

PREP COURSE SYLLABUSES

2009-2010 Academic Year

HAZ 109, 110 Speaking I, II

Aim of the course:

At the end of the lesson, the students will be able to show self-confidence while speaking in the target language, Express himself/herself in the target language, Use the target language in day-to-day conversations, Retain basic presentation skills, Make mini-presentations, Use commonly used necessary presentation skills, Express himself/herself in specific situations, Actively participating class interaction and in-class discussions. The topics are Basic speaking skills (Speaking, Speaking Skill, Individual Speaking, Individual Speaking Techniques), General features of a speaker (Posture, Eye Contact, Voice Use), Flow of ideas (Warming up, Introduction, Body, Conclusion), Public speaking (Finding a Topic, Presenting a Topic, Free Speaking, City Presentation, Memory Presentation, Festivals/Celebration, Movie Presentation, Commercials, Technology, Poster Presentation), Introduction to group discussion (Participation in Group Discussion, Debating)

Course outline

WEEK	TOPICS
1	Introduction to Speaking: warm-up
2	Giving personal Information
3	Learning how to use overall presentation skills
4	Learning how to use overall presentation skills
5	Learning how to use general features of effective speaking using visual aids: environmental problems
6	Learning how to use general features of effective speaking using visual aids: environmental problems
7	Learning how to use general features of effective speaking using visual aids: environmental problems
8	MID TERM I
9	Learning how to use general features of effective speaking by means of mini speech using technology: health
10	Learning how to use general features of effective speaking by means of mini speech using technology: education
11	Individual presentations on free speech topics
12	Individual presentations on free speech topics
13	Individual presentations on free speech topics
14	Individual presentations on free speech topics

15	MID TERM II
Spring Semester	
1	Creating situations for daily speech
2	Participating in an informal debate initiated by teacher or peers and using necessary expressions to manage the flow of ideas such as coming into discussion, asking for clarification, drawing conclusions from a previous remark, moving from one point to the next, agreeing , disagreeing, etc.
3	Participating in an informal debate initiated by teacher or peers and using necessary expressions to manage the flow of ideas such as coming into discussion, asking for clarification, drawing conclusions from a previous remark, moving from one point to the next, agreeing , disagreeing, etc.
4	Participating in an informal debate initiated by teacher or peers and using necessary expressions to manage the flow of ideas such as coming into discussion, asking for clarification, drawing conclusions from a previous remark, moving from one point to the next, agreeing , disagreeing, etc.
5	Finding relevant topics for group talk. Gathering information on the topic and getting ready for the group talk.
6	Speaking in a group
7	Speaking in a group
8	MID-TERM
9	Preparing for the final project: Narrowing down the topic, finding relevant information, choosing topic vocabulary, choosing the technology.
10	Preparing for the final project: Narrowing down the topic, finding relevant information, choosing topic vocabulary, choosing the technology.
11	FINAL PROJECT
12	FINAL PROJECT
13	FINAL PROJECT
14	FINAL PROJECT

Evaluation:

Midterm: 75%

Final: 25%

2009-2010 Academic Year

HAZ 105, 106 Reading Comprehension I, II

Aim of the course:

By the end of the course, students will be able to develop basic reading skills, comprehend authentic texts by using these skills and analyze unknown vocabulary. The courses include these following topics: Previewing, Skimming and scanning, Guessing vocabulary, Making inferences, Finding topics, Understanding main ideas, Identifying patterns of organization, and Summarizing.

Source: Mikulecky B. S. and L. Jeffries 2007. *Advanced Reading Power*. Longman.

Course outline

WEEK	TOPICS
1	Introduction to Reading Comprehension I
2	Part I: Extensive Reading Unit 1 Choosing a Book for Ext. Reading
3	Unit 2 Reading and Disc. Nonfiction / Unit 3 Reading and Disc. Fiction
4	Part 3: Comprehension Skills Unit 9 Critical Reading
5	Part 3: Comprehension Skills Unit 1 Previewing
6	Scanning
7	Part 3: Comprehension Skills Unit 6 Skimming
8	Skimming and scanning (cont.)
9	MID TERM I
10	Part 2: Vocabulary Building Unit 1 Str. For Build. A Pow. Voc./ Unit 2 Learn. New Words from Reading
11	Unit 3 Inferring meaning from Context/ Unit 5 Collocations
12	Part 3: Comprehension Skills Unit 2 Making Inferences
13	Part 3: Comprehension Skills Unit 3 Understanding Paragraphs
14	Unit 3 Understanding Paragraphs (cont.)
15	MIDTERM II
Spring Semester	
1	Introduction to Reading Comprehension II
2	Part 3: Comprehension Skills

	Unit 4 Listing
3	Part 3: Comprehension Skills Unit 4 Sequence
4	Part 3: Comprehension Skills Unit 4 Comparison & Contrast
5	Part 3: Comprehension Skills Unit 4 Cause& Effect
6	Part 3: Comprehension Skills Unit 4 Problem & Solution
7	Part 3: Comprehension Skills Unit 4 Ext. Definition
8	MID TERM I
9	Part 3: Comprehension Skills Unit 5 Reading Longer Passages Effectively
10	Part 3: Comprehension Skills Unit 5 Reading Longer Passages Effectively
11	Part 3: Comprehension Skills Unit 7 Study Reading
12	Part 3: Comprehension Skills Unit 8 Summarizing
13	Part 3: Comprehension Skills Unit 8 Summarizing
14	MIDTERM II

Evaluation:

4 midterm 60%

Final 40 %

2009- 2010 Academic Year

PREP WRITING HAZ 103 104 WRITING I, II

Aims of the course:

This course is aimed to help students to improve their writing skills. Through a process writing perspective, the students will be better writers which will be of help in their faculty education. Students will learn to generate ideas by brainstorming and by using multiple sources, to prewrite, to draft, to revise and to edit and finally to publish their writings.

Course Book: Oshima, A. & Hogue, A. (2007). Introduction to Academic Writing. NY: Longman.

Syllabus:

Week (Fall Term)	Topic
Week 1	Introduction of the course
Week 2	Paragraph Format, Paragraph structure The topic sentence, supporting sentences and the concluding sentence Chapter 1, Chapter 3
Week 3	Logical Division of Ideas Chapter 5
Week 4	Techniques to generate ideas Chapter 1 (Listing), Chapter 2 (Free writing), Chapter 4 (Clustering)
Week 5	Introduction to Portfolio+ Journal Writing Appendix A
Week 6	Narrative Paragraphs Chapter 2
Week 7	Practice
Week 8	Descriptive Paragraphs Chapter 4
Week 9	Practice
Week 10	Midterm+ Portfolio due
Week 11	Process Paragraphs Chapter 6
Week 12	Practice
Week 13	Comparison / Contrast Paragraphs Chapter 7
Week 14	Practice
Week 15	Portfolio Due
Spring Term	
Week 1	Definition Paragraphs Chapter 8
Week 2	Practice
Week 3	Introduction to Essay Organization Planning an essay / Drafting Review / Editing

	Final Writing
Week 4	Essay Organization The introductory paragraph Body paragraphs The concluding paragraph Transition between paragraphs Essay outlining Chapter 9
Week 5	Opinion / Argument Essay Chapter 10
Week 6	Practice
Week 7	Cause and Effect Essay
Week 8	Practice
Week 9	Midterm+ Portfolio due
Week 10	Division and Classification Essays
Week 11	Practice
Week 12	Reaction Essay
Week 13	Practice
Week 14	Portfolio + Journal Evaluation
Week 15	Portfolio Submission

Evaluation :

Midterm : 100pts.

Portfolio Submission: (Twice) 100pts. each

Final: 100pts.

2009-2010 Academic Year

HAZ 107, 108 Listening Comprehension I, II

Aim of the course:

By the end of the course, students will be able to listen & analyze short texts or dialogues in the advanced level. Main and Subtitles: Listening to (Advanced level) dialogues or short texts performing while- listening or post- listening activities (note taking identifying the speakers, finding the main idea and/or particular information, inferencing etc)

Source: CT, Contemporary Topics 3, Academic Listening and Note-taking Skills (Pearson)

FCE, FCE Listening & Speaking skills 2-3 (Express Publishing)

NS, Northstar, Listening & speaking High-Int& Advanced (Longman)

M, Mosaic 1, Listening/ Speaking (McGraw Hill)

Related web pages

Course Outline

Week (Fall Term)	Topic
Week 1	Introduction of the course (Weblog Listening Project)
Week 2	Bayram Holiday
Week 3	CT Unit 1-2
Week 4	CT Unit 3-5
Week 5	CT Unit 6- NS Unit 1
Week 6	NS Unit 2- FCE 2 Unit 1
Week 7	NS Unit 3- NS Video program
Week 8	NS Unit 4- FCE 2 Unit 2
Week 9	Midterm
Week 10	Film + Activity
Week 11	Bayram Holiday
Week 12	NS Unit 5- FCE 2 Unit 3
Week 13	NS Unit 6- FCE 2 Unit 4
Week 14	NS Unit 7- FCE 2 Unit 5
Week 15	NS Unit 8- FCE 2 Unit 6
Spring Term	
Week 1	M Unit 1- TOEFL
Week 2	NS Unit 9- FCE 3 Unit 1
Week 3	NS (Adv.) Unit 1- FCE 3 Unit 2
Week 4	NS Unit 2- FCE 3 Unit 3
Week 5	Web-listening
Week 6	FCE 3 Unit 4-5
Week 7	Film + Activity

Week 8	NS Unit 3- NS Video Program
Week 9	Midterm
Week 10	Story + Poem Listening
Week 11	NS Unit 4 – FCE 3 Unit 6
Week 12	Web-listening
Week 13	NS Unit 5- TOEFL
Week 14	Evaluation of the course (Weblog Listening Projects)

Evaluation:

Students will take quizzes every two weeks after the fourth week of the terms.

Fall semester

Quiz 1, 3,5,7,9,11: 36 points each

Quiz 2,4,6,8,10,12: 64 points each

Spring semester

Quiz 1, 3,5,7,9,11: 36 points each

Quiz 2,4,6,8,10,12: 64 points each

2009-2010 Academic Year

HAZ 101, 102 Grammar I, II

Aim of the course:

This course is a study and practice of intermediate to advanced grammar. By the end of the course, students will be able to have knowledge of English grammar rules, make relations between rules, do exercises by using the structures, building original sentences with the grammar structures. The course topics are Tenses, Inverted Structures, Modals, Noun Clauses, Passive, Relative Clauses, Conjunctions, Conditionals, Prepositions, Wish clause, Adjectives, Gerund –Infinitive, Adverbs, Indirect Speech.

It aims to help you learn to use the grammatical structures accurately, meaningfully, and appropriately. You will therefore communicate meaningfully in English. It is also designed for students who need to revise or upgrade their grammar skills to ensure accuracy of communication before proceeding with other courses in the department.

Source: Frodesen, J & Eyring, J. (2007). Grammar Dimensions 3. Boston: Thomson Heinle.

Course Outline

Week	Topic
Week 1, Sep. 14	Introduction
Week 2, Sep. 21	Bayram holiday
Week 3, Sep. 28	Unit 1: Time and Tense +Unit 2 Aspect
Week 4, Oct. 5	Unit 3: Adverbial Phrases and Clauses
Week 5, Oct. 12	Unit 4: Passive Verbs
Week 6, Oct. 19	Unit 5: One Word and Phrasal Modals
Week 7, Oct. 26	Unit 6: Infinitives + Unit 7: Gerunds
Week 8, Nov.2	Unit 8: Intensifiers
Week 9, Nov.9	Unit 9 : Adjectives and Participles
Week 10, Nov.16	Unit 10 Comparatives
Week 11, Nov. 23	Unit 11: Connectors
Week 12, Nov 30	Unit 12: Relative Clauses
Week 13, Dec. 7	Unit 16: Modals of Prediction & inference
Week 14, Dec. 14	Unit 17 Hypothetical status
Week 15, Dec. 21	Unit 19: Articles
Week 16, Dec 28	Unit 22: Quantifiers
Spring Semester	

Week 1,	Homework check Unit 1 & Unit 2
Week 2,	Unit 3 Subject Verb Agreement
Week 3,	Unit 5 Articles
Week 4,	Unit 6 Reference Words
Week 5,	Unit 10 Relative Adverbial Clauses
Week 6,	Unit 11 & 12 Correlative Conjunctions + Sentence Connectors
Week 7,	Unit 13 Modal Perfect Verbs
Week 8,	Midterm
Week 9,	Unit 15 Conditionals
Week 10,	Unit 16 Reduced Forms
Week 11,	Unit 20 Adjective Complements
Week 12,	Unit 21 Noun Complements
Week 13,	Unit 22 Subjunctive Verbs in That Clauses
Week 14,	Unit 24 Fronting Structures for Emphasis and Focus
Week 15,	Unit 25 Focusing and Emphasizing Structures
Week 16,	Revision

Methodology

There is a thorough and systematic review of grammatical structures and their use in authentic language situations

Students should actively participate in the lessons, do the assigned homework beforehand.

Some of the grammar subjects will be assigned to students for self study.

All students are required to do the tasks in the workbook without being told so. After each unit the related exercises about that unit will be done.

Evaluation

There will be two midterms (out of 100 %) throughout the semester .

Students will have various small quizzes (totally out of 90%). This quiz grade will be accounted for the third midterm of the semester.

Students participation to the course and doing the required tasks, showing responsible behaviours in the class: (10%)

2009-2010 Academic Year

HAZ 111, 112 Vocabulary I, II

Aim of the course:

By the end of the course, students will be able to pronounce the highlighted words correctly; transcribe them in IPA; give their definitions in word, phrase or sentence form, use words in the correct collocations to form grammatical sentences. The topics are Pronunciation (IPA); collocations, definitions, thematic groups, prefixes and suffixes, foreign roots.

Source:

Oxford Word Skills
Vocabulary by Doing
Oxford Advanced Learner's Dictionary

Course Outline

Fall Semester	
WEEK 1	Types of Dictionaries. Using Dictionaries
WEEK 2	BAYRAM HOLIDAY
WEEK 3	Using IPA
WEEK 4	Using IPA
WEEK 5	Expanding Your Vocabulary
WEEK 6	Denotations and Connotations
WEEK 7	Aspects of language
WEEK 8	MIDTERM
WEEK 9	Prefixes and suffixes / Roots
WEEK 10	BAYRAM HOLIDAY
WEEK 11	Jargon and Euphemisms
WEEK 12	Morphological revision
WEEK 13	Concepts and context clues
WEEK 14	Concepts and context clues
Spring semester	
WEEK 1	The Body- Sensory Words
WEEK 2	Written English- levels of usage
WEEK 3	Clichés- Figures of speech
WEEK 4	Spoken English
WEEK 5	Idioms and Allusions
WEEK 6	You and other people
WEEK 7	Leisure and life style
WEEK 8	A changing world

WEEK 9	MIDTERM
WEEK 10	Institutions
WEEK 11	Work and finance
WEEK 12	Vocabulary in Poetry
WEEK 13	Vocabulary in Short Story
WEEK 14	Vocabulary in Novels

Evaluation:

Quiz I: 50

Midterm I: 100

Quiz II: 50

Midterm II: 100

Quiz III: 50

Midterm III: 100

Quiz IV: 50

Midterm IV:100

2009-2010 Academic Year

HAZ 113, 114 Academic Study Skills I, II

Aim of the course:

This course is designed to introduce students to the type of work they will have to do in a university program and to provide them with the skills and strategies necessary to succeed in the system. The students will develop their own sense of responsibility for their own learning. By the end of the course, students will be able to develop their personal and academic study skills. They will be able to attain individual success. They will be prepared for further academic studies. The topics are Effective study habits (time management, setting goals, dealing with stress, motivating oneself, using memory techniques, thinking critically), In- class skills (listening to lectures, note- taking), Test taking strategies, Basic writing skills (outlining, paraphrasing, summarizing, writing a term/research paper, writing the bibliography).

Source:

Various handouts that will be given by the lecturer will be studied.

Course Outline

Week	Topic
Week 1,	Introduction
Week 2,	Bayram Holiday
Week 3,	Beginning the Academic Year
Week 4,	Academic Manners –High School versus University
Week 5,	Rules and Requirements of the University
Week 6,	University Terminology
Week 7,	Library Research
Week 8,	Classroom Manners
Week 9,	Midterm week
Week 10,	Plagiarism
Week 11,	Preparing Official Documents
Week 12,	How to use the internet. Useful links for ELT.
Week 13,	How to make a research on the net (Assignment)
Week 14,	How to make best of the prep year
Week 15,	How to make best of the prep year
Week 16,	Review
Spring semester	
Week 1,	What did we do in the previous semester? Evaluation of the course
Week 2,	Time management

Week 3,	Learning Styles
Week 4,	Learning Styles
Week 5,	Concentration
Week 6,	Assignment on Learning styles (assignment 1)
Week 7,	Effective note-taking
Week 8,	Effective reading
Week 9,	Effective listening
Week 10,	Effective Speaking
Week 11,	How to prepare for tests
Week 12,	stress reduction
Week 13,	Speaking Assignment (assignment 2)
Week 14,	Reading Assignment (assignment 3)

Methodology

The most important thing about this lesson is the students' participation and considering this course as a vital part of the other prep class courses. Students will do the assigned readings, do the given assignments and participate in the discussions.

Evaluation

Students will get a midterm grade out of 50 % during the fall semester.

Assignment : 50 %

Students will get two midterm grades out of 50 % during the spring semester.

Assignment 1: 50 %

Assignment 2: 50 %

Assignment 3: 50 %

Students should hand in their assignments on due dates. If home works are sent later, they won't be accepted. Students should hand in their assignments themselves. If two assignments are similar or if plagiarism is committed the student will get -100 points.