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| ÇAĞ UNIVERSITY ***HIGHER VOCATIONAL SCHOOL***  ***FOREIGN TRADE*** | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course title** | | | | | | | | | **Credit** | | | | **ECTS** | | |
| ENG 207 | | | | Professional English I | | | | | | | | | 3 (3-0-3) | | | | **06** | | |
| **Prerequisite Courses** | | | | | | | | None | | | | | | | | | | | |
| **Language of Instruction** | | | | | | | | English | | **Mode of Delivery** | | | | Face to face | | | | | |
| **Type and Level of Course** | | | | | | | | Compulsory / Second Year / Fall Semester | | | | | | | | | | | |
| **Lecturers** | | | | | **Title & Name Surname** | | | | | **Lecture Hours** | | | **Office Hours** | | | | **Contact** | | |
| **Course Coordinator** | | | | | Lecturer Deniz Özonur | | | | |  | | |  | | | | **denizozonur@cag.edu.tr** | | |
| **Course Objectives** | | | | | This course aims to provide students with essential skills in grammar, reading, listening, writing, speaking, vocabulary. They will confidently use basic grammar structures, comprehend simple texts, understand everyday spoken English, write short descriptions and messages, engage in basic conversations, expand their vocabulary, and appreciate cultural differences within English-speaking contexts. Through guided practice and exercises, students will enhance their language proficiency. | | | | | | | | | | | | | | |
| **Lesson Learning**  **Outputs** | |  | By the end of the course, students will be able to: | | | | | | | | | | | | | **Relationships** | | | |
| **Prog. Outputs** | | **Net Contribution** | |
| 1 | Understand everyday spoken English, including basic conversations and instructions. | | | | | | | | | | | | | 5,6 | |  | |
| 2 | Write a paragraph or short essay-form  documents with correct grammar and  vocabulary using Professional English. | | | | | | | | | | | | | 5,6 | |  | |
| 3 | Engage in basic conversations, express personal opinions, and ask questions using appropriate language. | | | | | | | | | | | | | 5,6 | |  | |
| 4 | Expand their vocabulary related to daily activities, common objects, and personal interests. | | | | | | | | | | | | | 5,6 | |  | |
| 5 | Appreciate and respect cultural differences within English-speaking contexts. | | | | | | | | | | | | | 5,6 | |  | |
|  | | 6 | Improve their overall language proficiency and readiness for further English language learning. | | | | | | | | | | | | | 5,6 | |  | |
| **Course Description:** This course is designed for students at the A1 level to develop fundamental English language skills. The course focuses on essential aspects of grammar, reading, listening, and writing as outlined in the A1 level coursebook. Through structured lessons and interactive activities, students will enhance their ability to understand basic grammar rules, comprehend simple texts, listen to and comprehend spoken English, and communicate effectively in writing. Emphasis will be placed on building vocabulary and improving communication skills through activities and tasks. Teaching process will be supported by the projects considering professional English and online assignments given in advanced. | | | | | | | | | | | | | | | | | | | |
| **Course Contents (Weekly Lecture Plan)** | | | | | | | | | | | | | | | | | | | |
| **Week** | **Subject** | | | | | | | | | | **Preparation** | | | | **Learning Activities and Teaching Methods** | | | | |
| 1 | Introduction / Course Requirements | | | | | | | | | | None | | | | Explanation, question-answer | | | | |
| 2 | Who are you? | | | | | | | | | | Textbook Unit 1 | | | | Lecture, discussion, and practice | | | | |
| 3 | Who are you? | | | | | | | | | | Textbook Unit 1 | | | | Lecture, discussion, and practice | | | | |
| 4 | Work / Life Balance | | | | | | | | | | Textbook Unit 2 | | | | Lecture, discussion, and practice | | | | |
| 5 | Work / Life Balance | | | | | | | | | | Textbook Unit 2  Writing Assignment 1 | | | | Lecture, discussion, and practice | | | | |
| 6 | Fun and Games | | | | | | | | | | Textbook Unit 3 | | | | Lecture, discussion, and practice | | | | |
| 7 | Fun and Games | | | | | | | | | | Textbook Unit 3 | | | | Lecture, discussion, and practice | | | | |
| 8 |  | | | | | | | | | | Mid-Term Exam | | | |  | | | | |
| 9 | That is Life! | | | | | | | | | | Textbook Unit 4 | | | | Lecture, discussion, and practice | | | | |
| 10 | That is Life! | | | | | | | | | | Textbook Unit 4 | | | | Lecture, discussion, and practice | | | | |
| 11 | Finding Your Way | | | | | | | | | | Textbook Unit 5 Writing Assignment 2 | | | | Lecture, discussion, and practice | | | | |
| 12 | Finding Your Way | | | | | | | | | | Textbook Unit 5 | | | | Lecture, discussion, and practice | | | | |
| 13 | Going Viral | | | | | | | | | | Textbook Unit 6 | | | | Lecture, discussion, and practice | | | | |
| 14 | Going Viral | | | | | | | | | | Textbook Unit 6 | | | | Lecture, discussion, and practice | | | | |
| 15 |  | | | | | | | | | | Review | | | | Question-answer | | | | |
| 16 |  | | | | | | | | | | Review | | | | Question-Answer | | | | |
| **RESOURCES** | | | | | | | | | | | | | | | | | | | |
| **Textbook** | | | | | |  | | | | | | | | | | | | | |
| **WEB Addresses** | | | | | | **https://www.** **macmillaneducationeverywhere.com** | | | | | | | | | | | | | |
| **Recommended Resources** | | | | | |  | | | | | | | | | | | | | |
| **Material Sharing** | | | | | |  | | | | | | | | | | | | | |
| **QUANTIFICATION AND CONSIDERATION** | | | | | | | | | | | | | | | | | | | |
| **Events** | | | | | | | **Number** | | **Contribution** | | | **Notes** | | | | | | | |
| **Midterm** | | | | | | | **1** | | **30%** | | |  | | | | | | | |
| **Online Assignment** | | | | | | | **1** | | **10%** | | |  | | | | | | | |
| **Writing Assignments** | | | | | | | **2** | | **10%** | | |  | | | | | | | |
| ***Contribution of Intraperiod Activities to Success*** | | | | | | |  | | ***50%*** | | |  | | | | | | | |
| **Final Exam** | | | | | | | **1** | | ***50%*** | | |  | | | | | | | |
| ***Contribution of Final Exam to Success*** | | | | | | |  | | ***50%*** | | |  | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **ECTS TABLE** | | | | | **Contents** | **Number** | **Hour** | **Total** | | **Hours in Classroom** | **14** | **3** | **42** | | **Studying Outside the Classroom** | **14** | **3** | **42** | | **Online Homework** | **6** | **12** | **72** | | **Midterm** | **1** | **10** | **10** | | **Final exam** | **1** | **14** | **14** | | **Total**  **Total / 30**  **ECTS Credit** | | | =180 | | 180/30  6 | | | | | | | | | | | | | | | | | | | | |
| **PAST ACHIEVEMENTS** | | | | | | | | | | | | | | | | | | | |

COURSE POLICIES & GUIDELINES

General Information

Please note that this syllabus, particularly the assessment section, may be updated. Before making any decisions or taking actions related to the course, it is crucial to thoroughly review and understand the information detailed in the course requirements and assessment guidelines document.

Attendance

**Regular attendance is crucial for success in this course, so it is mandatory. According to the University's attendance policy, you are expected to attend at least 70% of the classes. If you miss more than 30% of the total class hours, you will be ineligible to take the final exam and will receive an NA grade. An NA grade means you cannot take the make-up exam at the end of the semester, which results in a complete failure, as mentioned earlier.** **Please make sure to arrive on time to avoid disrupting the class.**

Use of Technological Devices

**Mobile phones must be turned off and kept out of sight during class. Use of phones is not permitted.** **Taking photographs, recordings, or videos in the classroom or during the course is not allowed without the explicit permission and knowledge of the instructor. Such actions are strictly prohibited.Events and interactions in the classroom are confidential and should not be discussed outside of it.**

Email Guidelines

**Sometimes, you might need to contact your instructor via email outside of class (in English). However, remember that teaching is not their only responsibility. Avoid sending emails with irrelevant requests or asking the instructor to perform tasks you could do yourself, as this may suggest a lack of respect for their time.**

**Start your email by addressing your instructor with their proper title and full name, and end it with a closing and your signature.**

**Be clear and concise in your email, using correct spelling and proper grammar.**

**Allow Time for a Response: Instructors have busy schedules and may not be able to reply immediately. Wait up to 24 hours for a response, and understand that replies may take longer on weekends and holidays.**

Student Expectations

**Before each lesson, students should carefully review the course pack and syllabus.**

Active participation is crucial. Take responsibility for your own learning and contribute positively during peer evaluations when required.