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| ***ÇAĞ UNIVERSITY***  ***FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course Title** | | | | | | | | | | | | **Credit** | | | | | | **ECTS** | | |
| **FLG 401** | | | | German VII | | | | | | | | | | | | 3 (3-0-0) | | | | | | **3** | | |
| **Prerequisites** | | | | | | | | **FLG101/FLG102/FLG201/FLG202/FLG301/FLG302** | | | | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | | | German | | | | **Mode of Delivery** | | | | | | **Face to face** | | | | | | |
| **Type and Level of Course** | | | | | | | | **Elective/4.Year Fall Semester / EQF Level 6** | | | | | | | | | | | | | | | | |
| **Lecturers** | | | | | **Name(s)** | | | | | | Lecture Hours | | | | | | Office Hours | | | | **Contacts** | | | |
| **Course Coordinator** | | | | | Instructor Selda Sekendur | | | | | | Th. 10.15-12.20 | | | | | | Mon 12.30-13.00 | | | | [seldasekendur@cag.edu.tr](mailto:seldasekendur@cag.edu.tr) | | | |
| **Course Objective** | | | | | The primary aim of this level is to acquire a comprehensive German. At the same time the aim is to help students develop themselves in this field so that students can paraphrase the same topic and it helps them make their own sentences and express what they want to mean exactly. | | | | | | | | | | | | | | | | | | | |
| **Learning Outcomes of the Course** | |  | Students who have completed the course successfully should be able to | | | | | | | | | | | | | | | | | **Relationship** | | | | |
| Prog. Output | | | | **Net Effect** |
| 1 | categorize the main points of clear standard speech on familiar matters | | | | | | | | | | | | | | | | | 1 | | | | **5** |
| 2 | describe phrases in a simple way in order to describe experiences and events | | | | | | | | | | | | | | | | | 1 | | | | **5** |
| 3 | recognize texts that consist mainly of high frequency everyday or job-related language | | | | | | | | | | | | | | | | | 1 | | | | **5** |
| 4 | recognize the descriptions of events, feelings and wishes in personal letters | | | | | | | | | | | | | | | | | 1 | | | | **5** |
| 5 | rewrite simple personal letters describing experiences and impressions | | | | | | | | | | | | | | | | | 1 | | | | **5** |
| **Course Description:** This course is a second foreign language for young adult learners of second grade. In this course, students are encouraged to express themselves in German in a motivating classroom environment. In such a learning environment, it is intended to maximize student involvement and learning by letting students use their own experiences and opinions. The most significance about the course is that it brings the real life situations into the classroom setting in order to prepare them for experiencing the usage of German. This course presets essential German vocabulary, authentic reading texts, dialogues to improve students’ reading and listening skills | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Contents:( Weekly Lecture Plan )** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Weeks** | **Topics** | | | | | | | | | | | | **Preparation** | | | | | | **Teaching Methods** | | | | | |
| 1 | Wiederholung  Einführung in das neue Kapitel | | | | | | | | | | | | Arbeitsblätter | | | | | | **plenary conversation, group activities, speaking, reading** | | | | | |
| 2 | Sprachhandlungen: ein Gespräch am Fahrkatenschalten führen/ über Freizeitangebote sprechen | | | | | | | | | | | | Kapitel 5  Was machen Sie beruflich?  LB.s. 52 | | | | | | **group activities, reading, writing** | | | | | |
| 3 | Grammatik Adjektive nach dem unbestimmten Artikel | | | | | | | | | | | | LB s. 54 | | | | | | **group activities, reading** | | | | | |
| 4 | Sprachhandlungen: Berufswünsche äußern/ einen Traumberuf vorstellen  Grammatik: das Verb werden | | | | | | | | | | | | LB s. 55 | | | | | | **individual & group activities, reading, writing** | | | | | |
| 5 | Wiederholung von Adjektivdeklination mit bestimmten und unbestimmten Artikeln | | | | | | | | | | | | Zusatzmaterialien | | | | | | **group activities, reading, writing,**  **speaking** | | | | | |
| 6 | Quiz | | | | | | | | | | | | Test | | | | | | **individual & group activities, reading, writing, listening, speaking** | | | | | |
| 7 | Sprachhandlungen: über Vor- und Nachteile von Verkehrsmitteln sprechen  Wortschatz: öffentlicher Verkehr | | | | | | | | | | | | Kapitel 6  Ganz schön mobil  LB.s. 60-61 | | | | | | **individual & group activities** | | | | | |
| 8 | Sprachhandlungen: Informationen erfragen  Grammatik: Nebensatz: Indirekte Fragesätze (W-Fragen) | | | | | | | | | | | | LB s. 62 | | | | | | **plenary conversation, group activities, listening, reading,**  **speaking** | | | | | |
| 9 | Sprachhandlungen: Unsicherheit und Nichtwissen ausdrücken  Grammatik: Nebensatz: Indirekte Fragesätze (Ja-/Nein- Fragen mit ob) | | | | | | | | | | | | LB s. 63 | | | | | | **group activities,**  **reading, writing** | | | | | |
| 10 | Sprachhandlungen: eine Wegbeschreibung verstehen und geben; Zeitungsartikel verstehen; die eigene Meinung sagen  Grammatik: lokale Präpositionen an…vorbei, durch…  WS: Rund ums Autofahren  Aussprache: Schwierige Wörter | | | | | | | | | | | | LB s. 64-65 | | | | | | **plenary conversation, group activities, reading, writing** | | | | | |
| 11 | Sprachhandlungen: Begeisterung, Hoffnung Enttäuschung ausdrücken | | | | | | | | | | | | Kapitel 8  Sportlich& sportlich | | | | | | **individual & group activities, reading, writing, listening** | | | | | |
| 12 | Wortschatz: Extreme Sportarten/Fans | | | | | | | | | | | | LB. S. 16-17 | | | | | | **plenary conversation, group activities, reading, writing,** | | | | | |
| 13 | Sprachhandlungen: Fan Kommentare verstehen  Grammatik: Sätze verbinden mit „deshalb, trotzdem und obwohl | | | | | | | | | | | | LB s. 18-19 | | | | | | **individual & group activities, reading, listening, speaking** | | | | | |
| 14 | Grammatik: Übungen mit „deshalb, trotzdem und obwohl | | | | | | | | | | | | Zusatzmaterialien | | | | | | **Individual & group activities** | | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Textbook** | | | | | | **Netzwerk A2.1 (Langenscheidt) ISBN** 978-3-12-606142-1 | | | | | | | | | | | | | | | | | | |
| **Related links** | | | | | | <http://xportal.klett-sprachen.de/netzwerka1/>.  [**http://xportal.klett-sprachen.de/netzwerka2/**](http://xportal.klett-sprachen.de/netzwerka2/) | | | | | | | | | | | | | | | | | | |
| **Course Notes** | | | | | |  | | | | | | | | | | | | | | | | | | |
| **Recommended Reading** | | | | | | İf available: german newspapers & magazines | | | | | | | | | | | | | | | | | | |
| **Material Sharing** | | | | | | Worksheets (one per unit) | | | | | | | | | | | | | | | | | | |
| **ASSESSMENT METHODS** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | **Number** | | | **Effect** | | | | **Notes** | | | | | | | | | | |
| **Midterm Exam** | | | | | | | **1** | | | **40%** | | | |  | | | | | | | | | | |
| ***Effect of The Activities*** | | | | | | |  | | | **40%** | | | |  | | | | | | | | | | |
| ***Effect of The Final Exam*** | | | | | | | **1** | | | **60%** | | | |  | | | | | | | | | | |
| **ECTS TABLE** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Contents** | | | | | | | | | **Number** | | | | | | **Hours** | | | | | | | | **Total** | |
| **Hours in Classroom** | | | | | | | | | **14** | | | | | | **3** | | | | | | | | **42** | |
| **Hours out Classroom** | | | | | | | | | **14** | | | | | | **3** | | | | | | | | **42** | |
| **Midterm Exam** | | | | | | | | | **1** | | | | | | **5** | | | | | | | | **5** | |
| **Final Exam** | | | | | | | | | **1** | | | | | | **11** | | | | | | | | **11** | |
| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | | | | | | | | | | | | | | | **100** | |
| **100/30=3,3** | |
| **3** | |
| **RECENT PERFORMANCE** | | | | | | | | | | | | | | | | | | | | | | | | |
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