**ELT-507 / SEMINAR (2024-2025 Fall Semester)**

**COURSE REQUIREMENTS AND ASSESSMENT GUIDELINES**

**Course Instructor: Dr. Gürcan Demirogları**

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**General Information**

We will do our course face-to-face this semester. Please read all the information in this course requirements and assessment guidelines document carefully before you take an action for the course.

During the semester, we will be using my own page (Gürcan Demirogları), which you will find a file, ELT 507. You can reach my own page on our university website, and you will reach all the courses assignments, activities, and assessment tasks

If you have any questions, concerns, or feedback, please send me an e-mail and I will respond to you in a timely manner.

**COURSE ASSESSMENT POLICY**

1. **PLAGIARISM**: All the sentences in your assignments must be original (must belong to you). They will be carefully checked on Turnitin; In case of plagiarism or cheating, you may be given an FF for the assignment or the whole course; you may even be subject to disciplinary action. For my course, you are **NOT ALLOWED more than 25%** of similarity in plagiarism check. But even if it is below 25%, I will **still accept it plagiarized** if the matching text is **one continuous block** of the original text.
2. Assessment in this course will be based on two components: Mid-Term Tasks (2 tasks) and a Final Task See below for details:

**A) Mid-Term Grades (50%) (8st  of November)**

There will be only one task to be assessed as Mid-Term grade. This task will be assessed using the *Rubrics* provided below. In this task, you will be asked to write a critique of an article provided by me. As it is a in-class task, you are expected to be in the classroom.

**B) Final Grade (50%) (3th of January)**

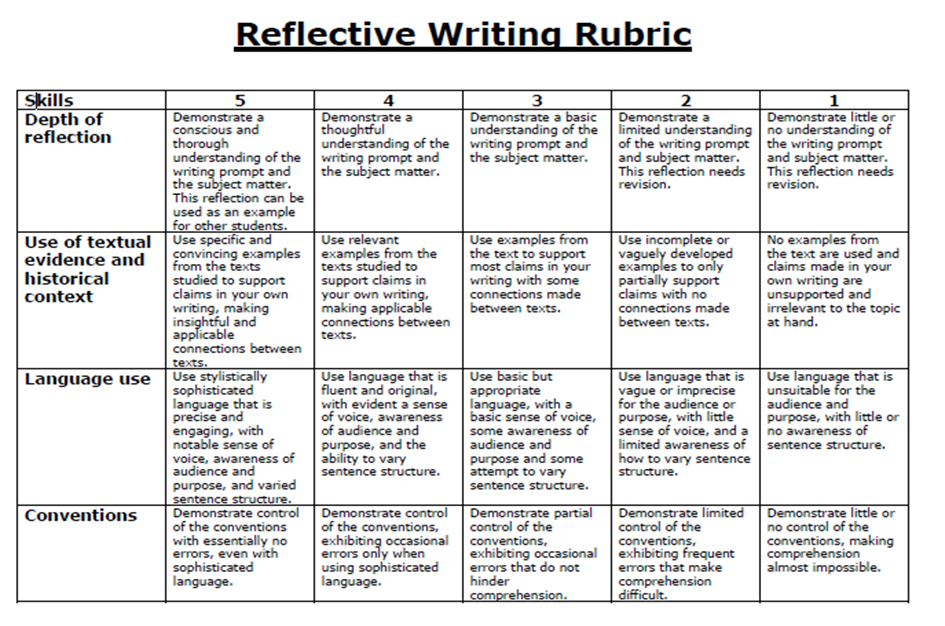
You are supposed to write a reflective paper. You have to submit this paper to me on **Turnitin** on the due date. Your paper will be assessed using the *Rubrics* provided below.

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| **W** | **Date** | **Topics** | **In-Class Tasks / Assignments /Assessment** |
| **1** | 27 Sept. | -Syllabus review | Lecture, discussion |
| **2** | 4 Oct. | - APA Style Manual | Related Articles- Presentation discussion |
| **3** | 11 Oct. | -APA Style Manual  - Article Review | Related Articles- Presentation discussion |
| **4** | 18 Oct. | - Library and Internet Sources- Plagiarism  - Citation | Related Articles- Presentation discussion |
| **5** | 25 Oct. | -Writing a critique paper | Related Articles- Presentation discussion |
| **6** | 17 Nov. | -Citation II – Using the Web for Research | ***-*** ***Writing a critique*** |
| **7** | 1 Nov. | -Electronic resources in Language Research | ***\* Peer/Teacher Feedback for Midterm Task 1*** |
| **8** | 8 Nov. | - Article Review | ***\****- Writing a critique paper ***(to be assessed as Mid-Term)*** |
| **9** | 15 Now. | - Article Review | \* ***Individual Feedback for Final Task*** |
| **10** | 22 Now. | -Using sources in writing – Literature Research Focus  - Article Review | - Peer/Teacher Feedback for Midterm Task 2 |
| **11** | 29 Now. | -Using sources in writing – Language Research Focus | ***\*Peer/Teacher Feedback for Final Task*** |
| **12** | 6 Dec. | -Crafting a successful paper |  |
| **13** | 13 Dec. | -Final Draft: Presentations | ***\*Individual Feedback for Final Task*** |
| **14** | 20 Dec. | -Final Draft: Presentations | ***Individual Feedback for Final Task*** |
| **15** | 27 Dec. | Final Draft: Presentations | ***Individual Feedback for Final Task*** |
| **16** | 3 Jan. | -General Revision | ***Due date for Final Task*** |

**Rubric 1 (For Mid-Term Task)**

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| --- | --- | --- | --- | --- | --- |
| Grading Category | Exceptional 5 | Good 4 | Needs Improvement 3 | Inadequate 2 | Missing 0 |
| 1. Summary of article’s major points | Presents a thorough summary of the article that is succinct and correct in both major points and supporting details. | Demonstrates complete understanding of the article and has highlighted most major points. | Shows an understanding of the information in the article, but has not included some major points and/or supporting details. | Understanding of the article major points is incomplete or many misconceptions are demonstrated. | Article summary is not present. |
| 2. Critique of the literature review and theoretical framework | Addresses all elements and offers a complete and clear critique of weak or missing elements. | Constructs a valid judgment about the article and explains the basis of the judgment. Some elements are omitted when they should be addressed. | Constructs a judgment about the article; however, important elements are omitted or not supported. | Judgments are not constructed or are not supported by the facts contained within the article. | Critique of the literature review and theoretical framework is not present. |
| 3. Critique of the study design and methods | Addresses all elements and offers a complete and clear critique of weak or missing elements. | Constructs a valid judgment about the article and explains the basis of the judgment. Some elements are omitted when they should be addressed. | Constructs a judgment about the article; however, important elements are omitted or not supported. | Judgments are not constructed or are not supported by the facts contained within the article. | Critique of the study design and methods is not present. |
| 4. Critique of the results and discussion | Addresses all elements and offers a complete and clear critique of weak or missing elements. | Constructs a valid judgment about the article and explains the basis of the judgment. Some elements are omitted when they should be addressed. | Constructs a judgment about the article; however, important elements are omitted or not supported. | Judgments are not constructed or are not supported by the facts contained within the article. | Critique of the results and discussion is not present. |
| 5. Evidence of critical thinking | Accurate judgments about the article are made, based on research principles | A few accurate judgments about the article are made, based on research principles; some omissions or inconsistencies. Critique relates to course content, but is incomplete or inconsistent. | Judgments about the article and relation to course content are not clear, lack specificity, or are only partially correct. | Incorrect judgments are made that are not based on course content or misrepresent the article content. | Judgments regarding the article or study design are not present. |
| 6. Conclusion | Strengths and limitations are clearly and thoroughly summarized with appropriate supporting details. The relevance of the article is clearly addressed and convincing rationale presented. | Strengths and limitations are discussed, but not appropriately supported with supporting details. The relevance is addressed, but a convincing rationale for practice implications is omitted. | Strengths and limitations are not clearly or thoroughly discussed. Supporting details are not provided. Weak or inconclusive conclusions regarding the relevance of the article. | Strengths and limitations of the article and study are not discussed, or are too limited to provide a conclusion regarding the evidence. No or very limited reflection on the relevance of the article. | Conclusion paragraph is not present. |
| NOTE: Grammar and Style | | | | | |

**Rubric 2 (Final Task)**

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