based lesson plans. Students will also have the opportunity to develop their own drama-based teaching materials and activities, and to reflect on their experiences as both learners and teachers of English through drama. By the end of the course, students will have gained a deeper understanding of the potential of drama in English language teaching and will be equipped with practical strategies for incorporating drama into their own teaching practice.				
Learning Outcomes	- Understand and use drama techniques in language teaching (PO1, PO2) - Know cultural elements in drama that may affect applications of English language teaching. (PO9) - Evaluate the role of learners' language skills on language learning. (PO5,PO9) - Use information technologies effectively in both planning, teaching and learning process considering the features of teaching-learning process, learners, developmental stages, individual differences, and subject area. (PO91, PO10) - Prepare appropriate educational environments for maximum learning considering learners' individual, social, and cultural differences, particular interests and needs, and develop appropriate learning materials for effective teaching- learning process.(PO7,PO9) - Pursue the developments of learners by means of different kinds of assessment and evaluation methods and techniques. (PO5,PO9) - Play a constructive role during collaborative work in class. (PO3,PO4,PO8) - Take responsibilities as an individual and a team member to solve unforeseen problems of the applications in English language teaching, and develop his/her occupational knowledge and skills continually. (PO1, PO2, PO6, PO7, PO8, P10) - Develop a positive attitude towards contexts, plays, scripts, performance pieces, where English is taught through analysing studies. (PO6)				
Course Books	Examples from different sources/Lectures' notes & PPP				
Measurement and Evaluation	Midterm Exam - In-class activities- Group activities - Project - PPP - Final Exam				

COURSE CODE	COURSE TITLE:	COURSE CREDITS			
ELTE370	**Evaluation of Classroom Learning** **Course Category : AE**	**L:3**	**T/P/L: 0**	**C:3**	**ECTS:5**
Course Description	Measurement tools used in education and their properties; tools based on traditional approaches: written exams, short answer exams, true-false type tests, multiple choice tests, paired tests, oral examinations; tools for multidimensional profiling of students: observation, interview, performance evaluation, student product file, research papers, research projects, peer evaluation, self evaluation, attitude scales; factors to be taken into account in assessing student achievement; evaluation of learning outcomes and grading.					
Learning Outcomes	More specifically, on successful completion of this course the students will be able to describe terms related to evaluation of classroom learning (PO1, P02, PO5, PO6) tell the difference between testing and assessment (P01, PO2, PO5) tell the difference between testing and teaching (P01, PO2, PO5) describe different evaluation types (P01, PO2) design tests for language skills (reading, writing, speaking, listening) (PO1, P03, PO8) design tests for grammar (P01, P02, PO8) design tests for vocabulary (P01, P02, PO8) prepare and deliver presentations on evaluation of classroom learning (PO8, PO10) manage and monitor their own learning through the ongoing work and completion of their assignments (PO8) demonstrate a positive attitude towards collaborative learning through participation in pair- and group work (PO8)					
Course Books	Hughes, A. (2003). Testing for Language Teachers. Cambridge University Press.					
Measurement and Evaluation	The assessment is done through midterm and final exams, attendance and class participation, presentations					

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTP403	**Course Content Development in ELT** **Course Category : AE**	**L:3**	**T/P/L: 0**	**C:3**	**ECTS:5**
Course Description	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 course books in relation to the use of the English textbook in the ELT classroom environment, current ELT methods for content and material design.				
Learning Outcomes	More specifically, on successful completion of this course the students will describe the theories and principles of course content and materials design in English teaching (PO1, PO2) evaluate English Language Textbooks and materials (PO1, PO2, PO5, PO6) describe the relation between methodology, ideology and textbook writer (PO1, PO2, PO5, PO6) identify the formats for the selection of the course content and materials (PO1, PO2, PO5, PO6) adapt and develop ELT materials (PO1, PO2, PO5, PO6) evaluate textbooks and materials (PO1, PO2, PO5, PO6) use digital technologies to prepare appropriate materials by considering learners' age groups, needs and contexts. (PO1, PO2, PO5, PO6, PO10) prepare and deliver presentations on course content development issues. (PO1, PO2, PO3, PO6) manage and monitor their own learning through the ongoing work and completion of their assignments (PO8) demonstrate a positive attitude towards collaborative learning through participation in pair- and group work. (PO8)				

Course Books	Selected chapters from the following books Mishan, F., & Timmis, I. (2015). Materials development for TESOL. Edinburgh University Press. Tomlinson, B. (Ed.). (2011). Materials Development in Language Teaching. Cambridge University Press. Altıner, S. & Dikilitaş, K. (Eds.) (2021). Materials Design in ELT. Eğiten Kitap.
Measurement and Evaluation	Mid-term, final exam, project, attendance and in-class activities.

UNIVERSITY ELECTIVE COURSES

COURSE CODE FREN101	COURSE TITLE FRENCH 1 Course Category :	COURSE CREDITS			
		L:3	T/P/L: 0	C:3	ECTS: 5
Course Description	This course is the first part of French A1 level as specified in the Common European Framework of Reference for Languages (CEFR). It is designed to help students improve their basic reading, writing, listening and speaking skills. The course focuses on everyday communication through the use of basic vocabulary and grammar patterns. Students are offered basic reading texts and basic conversations in French; and oral communication includes daily topics such as introducing themselves, asking and answering questions about personal details, introducing their families, talking about their hobbies, preferences, simple locations and colours. In addition, it is aimed to encourage students to write short texts by producing correct sentences in terms of grammar				
Learning Outcomes	- Si les cours se déroulent normalement, les étudiants seront capables de se présenter et présenter quelqu'un, faire connaissance avec quelqu'un, demander des nouvelles d'une personne, chercher un(e) correspondant(e), décrire et localiser des objets, identifier quelqu'un et faire des achats. - Ils développeront dans une nouvelle langue, des compétences en compréhension écrite, en compréhension orale, en expression orale et écrite. - Ils développeront leur culture générale, leurs compétences d'apprendre une langue et une culture étrangère, leurs compétences de travailler en groupe et individuellement. Ils apprendront de cette façon à se respecter et respecter les autres quand ils parleront en classe.				
Course Books	Le Nouveau Taxi 1 Méthode de Français et Le Nouveau Taxi 1 Cahier d'exercices – Guy Capelle et Robert Menanad – Hachette Français Langue Etrangère				
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
FREN102	FRENCH 2 Course Category :	L:3	T/P/L:0	C:3	ECTS: 5

Course Description	On apprendra aux étudiants comment demander leur chemin, indiquer une direction et indiquer un moyen de transport. Ils situeront un lieu sur une carte et donneront un conseil. Ils demanderont et donneront l'heure. Ils indiqueront une date et ils apprendront les formules de politesse. Ils demanderont la profession de quelqu'un et ils apprendront à se situer dans le temps. Ils s'informent sur une activité habituelle et ils parleront de leurs activités quotidiennes. Ils apprendront les quantités et ils écriront des listes pour faire des courses. Ils pourront rédiger une recette de cuisine.
Learning Outcomes	- Si les cours se déroulent normalement, les étudiants seront capables de demander leur chemin, indiquer une direction et indiquer un moyen de transport. Ils situeront un lieu sur une carte et donneront un conseil. Ils demanderont et donneront l'heure. Ils indiqueront une date et ils apprendront les formules de politesse. Ils demanderont la profession de quelqu'un et ils apprendront à se situer dans le temps. Ils s'informent sur une activité habituelle et ils parleront de leurs activités quotidiennes. Ils apprendront les quantités et ils écriront des listes pour faire des courses. Ils pourront rédiger une recette de cuisine. - Ils développeront dans une nouvelle langue, des compétences en compréhension écrite, en compréhension orale et en expression orale et écrite. - Ils développeront leur culture générale, leurs compétences d'apprendre une langue et une culture étrangère, leurs compétences de travailler en groupe et individuellement. Ils apprendront de cette façon à se respecter et respecter les autres quand ils parleront en classe.
Course Books	Le Nouveau Taxi 1 Méthode de Français et Le Nouveau Taxi 1 Cahier d'exercices – Guy Capelle et Robert Menanad – Hachette Français Langue Etrangère
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments

COURSE CODE	COURSE TITLE	COURSE CREDITS			
FREN 103	FRENCH 3 Course Category :	L:3	T/P/L:0	C:3	ECTS: 5

Course Description	L'accent sera mis sur le passé composé. Les étudiants relateront les événements au passé. Ils exprimeront leur opinion sur un sujet. Ils pourront interroger sur le moment et la durée. Ils comprendront un texte écrit tout aussi bien que les dialogues. Ils pourront demander, donner et refuser une permission. Ils exprimeront des interdictions. Ils pourront dire la possibilité, le savoir-faire, la volonté. Ils exprimeront l'obligation. Ils pourront conseiller quelqu'un. Ils pourront faire des propositions. Ils pourront organiser une réunion ou une soirée.
Learning Outcomes	Si les cours se déroulent normalement, les étudiants seront capable de relater des événements au passé, - exprimer leur opinion - interroger sur le moment et la durée - demander, donner et refuser une permission - exprimer des interdictions - exprimer la possibilité, le savoir-faire, la volonté - exprimer l'obligation - conseiller quelqu'un - faire des propositions - organiser une réunion ou une soirée
Course Books	Le Nouveau Taxi 1 Méthode de Français et Le Nouveau Taxi 1 Cahier d'exercices – Guy Capelle et Robert Menanad – Hachette Français Langue Etrangère Ludo et Néféli Niveau 1/ Vocabulaire Illustré Hachette /La petite Grammaire des enfants 1 et 2 Roboly / Je pratique exercices de grammaire A1 Didier /Exerçons-nous Grammaire Niveau débutant Hachette / Grammaire entrainez-vous Exercices 1 Niveau débutant CLE international / Vocabulaire pour adolescents CLE international / Vocabulaire progressif du français CLE international /Exercices grammaire en contexte niveau débutant Hachette.
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments

COURSE CODE	COURSE TITLE	COURSE CREDITS			
FREN 104	FRANSIZCA iV Mesleki Fransizca Course Category :	L:	T/P/L:	C:	ECTS:

Course Description	Les cours seront donnés pour satisfaire les besoins des étudiants qui étudient l'Art Culinaire. Ils communiqueront dans un café ou un restaurant. Ils feront les courses. Ils seront capables de lire et traduire une recette en turc et vice-versa.
Learning Outcomes	Si les cours se déroulent normalement, les étudiants seront capable de : a) demander et exprimer des besoins b) s'informer sur des habitudes c) indiquer des quantités d) parler de ses habitudes alimentaires e) faire une liste de courses f) faire des courses dans un supermarché ou dans une épicerie g) passer la commande dans un café ou restaurant h) apprendre les noms des légumes et des fruits saisonniers i) traduire des recettes du français en turc. j) traduire des recettes du turc en français.
Course Books	Le Nouveau Taxi 1 Méthode de Français et Le Nouveau Taxi 1 Cahier d'exercices – Guy Capelle et Robert Menanad – Hachette Français Langue Etrangère Vocabulaire progressif du français CLE international et les documents téléchargés par l'enseignant sur LMS.
Measurement and Evaluation	Midterm and Final exam, Presentation, Term assignment, Classwork/Homework assignments

COURSE CODE	COURSE TITLE	COURSE CREDITS			
HESC111	**HEALTH AND NUTRITION** **Course Category : UE**	**L:3**	**T/P/L:0**	**C:3**	**ECTS:4**

Course Description	This module provides the building blocks of a basic understanding of the science of nutrition. Students learn the basic definitions, concepts and terms as well as food groups and their relation with nutrients. Mainly, the course will emphasise the information on the structure, properties, classification, functions, sources, daily intake recommendations, and excessive intake of macronutrients (carbohydrates, proteins, lipids), micronutrients (vitamins, minerals) and water. The students will understand the relationship between the nutrient and the diseases and know the importance of nutrition in health. In addition, the digestion and absorption processes of macro- and micronutrients are taught. Furthermore, students will be introduced to the concepts of energy intake and energy expenditure.
Learning Outcomes	More specifically, on successful completion of this course the students will:

• Understand the importance of macronutrients, micronutrients and water in nutrition science.

• Learn information about macro- and micronutrients and related foods and food groups.

• Learn the relationship between the nutrients and nutritionally related diseases.

• Learn the relationship between the nutrients and health status.

•Introduce the concept of energy and energy calculations.

• Learn the basic aspects of macro-, micronutrients and water in terms of nutrition

• Learn food sources, deficiency disorders and excessive intake problems, functions of macro-, micronutrients and water. |
| **Course Books** | Advanced Nutrition and Human Metabolism, (2020), Eighth Edition, Edited by: Sareen S. Gropper, Jack L. Smith, and Timothy P. Carr. Cengage Learning, Boston, USA. ISBN: 978-0-357-44981 3.

Essentials of Human Nutrition, (2012), Fourth Edition, Edited by: Jim Mann and A. Stewart Truswell. Oxford University Press, New York, USA. ISBN 978-0-19-956634-1   Krause and Mahan's Food & The Nutrition Care Process, (2021), Fifteenth Edition, |

	Edited by: Janice L Raymond, Kelly Morrow. Elsevier, Missouri, USA. ISBN: 978-0-323-63655-1
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as a presentation.

COURSE CODE ANEG365	COURSE TITLE SOCIOLOGY OF SPORTS	COURSE CREDITS			
	Course Category : AC	L:3	T/P/L:0	C:3	ECTS:5
Course Description	This course provides information on the application of sociological approaches to the phenomenon of sports. It covers topics such as determining the place and function of sports activities within society, examining the relationships between the phenomenon of sports and other social institutions, and identifying the images created by sports across different groups and categories. Additionally, the course delves into how sports influence and are influenced by cultural, economic, and political factors, offering a comprehensive understanding of the multifaceted role sports play in shaping societal norms and values. It also explores the impact of sports on issues like identity, socialization, and community cohesion.				

Learning Outcomes	Students who successfully completed our Sociology of Sports course will be able to:
	· Provide a general definition of sports sociology.
	· Make a general definition of sociology.
	· Examine the relationships between sociology and its subfields.
	· Understand social group events and social relationships.
	· Define social classes and social status,social classes, social culture.
	· Make definitions regarding women and sports, as well as children and sports.
	· Estblish a relationship between the concepts of sociology and sports.
	· Define the concepts of sports and sociology.
	· Know the historical development process of sports sociology.
	· Explain the events and patterns related to the sports lives and traditions of societies.
Course Books	Wenner, L.A. (2023) *The Oxford Handbook of Sport and Society*. New York, NY: Oxford University Press.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes, projects and presentations

COURSE CODE ANEG370	COURSE TITLE MEDIA AND SPORTS	COURSE CREDITS

	Course Category : AC	L:3	T/P/L:0	C:3	ECTS:5

Course Description	This course provides information on recognizing the ability of creativity in the field of sports management and being able to utilize this ability in the field. In addition, it improves the awareness and skills of media management in sports for students in various sports branches-at different proficiency levels. The course also focuses on the impact of media in ther sports industry. Our course also provides convenience in the application of skills in all sports fields, organizations, management fields, and enables the training of individuals who will contribute to the field.
Learning Outcomes	Students who successfully completed our MEDIA IN SPORTS course will be able to: · Explain basic concepts related to media. · Discuss the topics that constitute mass communication. · Analyze case studies related to media. · Evaluate the impact of media on sports.
Course Books	Flew, T. 2008, New Media: An Introduction, Oxford University Press, Melbourne.Geray, H. (2002). İletişim ve Teknoloji: Uluslararası Birikim Düzeninde Yeni Medya Politikaları. Ankara: Ütopya.Manovich, L. (2001). The Language of New Media. MIT Press: Cambridge, Mass.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes, projects and presentations

COURSE CODE	COURSE TITLE	COURSE CREDITS			
HESC109	FIRST AID				
	Course Category : UE	L:3	T/P/L:0	C:3	ECTS:4

Course Description	**This course provides essential knowledge and practical skills needed to perform basic first aid in various emergency situations. It aims to prepare students to respond effectively and confidently to accidents and medical emergencies, ensuring the safety and well-being of individuals in need of immediate care.**
Learning Outcomes	**By the end of the course, students will be able to:** 1. **Understand the fundamental principles of first aid.** 2. **Assess and manage various emergency situations.** 3. **Perform CPR and use an Automated External Defibrillator (AED).** 4. **Administer first aid for common injuries and conditions (e.g., bleeding, burns, fractures).** 5. **Recognize and respond to medical emergencies such as heart attacks, strokes, and choking.** 6. **Develop a personal first aid kit and understand its contents.** 7. **Maintain personal safety and the safety of others during emergency situations.**
Course Books	**"First Aid Manual" by the British Red Cross, St John Ambulance, and St Andrew's First Aid** **"First Aid, CPR, and AED Advanced" by American Academy of Orthopaedic Surgeons (AAOS)** **"First Aid for the USMLE Step 1" by Tao Le and Vikas Bhushan**
Measurement and Evaluation	**Course evaluation can be done through midterm and final exams.**

COURSE CODE	COURSE TITLE	COURSE CREDITS			
OHSA330	OCCUPATIONAL HEALTH AND SAFETY **Course Category : UE**	**L:3**	**T/P/L:0**	**C:3**	**ECTS:4**

Course Description	This course aims to enable students to determine the causes of work accidents and occupational diseases, to determine safety measures in the workplace by acquiring knowledge and skills for protection from work accidents and occupational diseases, to learn about occupational health and safety legislation and to evaluate them with practices in the workplace. This course covers the basic concepts and historical development concepts about occupational health and safety; the duties, powers and responsibilities of the occupational physician and occupational safety specialist in the workplace; risk, danger, primary, secondary, tertiary protection concepts; physical, chemical, biological and psychosocial risks; It includes occupational health and safety legislation at workplaces and practices in the workplace.

Learning Outcomes	**Based on the overall objective, students are expected to achieve the following learning outcomes at the end of the course:** **1. Will be able to explain the general principles of occupational health and safety** **2. to determine safety measures in the workplace by acquiring knowledge and skills for protection from work accidents and occupational diseases** **3. to learn about occupational health and safety legislation and to evaluate them with practices in the workplace** **4. Students will be able to recognize and describe common occupational diseases, including their causes, symptoms, and preventive measures.** **5. Students will gain knowledge of diseases that are exacerbated by work conditions and understand the factors that contribute to their development.** **6. Students will learn to identify biological hazards in the workplace and evaluate their potential impact on worker health.** **7. Students will be able to identify and assess chemical hazards, understand routes of exposure, and implement appropriate control measures.** **8. Students will gain the skills to design, implement, and evaluate comprehensive workplace safety and health programs, including training and education initiatives.** **9. Students will become familiar with key occupational health and safety regulations and standards, and understand the roles and responsibilities of employers and employees in ensuring a safe work environment.**

Course Books	"Fundamentals of Occupational Safety and Health" by Mark A. Friend and James P. Kohn
	"Occupational Safety and Health for Technologists, Engineers, and Managers" by David L. Goetsch
	"Safety and Health for Engineers" by Roger L. Brauer
	"Principles of Occupational Health and Hygiene: An Introduction" edited by Sue Reed, Dino Pisaniello, Geza Benke, and Sheryl A. Milnes
	"Occupational Health and Safety Management: A Practical Approach" by Charles D. Reese
	"Introduction to Occupational Health in Public Health Practice" by Bernard J. Healey and Kenneth T. Walker
	"Handbook of Occupational Safety and Health" edited by Louis J. DiBerardinis
	"Occupational and Environmental Health: Recognizing and Preventing Disease and Injury" edited by Barry S. Levy, David H. Wegman, Sherry L. Baron, and Rosemary K. Sokas
	"Ergonomics: Foundational Principles, Applications, and Technologies" by Pamela McCauley-Bush
	"The Psychology of Workplace Safety" edited by Julian Barling and Michael R. Frone
Measurement and Evaluation	Course evaluation can be done through midterm and final exams.

| COURSE CODE

ANEG372	COURSE TITLE	COURSE CREDITS

	ORGANIZATION AND MANAGEMENT IN SPORTS ADMINISTRATION Course Category : AC	L:3	T/P/L:0	C:3	ECTS:5
Course Description	The aim of this course is to familiarize students with basic terms related to management and organization, to demonstrate the roles and responsibilities of stakeholders within sports management, to provide an understanding of the structure of sports organization and administration in Turkey and TRNC, and to analyze various areas of the sports industry. Additionally, the course seeks to equip students with the knowledge necessary to navigate the complexities of sports governance, to understand the interrelationships among different entities within the sports sector, and to explore how sports policies are formulated and implemented. Students will also learn about the historical evolution of sports organizations in Turkey and TRNC, and examine case studies to better comprehend the practical applications of management theories in the field of sports.				
Learning Outcomes	Students who successfully completed our Organization and Management in Sports Administration course will be able to: · Improve the ability to follow developments related to sports organization and the specific branch, as well as communication skills · Enhance the ability to view and develop perspectives on sports events from a managerial dimension · Increase the readiness level for interacting with other individuals and institutions encountered in the professional field · Recognize official institutions that will be worked with in the teaching profession and becomes informed about the sports organization from the highest authority to the lowest level · Gain knowledge about sports clubs, club managers, and other personnel and equipment · Examine the organization, structure, and regulations of sports management · Study the regulations of sports management; · Defines the provincial directorates of youth and sports and sports clubs; · Plan, manage, and operate sports facilities: analyze sponsorship, coach ethics, employment, and the legal foundations and regulations that enable the execution of sports activities.				

Course Books	Elma, C. ve Demir, K. (2003) Yönetimde Çağdaş Yaklaşımlar Uygulamalar ve Sorunlar, 2. Baskı, Ankara. Anı Yayıncılık. CANMAN D. (2000) İnsan Kaynakları Yönetimi, 1. Baskı, Ankara: Yargı Yayınevi COVEY S. R. (2004) Etkili İnsanların Yedi Alışkanlığı, (Çev: Deniztekin O. ve Deniztekin F. N.), Varlık Yayınları, 28. Baskı, İstanbul. ÇAM S. (2002) Öğrenen Organizasyon ve Rekabet Üstünlüğü.: Papatya Yayıncılık, İstanbul.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes, projects and presentations

COURSE CODE	COURSE TITLE	COURSE CREDITS			
SOCI320	Women and Society	L:	T/P/L:	C:	ECTS:
	Course Category : UE	3	3	3	5
Course Description	Women and Society offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The course is an interdisciplinary program aimed at addressing the impact of gender on the world and the inequalities that shape it. Also, this course introduces current debates in the interdisciplinary field of women's studies. Throughout the semester, historical and contemporary feminist concerns will be examined, mainly local and global issues. To objectives achieved by critical analysis and discussions on themes of gendered performance and power in a range of social spheres, such as education, law, culture, work, media, politics, medicine and the family. This course is modular. Every module is assigned to a theme such as education, work, law, media, politics, and culture etc.				
Learning Outcomes	More specifically, on successful completion of this course the students will

1 get a sense of the historical and current debates in the field of women's and gender studies. (P01, PO2)

2 become familiar with these studies, language, theories, and methods of critical analysis. (P01, PO2)

3 define and apply basic terms and concepts central to this field. (P01, PO2) | | | | |

| | 4 analyse some of the ways feminism interacts with and helps bring about social change. (P01, PO2, P04)

5 understand how work, family, and community affect women's status and position in society. (P03, PO4, PO6)

6 integrate life experiences into the theoretical and analytical frameworks studied and discussed in class. (P03, PO4, PO6) |
|---|---|
| **Course Books** | No specific textbook. The materials (lecture notes and additional reading materials) can be reached on FIU LMS. |
| **Measurement and Evaluation** | Course evaluation can be done through midterm and final exams, as well as a quiz and presentation. |

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ARCH281	BASICS OF PHOTOGRAPHY Course Category : UE	L:3	T/P/L:0	C:3	ECTS:4
Course Description	The course aims to provide a brief introduction to the history, principles, and art of photography. The contemporary world is populated by images, and the art of photography is no longer exclusive to those with access to specialized equipment; it is now a part of everyday life. Accordingly, the course offers an introduction to the art of photography in five parts. First, the course covers the history of photography and its development over the past two centuries. Second, it provides technical information about lighting and camera functions, such as apertures, shutter speed, ISO, depth of field, lenses, and filters. Third, the course covers the basics of lighting and composition, exploring fundamental composition principles and exposures to create visually appealing pictures. Fourth, the course explores different types of photography, including product, portrait, landscape, commercial, and journalism. Fifth, it examines the potential and possibilities of mobile photography. Additionally, the course offers a brief introduction to photo editing tools such as Adobe Lightroom. The course includes weekly photography homework assignments designed to integrate the course material into practice.				
Learning Outcomes	More specifically, on successful completion of this course the students will: • Have a general understanding of the history and art of photography (PO 9). • Know different photography equipment and their practical implementation (PO 9,10). • Be aware of the basic principles of composition and lighting (PO10).				

	• Have a general understanding of different types of photography and their applications (PO10).
	• Be able to generate visually pleasing pictures that implement the aforementioned composition and lighting principles (PO10).
	• Be able to use basic functions of Adobe Lightroom an Photoshop (PO10).
Course Books	Freeman, M. (2017). The Photographer's Eye Digitally Remastered 10th Anniversary Edition: Composition and Design for Better Digital Photos. Routledge.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as assignments, projects and presentations.

COURSE CODE	COURSE TITLE	COURSE CREDITS			
GRAD282	**INTRODUCTION TO GRAPHIC DESIGN** **Course Category : UE**	L:3	T/P/L:0	C:3	ECTS:4
Course Description	The course covers the basic principles of graphic composition and design. Within the framework of the course, students will learn how to use fundamental design principles to create visually appealing graphics, posters, logos, and booklets. With the ever-increasing advent of visual media in professional practice, it is essential for students to acquire basic graphic design skills. This course provides a platform for students from all disciplines to develop engaging and appealing illustrations that can be highly beneficial for their future careers. Specifically, the course may be particularly appealing to students of software engineering, education, business, and psychology. Additionally, the course will cover the basics of Adobe Photoshop as a design tool for digital graphic communication.				
Learning Outcomes	More specifically, on successful completion of this course the students will: • Have a general knowledge of basic design principles such as Gestalt (PO 9, 10). •Have a general understanding of color theory (PO 10). •Be able to implement the aforementioned design principles into an actual graphic design project (PO 9,10). •Be able to use Photoshop software to edit and create engaging posters, logos, and booklets (PO10). •Be aware of the preparation of the printing press process (PO10).				
Course Books	Bowers, J. (2012). Introduction to graphic design methodologies and processes: understanding theory and application. John Wiley & Sons.				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as assignments, projects and presentations.				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
EDUC374	EXTRA-CURRICULAR ACTIVITIES Course Category : FE	L:3	T/P/L:0	C:3	ECTS:5
Course Description	The aim of this course is to support learning in the formal program as well as to develop the individual, social, emotional and survival skills of the students outside the formal program. It covers formal curriculum and extra-curricular activities in education; implicit program concerned; common and affective learning areas and hidden curriculum; school as a place of work; school performances as extra-curricular activities; school as a social and artistic place; exhibition of value-education; extra-curriculum events such as memorial, celebration and/or graduation events.				
Learning Outcomes	More specifically, on successful completion of this course the students will be able to: • Describe some of the basic concepts and principles of extracurriculum activities • Discuss the principles and steps in the procedures of extracurriculum activities • Demonstrate familiarity with recent research related to extracurricular activities • Select, design and practice activities, materials and lesson plans for various stages of extracurricular activities • Provide feedback to plans and practices related to extracurricular activities • Integrate digital technologies into out-of-class practices • Play a constructive role during presentations in class and work independently during planning the assignments • Illustrate the ethics and values of being a teacher • Demonstrate a positive attitude towards professional development				
Course Books	Harriman, H. (2007). The Outdoor Classroom: A Place to Learn. Klass, M. (2022). They don't teach this at school: Esential Knowledge to Tackle Everyday Challenges. Porter, H. (2018). Educating Outside: Curriculum linked Outdoor Learning Ideas for Primary teachers. Robertson, J. (2014). Dirty Teaching: A Beginner's Guide to Learning Outdoors. Sheman, S. (2022). The Muddle Puddle Teacher: A Playful Way to Create an Outdoor Early Years Curriculum. Featherstone. Wattchow, B. And Brown. M. (2011). A Pedagogy of Place: Outdoor Education for a Changing World.				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.				

COURSE CODE	COURSE TITLE	COURSE CREDITS			
ELTE356	PROFESSIONAL DEVELOPMENT Course Category : AE	L:3	T/P/L:0	C:3	ECTS:5

Course Description	The course will equip students to identify their own abilities, values and interests to match these with the knowledge, skills andby employers of graduates. The development of competence is closely tied with learning from real life experiences. Therefore the course will support development of reflective practice within a context of external engagement experiences. The external engagement for this course can take a form of work experience, volunteering, study abroad or desk based consultancy. Student will be invited to use the concepts of career planning and professional development and relate them to what they are experiencing outside the classroom in order to be better prepared to plan and manage their career. The topics of the course include awareness of career opportunities using your postgraduate qualification; producing CVs, making applications, undertaking interviews, examining the selection process and presentation skills. Furthermore, the course would look at core competences needed for professional development, such as teamwork, leadership, innovation, conflict management, negotiation and intercultural competence. Reflection on key competences, specific abilities needed for certain jobs and learning from external experiences would all be discussed in the context of the student's own career plans and assist them in making informed decisions and planning for the future.
Learning Outcomes	* have the basic terminology in relation to career planning process and integrated concepts * have a knowledge on how to do self-assessment through using methods and their personal qualities * have the knowledge on how to set smart goals * explore the world of work using career data * have the deep knowledge on job market realities * discuss the private enterprise system in terms of career opportunities * have the deep understanding on the corporate work environment * develop their job search tools; explore resume contents and design sample resumes * discover job search strategies using proper techniques * analyze network search strategies through networks, infosearch and network partners * define theory career objective and write down their career objective statement * prepare for and manage their interviews * design a cover letter * discover possible communication channels with potential employers
Course Books	Powell, R., C. (2013). Career planning strategies (5th Edition); Kendall: Hunt Publishing Company.
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes and presentations.

COURSE CODE PSYC254	COURSE TITLE STRESS AND STRESS MANAGEMENT	COURSE CREDITS			
		L:3	T/P/L:3	C:3	ECTS:6
Course Description	Stress Management is a study of psychological and physiological management. Students practice several techniques of coping with stress including problem solving, relaxation, personal and stress management approaches are emphasized.				
Learning Outcomes	More specifically, on successful completion of this course the students will: • Be able to analyse information that promotes the development of a plan for life-long stress management • Analyse attitudes toward allocating time management. • Recognize and evaluate personal stressors and how the stress impacts wellbeing. • Identify and integrate selected stress management strategies that positively affect the quality. • Analyse various stress management skills that can be used to achieve and maintain well-being. • Be able to create a plan to better management yourself. • Be able to apply effective environmental and physical relaxation technique. • Acquire simple stress management tips. • Be aware of different self and stress management techniques and strategies. • Be able to incorporate healthy behaviours in life.				
Course Book	Michael Olpin and Margie Hesson (2021). Stress Management for Life_ A Research-Based Experiential Approach, 5th Edition-Cengage ISBN-10: 0357363965 /ISBN-13: 978-0357363966				
Measurement and Evaluation	Course evaluation can be done through midterm and final exams, as well as reports, assignments, quizzes, projects and presentations.				