



TOKAT GAZIOSMANPASA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH LANGUAGE TEACHING PROGRAM

PROGRAM INFORMATION GUIDE

2025-2026

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GENERAL INFORMATION

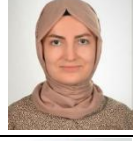



Title of Program	- English Language Teaching
The Short History of the Program	- The Department of Foreign Language Teaching offers courses in English and other foreign languages such as German, French, Arabic, and Japanese. The Department of English Language Teaching started its Educational activities with four Faculty members and 45 undergraduate students in the 2020-2021 academic year.
The Aims of the Program	- The aim of the Foreign Language Teaching Department is to educate teachers to behave ethically and adopt lifelong learning as a principle, those with social sensitivity, critical and multicultural perspectives, and own the fundamental knowledge and skills with the qualifications required for teaching. - The vision of the Foreign Language Teaching Department is to educate individuals with critical thinking and creativity and those who have professional, social, and ethical awareness, can communicate effectively, are peaceful and open-minded, have self-confidence, and show respect for national and international values and developments.
The Head of the Department	- Assoc. Prof. Dr. Züleyha ÜNLÜ CARLIK zuleyha.unlu@gop.edu.tr Direct Dailing: 3522
Department Secretary	- Petek Nil EĞRİBEL petek.egribel@gop.edu.tr Direct Dailing: 3526
The Head of the Program	- Assoc. Prof. Dr. Züleyha ÜNLÜ CARLIK zuleyha.unlu@gop.edu.tr Direct Dailing: 3522
Graduation Requirements	- Students have to successfully complete all the courses in the program (total of 240 ECTS) and obtain a grade point average of at least 60 out of 100.
Assessment and Evaluation	- Students are subject to the provisions of Gaziosmanpasa University Education and Examination Regulations. Students take at least a midterm exam and a final exam for each course. The student who fails as a result of the evaluation made by taking 40% of the midterm exam and 60% of the final exam is given the right to a make-up exam. In addition, students who cannot graduate because of a course failed during the graduation phase are given a single course examination right.
Contact	- Tokat Gaziosmanpasa University Faculty of Education Tashciftlik Campus Tokat 0 356 252 16 16

2025-2026 ACADEMIC CALENDAR

FALL TERM	
New Registration	The dates will be announced by CoHE.
Course Registration (Online)	8-13 September 2025
Course Approval by Student Advisors	8-14 September 2025
Classes Begin	15 September 2025
Mid-Term Exams	8-16 November 2025
End of Fall Semester Classes	26 December 2025
Final Exams	29 December 2025-8 January 2026
The Announcement of the Final Exam Results	29 December 2025-11 January 2026
Make-Up Exams	13-21 January 2026
The Announcement of the Make-Up Exam Results	13-23 January 2026
Announcement of Students Entering the 10% Success Group in the Fall Semester	25 January 2026
Single Course Exams	28 January 2026

SPRING TERM	
Course Registration (Online)	26-31 January 2026
Course Approval by Student Advisors	26 January-1 February 2026
Classes Begin	2 February 2026
Mid-Term Exams	4-12 April 2026
End of Spring Semester Classes	23 May 2026
Final Exams	2-12 June 2026
The Announcement of the Final Exam Results	2-15 June 2026
Make-Up Exams	17-25 June 2026
The Announcement of the Make-Up Exam Results	17-26 June 2026
Announcement of Students Entering the 10% Success Group in the Spring Semester	2 July 2026
Single Course Exams	1 July 2026

STUDENT ADVISORS

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PROGRAM LEARNING OUTCOMES

PLO1	- Understand and define the relationship between language and culture, grammar and linguistics, English vocabulary, vocabulary and sentence information.
PLO2	- Know the theoretical dimension of pedagogy required for teaching, applies this knowledge whenever possible and takes concrete steps to close the possible gap between theory and practice.
PLO3	- Understand the structural and functional features of languages through linguistics and establish a healthy communication.
PLO4	- Know the professional rights and responsibilities and behaves in accordance with the legislation, scientific and ethical values.
PLO5	- In order to provide an effective guidance service, they know the basic ethical rules and limitations of the profession and legal issues and follows developments in this subject.
PLO6	- In order to support the language development of children and adults and ensure the permanence of education, they contribute to professional development, can create professional ethical values, follow the latest developments in the field of foreign language teaching, and benefit from information technologies.
PLO7	- Organize appropriate Educational environments for students to learn at the highest level, taking into account their individual, social, cultural differences, special interests and needs, and develops appropriate learning materials to create effective teaching learning processes.
PLO8	- Understand that the learning process is a lifelong awareness process and researches the subject on its own.
PLO9	- Organize and implement projects and activities for social responsibility awareness and the social environment in which they live.
PLO10	- Gain the basic knowledge and skills necessary to ensure intercultural communication.
PLO11	- Know scientific research methods and techniques and use them to develop solutions to the problems encountered.
PLO12	- Provides meaningful interaction opportunities for students to develop communication skills in English and improve their communicative competence.
PLO13	- Select, adapt or develop tools and materials suitable for the regulated English teaching process.
PLO14	- Know foreign language teaching methods and apply them effectively.
PLO15	- Organize safe, positive and motivating learning environments required by language teaching for students with different aims and language proficiency levels,
PLO16	- Translate from English to Turkish or vice versa with grammar and linguistic consciousness.

ENGLISH LANGUAGE TEACHING BACHELOR DEGREE PROGRAM
I. GRADE COURSES

I. Semester				
Code	Course Title	Course Hours		Lecturer
		T	A	
MB501	INTRODUCTION TO EDUCATION	2	0	Prof. Dr. Erdal KÜÇÜKER
MB503	EDUCATIONAL SOCIOLOGY	2	0	Assc. Prof. Dr. Özge MAVİŞ SEVİM
GK101	ATATURK'S PRINCIPALS AND HISTORY OF REVOLUTIONS 1	2	0	Assc. Prof. Dr. Yasemin ER TUNA
GK103	FOREIGN LANGUAGE 1 (German / French)	2	0	Teacher Salih BEKTAŞ / Teacher Hacı Mehmet İŞERİ
GK105	TURKISH LANGUAGE 1	3	0	Assc. Prof. Dr. Sebahat ARMAĞAN
GK107	INFORMATION TECHNOLOGIES	3	0	Prof. Dr. Kerem KILIÇER
AID101	READING SKILLS 1	2	0	Lecturer Mustafa ÇİĞDEM
AID103	WRITING SKILLS 1	2	0	Lecturer Merve KONYAR
AID105	LISTENING AND PRONUNCIATION 1	2	0	Asst. Prof. Dr. Hande ÇETİN
AID107	ORAL COMMUNICATION SKILLS 1	2	0	Lecturer Merve KONYAR
DGR001	VALUES EDUCATION	2	0	Asst. Prof. Dr. Uğur ADA
II. Semester				
Code	Course Title	Course Hours		Lecturer
		T	A	
MB515	EDUCATIONAL PSYCHOLOGY	2	0	RA Dr. İsmail KUŞCI
MB502	EDUCATIONAL PHILOSOPHY	2	0	Assc. Prof. Dr. Özge MAVİŞ SEVİM
GK102	ATATURK'S PRINCIPALS AND HISTORY OF REVOLUTIONS 2	2	0	Assc. Prof. Dr. Yasemin ER TUNA
GK104	FOREIGN LANGUAGE 2 (German / French)	2	0	Teacher Salih BEKTAŞ/ Lecturer Elif KARAER
GK106	TURKISH LANGUAGE 2	3	0	Assc. Prof. Dr. Sebahat ARMAĞAN
AID102	READING SKILLS 2	2	0	Asst. Prof. Dr. Uğur ADA
AID104	WRITING SKILLS 2	2	0	Assc. Prof. Dr. Züleyha ÜNLÜ CARLIK
AID106	LISTENING AND PRONUNCIATION 2	2	0	Asst. Prof. Dr. Hande ÇETİN
AID108	ORAL COMMUNICATION SKILLS 2	2	0	Asst. Prof. Dr. Zafer SUSOY
AID110	THE STRUCTURE OF ENGLISH LANGUAGE	2	0	Asst. Prof. Dr. Hande ÇETİN
KYR102	CAREER PLANNING	1	0	Asst. Prof. Dr. Uğur ADA

II. GRADE COURSES

III. Semester				
Code	Course Title	Course Hours		Lecturer
		T	A	
MB504	INSTRUCTIONAL TECHNOLOGIES	2	0	Asst. Prof. Dr. Tuğba KOCADAĞ ÜNVER
MB505	PRINCIPLES AND METHODS OF TEACHING	2	0	Prof. Dr. Fevzi DURSUN
SMB	MB ELECTIVE 1	2	0	-
SGK	GK ELECTIVE I	2	0	-
AID201	APPROACHES TO ENGLISH LANGUAGE LEARNING AND TEACHING	2	0	Asst. Prof. Dr. Serpil AZAP
AID203	ENGLISH LITERATURE 1	2	0	Asst. Prof. Dr. Uğur ADA
AID205	LINGUISTICS 1	2	0	Asst. Prof. Dr. Hande ÇETİN
AID207	CRITICAL READING AND WRITING	2	0	Asst. Prof. Dr. Şeyma KÖKCÜ
ASİD903	PRAGMATICS AND LANGUAGE TEACHING	2	0	Asst. Prof. Dr. Hande ÇETİN
ASID908	ENGLISH VOCABULARY TEACHING	2	0	-
ASİD913	TEACHING INTEGRATED LANGUAGE SKILLS	2	0	Asst. Prof. Dr. Elham ZARFSAZ
IV. Semester				
Code	Course Title	Course Hours		Lecturer
		T	A	
MB506	HISTORY OF TURKISH EDUCATION	2	0	Assoc. Prof. Dr. Yasemin ER TUNA
MB507	RESEARCH METHODS IN EDUCATION	2	0	Asst. Prof. Dr. M.Fatih DOĞUYURT
SMB	MB ELECTIVE 2	2	0	-
SGK	GK ELECTIVE 2	2	0	-
AID202	CURRICULUM DESIGN IN ENGLISH LANGUAGE TEACHING	2	0	Asst. Prof. Dr. Şeyma KÖKCÜ
AID204	ENGLISH LITERATURE 2	2	0	Asst. Prof. Dr. Uğur ADA
AID206	LINGUISTICS 2	2	0	Asst. Prof. Dr. Hande ÇETİN
AID208	LANGUAGE ACQUISITION	2	0	Asst. Prof. Dr. Zafer SUSOY
ASID903	PRAGMATICS AND LANGUAGE TEACHING	2	0	Asst. Prof. Dr. Hande ÇETİN

III. GRADE COURSES

V. Semester				
Code	Course Title	Course Hours		Lecturer
		T	A	
MB511	CLASSROOM MANAGEMENT	2	0	Assc. Prof. Dr. Emel TÜZEL İŞERİ
MB510	MORALITY AND ETHICS IN EDUCATION	2	0	RA Dr. Saadet Aylin YURTERİ
SMB	MB ELECTIVE 3	2	0	-
SGK	GK ELECTIVE 3	2	0	-
AID301	TEACHING ENGLISH TO YOUNG LEARNERS 1	3	0	Asst. Prof. Dr. Serpil AZAP
AID303	TEACHING ENGLISH LANGUAGE SKILLS 1	3	0	Asst. Prof. Dr. Şeyma KÖKCÜ
AID305	LANGUAGE AND LITERATURE TEACHING 1	2	0	Asst. Prof. Dr. Uğur ADA
ASID905	DRAMA IN ENGLISH LANGUAGE TEACHING	2	0	Asst. Prof. Dr. Hande ÇETİN
ASİD907	NEW APPROACHES TO TEACHING ENGLISH	2	0	Asst. Prof. Dr. Elham ZARFSAZ
ASID910	EVALUATION OF IN-CLASS LEARNING	2	0	-
VI. Semester				
Code	Course Title	Course Hours		Lecturer
		T	A	
MB509	ASSESSMENT AND EVALUATION IN EDUCATION	2	0	Prof.Dr.Gülşah BAŞOL
MB508	TURKISH EDUCATION SYSTEM AND SCHOOL MANAGEMENT	2	0	Asst. Prof. Dr. Emine SAKLAN
SMB	MB ELECTIVE 4	2	0	-
SGK	GK ELECTIVE 4	2	0	-
ASID	AE ELECTIVE 4	2	0	-
AID302	TEACHING ENGLISH TO YOUNG LEARNERS 2	3	0	Assc. Prof. Dr. Züleyha ÜNLÜ CARLIK
AID304	TEACHING ENGLISH LANGUAGE SKILLS 2	3	0	Asst. Prof. Dr. Şeyma KÖKCÜ
AID306	LANGUAGE AND LITERATURE TEACHING 2	2	0	Asst. Prof. Dr. Uğur ADA

IV. GRADE COURSES

VII. Semester				
Code	Course Title	Course Hours		Lecturer
		T	A	
MBID516	TEACHING PRACTICE 1	2	6	Related lecturers
MB513	SPECIAL EDUCATION AND INCLUSION	2	0	Asst. Prof. Dr. Neslihan CANPOLAT ÇIĞ
SMB	MB ELECTIVE 5	2	0	-
GK900	COMMUNITY SERVICE	1	0	Asst. Prof. Dr. Şeyma KÖKCÜ
AID401	COURSE CONTENT DEVELOPMENT IN ENGLISH LANGUAGE TEACHING	3	0	Asst. Prof. Dr. Zafer SUSOY
AID403	TRANSLATION	3	0	Asst. Prof. Dr. Zafer SUSOY
ASID912	DISCOURSE ANALYSIS AND LANGUAGE TEACHING	2	0	-
ASID904	COURSEBOOK EVALUATION IN ENGLISH LANGUAGE TEACHING	2	0	Asst. Prof. Dr. Uğur ADA
VIII. Semester				
Code	Course Title	Course Hours		Lecturer
		T	A	
MBID517	TEACHING PRACTICE 1	2	6	Related lecturers
MB518	GUIDANCE IN SCHOOLS	2	0	Asst. Prof. Dr. Mesut ÖZTÜRK
SMB	MB ELECTIVE 5	2	0	-
ASID	AE ELECTIVE 5	2	0	-
AID402	EXAM PREPERATION IN ENGLISH LANGUAGE TEACHING	3	0	Asst. Prof. Dr. Elham ZARFSAZ

COURSE & PROGRAM OUTCOMES MATCHING

I. Semester Course Plan																
Code	Course Title	Program Learning Outcomes														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MB501	INTRODUCTION TO EDUCATION	-	5	-	4	2	3	3	4	-	-	-	-	-	2	-
MB503	EDUCATIONAL SOCIOLOGY	-	2	-	2	3	2	-	3	4	-	-	-	-	-	-
GK101	ATATURK'S PRINCIPALS AND HISTORY OF REVOLUTIONS 1	-	-	-	-	-	-	2	-	5	3	-	-	-	-	-
GK103	FOREIGN LANGUAGE 1	5	-	3	-	-	4	-	-	-	-	4	2	2	3	5
GK105	TURKISH LANGUAGE 1	5	-	4	-	-	-	-	-	4	-	-	-	-	-	3
GK107	INFORMATION TECHNOLOGIES	-	-	-	-	5	-	-	-	-	-	3	4	-	2	-
AID101	READING SKILLS 1	5	1	4	4	-	-	-	-	-	-	-	-	-	-	-
AID103	WRITING SKILLS 1	4	2	3	4	-	-	-	-	-	-	-	-	-	-	-
AID105	LISTENING AND PRONOUNCIATION 1	5	1	5	4	-	-	-	-	-	-	-	-	-	-	-
AID107	ORAL COMMUNICATION SKILLS 1	5	1	5	4	-	-	-	-	-	-	-	-	-	-	-
DGR001	VALUES EDUCATION	-	-	-	-	-	-	-	-	5	5	-	-	-	-	-

II. Semester Course Plan																
Code	Course Title	Program Learning Outcomes														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MB515	EDUCATIONAL PSYCHOLOGY	-	5	-	3	5	4	3	4	-	-	-	-	-	3	-
MB502	EDUCATIONAL PHILOSOPHY	-	5	-	3	3	4	2	3	-	-	-	-	-	-	-
GK102	ATATURK'S PRINCIPALS AND HISTORY OF REVOLUTIONS 2	-	-	-	-	-	-	2	-	5	3	-	-	-	-	-
GK104	FOREIGN LANGUAGE 2	5	-	3	-	-	4	-	-	-	-	4	2	2	3	5
GK106	TURKISH LANGUAGE 2	5	-	4	-	-	-	-	-	4	-	-	-	-	-	3
AID102	READING SKILLS 2	5	1	4	4	-	-	-	-	-	-	-	-	-	-	-
AID104	WRITING SKILLS 2	4	2	3	4	-	-	-	-	-	-	-	-	-	-	-
AID106	LISTENING AND PRONOUNCIATION 2	5	1	5	4	-	-	-	-	-	-	-	-	-	-	-
AID108	ORAL COMMUNICATION SKILLS 2	5	1	5	4	-	-	-	-	-	-	-	-	-	-	-
AID110	THE STRUCTURE OF ENGLISH LANGUAGE	4	2	4	5	-	-	-	-	-	-	-	-	-	-	-
KYR102	CAREER PLANNING	-	4	-	3	-	-	4	4	-	-	-	-	-	-	-

III. Semester Course Plan																	
Code	Course Title	Program Learning Outcomes															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MB504	INSTRUCTIONAL TECHNOLOGIES	-	-	-	-	-	5	-	-	-	-	-	4	4	-	3	-
MB505	PRINCIPLES AND METHODS OF TEACHING	-	4	-	-	1	2	4	-	-	-	3	-	4	2	3	-
AID201	APPROACHES TO ENGLISH LANGUAGE LEARNING AND TEACHING	-	2	-	-	-	3	4	4	-	-	-	3	4	4	4	-
AID203	ENGLISH LITERATURE 1	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	3
AID205	LINGUISTICS 1	5	-	5	-	-	-	-	-	-	-	-	3	-	2	3	3
AID207	CRITICAL READING AND WRITING	3	-	-	-	-	3	3	4	-	5	-	-	-	-	-	4

Elective Courses																	
Code	Course Title	Program Learning Outcomes															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SMB901	OPEN AND DISTANCE LEARNING	4	-	2	1	2	2	-	-	-	-	-	2	2	-	2	-

SMB902	CHILD PSYCHOLOGY	-	2	-	3	3	2	3	1	-	-	-	1	1	1	1	-
SMB903	ATTENTION DEFICIT AND HYPERACTIVITY DISORDER	-	2	-	3	3	2	3	1	-	-	-	1	1	1	1	-
SMB904	LAW OF EDUCATION	-	1	-	2	2	1	2	1	-	-	-	-	-	-	-	-
SMB905	ANTROPOLOGY OF EDUCATION	-	1	-	2	2	1	2	1	-	-	-	-	-	-	-	-
SMB906	HISTORY OF EDUCATION	-	2	-	3	3	2	3	1	-	1	-	-	-	-	-	-
SMB907	DRAMA IN EDUCATION	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB908	NON-PROGRAM ACTIVITIES IN EDUCATION	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB909	CURRICULUM DEVELOPMENT IN EDUCATION	-	1	-	1	1	2	1	1	-	-	-	3	4	4	3	-
SMB910	PROJECT PREPERATION IN EDUCATION	-	-	-	2	1	1	-	4	-	-	5	1	1	1	1	-
SMB911	CRITICAL AND ANALYTICAL THINKING	-	3	-	-	2	3	3	4	-	-	-	1	2	2	2	1
SMB912	EDUCATION OF CHILDREN IN HOSPITAL	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB913	INCLUSIVIST EDUCATION	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB914	CHARACTER AND VALUE TRAINING	-	1	-	2	1	2	-	-	-	3	-	-	-	-	-	-
SMB915	COMPARATIVE EDUCATION	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB916	MICRO TEACHING	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB917	MUSEUM EDUCATION	-	3	-	-	-	-	-	4	4	-	-	-	-	-	-	-
SMB918	NON-SCHOOL LEARNING ENVIRONMENTS	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB919	LEARNING DIFFICULTY	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB920	INDIVIDUALIZATION AND ADAPTATION OF INSTRUCTION	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB921	SUSTAINABLE DEVELOPMENT AND EDUCATION	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SMB922	ADULT EDUCATION AND LIFELONG LEARNING	-	3	-	4	4	3	4	2	-	-	-	3	4	3	3	-
SGK901	ADDICTION AND STRUGGLE WITH ADDICTION	-	-	-	-	-	-	5	-	4	-	-	-	-	-	-	-
SGK902	NUTRITION AND HEALTH	-	-	-	-	-	-	4	-	4	-	-	-	-	-	-	-
SGK903	HISTORY AND PHILOSOPHY OF SCIENCE	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
SGK904	SCIENCE AND RESEARCH ETHICS	-	-	-	-	-	-	-	-	5	-	5	-	-	-	-	-
SGK905	ECONOMICS AND ENTREPRENEURSHIP	-	-	-	-	-	-	-	-	4	-	4	-	-	-	-	-
SGK906	TRADITIONAL TURKISH HANDICRAFTS	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-
SGK907	HUMAN RIGHTS AND DEMOCRACY EDUCATION	2	1	2	3	-	-	-	-	2	4	-	-	-	-	-	-
SGK908	HUMAN RELATIONS AND COMMUNICATION	2	1	2	3	-	-	-	-	2	3	-	-	-	-	-	-

SGK909	CAREER PLANNING AND DEVELOPMENT	-	-	-	-	-	3		3	4	-	-	-	-	-	-	-
SGK910	CULTURE AND LANGUAGE	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-
SGK911	MEDIA LITERACY	-	-	-	3	-	2	-	-	-	-	3	-	-	-	1	-
SGK912	PROFESSIONAL ENGLISH	4	3	2	-	-	3	4	2	-	-	-	3	4	3	4	3
SGK913	ART AND AESTHETICS	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-
SGK914	TURKISH FOLK DANCES	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-
SGK915	TURKISH SIGN LANGUAGE	4	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-
SGK916	TURKISH CULTURE GEOGRAPHY	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-
SGK917	TURKISH MUSIC	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-
SGK918	HISTORY OF TURKISH ART	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-
ASİD901	LANGUAGE AND SOCIETY	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-
ASİD902	WORLD ENGLISH AND CULTURE	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-
ASİD903	PRAGMATICS AND LANGUAGE TEACHING	-	-	1	1	-	3	4	-	-	1	-	4	3	2	3	1
ASİD904	COURSEBOOK EVALUATION IN ENGLISH LANGUAGE TEACHING	-	-	-	-	-	2	2	-	-	-	-	2	2	5	3	-
ASİD905	DRAMA IN ENGLISH LANGUAGE TEACHING	-	3	-	-	-	4	4	-	-	3	-	4	4	4	4	1
ASİD906	MATERIAL DESIGN IN ENGLISH LANGUAGE TEACHING	-	3	-	-	-	4	4	-	-	4	-	4	5	4	4	1
ASİD907	NEW APPROACHES TO TEACHING ENGLISH	-	3	-	-	-	4	4	-	-	4	-	4	4	4	4	1
ASİD908	ENGLISH VOCABULARY TEACHING	3	-	-	-	-	3	3	-	-	3	-	3	3	3	3	2
ASİD909	ENGLISH IN MASS COMMUNICATION	-	-	-	-	-	2	2	-	-	3	-	4	4	4	4	1
ASİD910	EVALUATION OF IN-CLASS LEARNING	-	4	-	-	-	2	2	-	-	1	-	2	2	2	2	-
ASİD911	SOCIOLINGUISTICS AND LANGUAGE TEACHING	-	-	-	-	-	2	2	-	-	3	-	3	3	3	3	1
ASİD912	DISCOURSE ANALYSIS AND LANGUAGE TEACHING	-	-	-	-	-	3	3	-	-	4	-	4	4	4	4	1
ASİD913	TEACHING INTEGRATED LANGUAGE SKILLS	-	-	-	-	-	3	3	-	-	2	-	4	4	4	4	1

IV. Semester Course Plan																	
Code	Course Title	Program Learning Outcomes															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MB506	HISTORY OF TURKISH EDUCATION	-	2	-	3	2	-	-	4	-	3	2	2	-	-	-	-
MB507	RESEARCH METHODS IN EDUCATION	-	3	-	-	-	3	4	4	2	-	5	3	2	-	3	-
AID202	CURRICULUM DESIGN IN ENGLISH LANGUAGE TEACHING	-	3	-	-	-	3	4	4	2	-	5	3	2	4	3	-
AID204	ENGLISH LITERATURE 2	4	-	-	-	-	-	-	-	-	5	-	-	-	-	-	3
AID206	LINGUISTICS 2	5	-	5	-	-	-	-	-	-	-	-	3	-	2	3	3
AID208	LANGUAGE ACQUISITION	4	-	3	-	-	4	5	3	-	-	-	5	4	4	4	-

V. Semester Course Plan																	
Code	Course Title	Program Learning Outcomes															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MB511	CLASSROOM MANAGEMENT	-	5	-	4	3	4	3	4	2	4	3	2	2	1	3	-
MB510	MORALITY AND ETHICS IN EDUCATION	-	4	-	5	-	-	-	5	2	2	-	-	-	-	-	-
AID301	TEACHING ENGLISH TO YOUNG LEARNERS 1	1	-	-	-	5	3	1	1	2	-	-	4	4	4	5	2
AID303	TEACHING ENGLISH LANGUAGE SKILLS 1	3	-	-	-	5	4	2	2	3	-	-	5	5	5	5	3
AID305	LANGUAGE AND LITERATURE TEACHING 1	3	-	-	-	5	4	2	2	3	-	-	5	5	5	5	3

VI. Semester Course Plan																	
Code	Course Title	Program Learning Outcomes															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MB509	ASSESSMENT AND EVALUATION IN EDUCATION	-	4	-	5	-	-	-	5	2	2	-	-	-	-	-	-
MB508	TURKISH EDUCATION SYSTEM AND SCHOOL MANAGEMENT	-	4	-	5	-	-	-	5	2	2	-	-	-	-	-	-
AID302	TEACHING ENGLISH TO YOUNG LEARNERS 2	1	-	-	-	5	3	1	1	2	-	-	4	4	4	5	2
AID304	TEACHING ENGLISH LANGUAGE SKILLS 2	3	-	-	-	5	4	2	2	3	-	-	5	5	5	5	3
AID306	LANGUAGE AND LITERATURE TEACHING 2	3	-	-	-	5	4	2	2	3	-	-	5	5	5	5	3

VII. Semester Course Plan																	
Code	Course Title	Program Learning Outcomes															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MBID516	TEACHING PRACTICE 1	-	5	-	5	4	2	2	3	1	4	1	3	3	4	4	1
MB513	SPECIAL EDUCATION AND INCLUSION	-	4	-	4	4	2	2	3	1	4	1	3	3	4	4	1
GK900	COMMUNITY SERVICE	-	4	-	4	4	2	2	3	5	4	1	3	3	4	4	1
AID401	COURSE CONTENT DEVELOPMENT IN ENGLISH LANGUAGE TEACHING	-	-	-	-	-	-	4	2	-	-	-	5	5	4	4	1
AID403	TRANSLATION	-	-	-	-	-	-	3	1	-	-	-	4	4	3	3	5

VIII. Semester Course Plan																	
Code	Course Title	Program Learning Outcomes															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MBID517	TEACHING PRACTICE 1	-	5	-	5	4	2	2	3	1	4	1	3	3	4	4	1
MB518	GUIDANCE IN SCHOOLS	-	5	-	5	5	5	2	3	1	4	1	3	3	4	4	1
AID402	EXAM PREPERATION IN ENGLISH LANGUAGE TEACHING	-	2	-	1	-	3	1	-	-	-	-	4	4	3	3	1

COURSE SCHEDULE
I. YEAR FIRST SEMESTER WEEKLY SCHEDULE
(1.Semester)

	15/09/2025	16/09/2025	17/09/2025	18/09/2025	19/09/2025
	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 09:00					
09:15 10:00					
10:15 11:15					
11:15 12:00	ORIENTATION WEEK				
13:15 14:00					
14:15 15:00					
15:15 16:00					
16:15 17:00					

The first week of the first semester is conducted as the as the adaptation week. During the orientation week, the orientation of the students should be supported with the following headings or other specified issues;

- Presentation of the university's settlement plan
- Library, Cafeteria, Social Facilities etc. detailed information about visiting service buildings and benefiting from these services
- Introduction of the faculty buildings
- Presentation of the program
- Information about student clubs
- Introduction of student exchange programs (Erasmus, Farabi, Mevlana Exchange programs)
- Information about Double Major and Minor Education
- Information about Postgraduate Education

I. YEAR FIRST SEMESTER WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08:15 09:00						Turkish Language 1 Online Assc. Prof. Sebahat ARMAĞAN
09:15 10:00						Turkish Language 1 Online Assc. Prof. Sebahat ARMAĞAN
10:15 11:00		German 1 CD1 Teacher Salih BEKTAŞ French 1 CD2 Teacher Hacı Mehmet İŞERİ	Values BD17 Asst. Prof. Dr. Uğur ADA	Listening and Pronunciation I BD8 Asst. Prof. Hande ÇETİN		Turkish Language 1 Online Assc. Prof. Sebahat ARMAĞAN
11:15 12:00		German 1 CD1 Teacher Salih BEKTAŞ French 1 CD2 Teacher Hacı Mehmet İŞERİ	Values BD17 Asst. Prof. Dr. Uğur ADA	Listening and Pronunciation I BD8 Asst. Prof. Hande ÇETİN		
13:15 14:00	Reading Skills I BD10 Lecturer Mustafa ÇİĞDEM	Introduction to Education BD6 Prof. Dr. Erdal KÜÇÜKER	Atatürk's Principals and History of Revolutions I CD2 Assc. Prof. Yasemin ER TUNA	Information Technologies BL2 Prof Dr. Kerem KILIÇER		
14:15 15:00	Reading Skills I BD10 Lecturer Mustafa ÇİĞDEM	Introduction to Education BD6 Prof. Dr. Erdal KÜÇÜKER	Atatürk's Principals and History of Revolutions I CD2 Assc. Prof. Yasemin ER TUNA	Information Technologies BL2 Prof Dr. Kerem KILIÇER		
15:15 16:00	Writing Skills I BD9 Asst. Prof. Dr Merve KONYAR	Educational Sociology CD2 Assc. Prof. Özge MAVIŞ SEVİM	Oral Communication Skills I BD14 Lecturer Merve KONYAR	Information Technologies BL2 Prof Dr. Kerem KILIÇER		
16:15 17:00	Writing Skills I BD9 Asst. Prof. Dr Merve KONYAR	Educational Sociology CD2 Assc. Prof. Özge MAVIŞ SEVİM	Oral Communication Skills I BD14 Lecturer Merve KONYAR			

I. YEAR SECOND SEMESTER WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 09:00					
09:15 10:00			Reading Skills 2 BD11 Asst. Prof. Dr. Uğur ADA		
10:15 11:00		French 2 BD16 Teacher Salih BEKTAŞ French 2 BD14 Lecturer Elif KARAER	Reading Skills 2 BD11 Asst. Prof. Dr. Uğur ADA		
11:15 12:00		German 2 BD16 Teacher Salih BEKTAŞ German 2 BD14 Lecturer Elif KARAER	Career Planning BD11 Asst. Prof. Dr. Uğur ADA		
13:15 14:00	Philosophy of Education-Sanat Assc. Prof. .Dr.Özge MAVIŞ SEVİM	Listening and Pronunciation 2-BD11 Asst. Prof. Dr. Hande ÇETİN	Writing Skills 2 A1 Assc. Prof. Dr. Züleyha ÜNLÜ CARLIK	Oral Communication Skills 2 A1 Asst. Prof. Dr. Zafer SUSOY	
14:15 15:00	Philosophy of Education-Sanat Assc. Prof. Dr.Özge MAVIŞ SEVİM	Listening and Pronunciation 2-BD11 Asst. Prof. Dr. Hande ÇETİN	Writing Skills 2 A1 Assc. Prof. Dr. Züleyha ÜNLÜ CARLIK	Oral Communication Skills 2 A1 Dr. Öğr. Üyesi Zafer SUSOY	
15:15 16:00	Structure of English-BD16 Asst. Prof. Dr. Hande ÇETİN	Atatürk's Principals and History of Revolutions Sanat Assc. Prof. Dr. Yasemin ER TUNA	Turkish Language 2 Sanal Assc. Prof. Dr. Sebahat ARMAĞAN	Education Pshology BD11 RA İsmail Kuşci	
16:15 17:00	Structure of English-BD16 Asst. Prof. Dr. Hande ÇETİN	Atatürk's Principals and History of Revolutions Sanat Assc. Prof. Dr. Yasemin ER TUNA	Turkish Language 2 Sanal Assc. Prof. Dr. Sebahat ARMAĞAN	Education Pshology BD11 RA İsmail Kuşci	
17:15 18:00			Turkish Language 2 Sanal Assc. Prof. Dr. Sebahat ARMAĞAN		

II. YEAR FIRST SEMESTER WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 09:00	Linguistics I Group A BD17 Asst. Prof. Dr. Hande ÇETİN				
09:15 10:00	Linguistics I Group A BD17 Asst. Prof. Dr. Hande ÇETİN				
10:15 11:15	Linguistics I Group B BD17 Asst. Prof. Dr. Hande ÇETİN		Instructional Technologies BL2 Asst. Prof. Dr. Tuğba KOCADAĞ ÜNVER	Approaches to English Language Learning and Teaching BD17 Asst. Prof. Dr. Serpil AZAP	
11:15 12:00	Linguistics I Group B BD17 Asst. Prof. Dr. Hande ÇETİN		Instructional Technologies BL2 Asst. Prof. Dr. Tuğba KOCADAĞ ÜNVER	Approaches to English Language Learning and Teaching BD17 Asst. Prof. Dr. Serpil AZAP	
13:15 14:00	Teaching Integrated Language Skills BD16 Asst. Prof. Dr. Elham ZARFSAZ		Principles and Methods of Teaching BD17 Prof. Dr. Fevzi DURSUN	Critical Reading and Writing BD17 Asst. Prof. Dr. Şeyma KÖKCÜ	
14:15 15:00	Teaching Integrated Language Skills BD16 Asst. Prof. Dr. Elham ZARFSAZ		Principles and Methods of Teaching BD17 Prof. Dr. Fevzi DURSUN	Critical Reading and Writing BD17 Asst. Prof. Dr. Şeyma KÖKCÜ	
15:15 16:00			English Literature I BD16 Asst. Prof. Dr. Uğur ADA	Pragmatics and Language Teaching A1 Asst. Prof. Dr. Hande ÇETİN	World Englishes and Culture BD16 Asst. Prof. Dr. Uğur ADA
16:15 17:00			English Literature I BD16 Asst. Prof. Dr. Uğur ADA	Pragmatics and Language Teaching A1 Asst. Prof. Dr. Hande ÇETİN	World Englishes and Culture BD16 Asst. Prof. Dr. Uğur ADA

II. YEAR SECOND SEMESTER WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 09:00					
09:15 10:00					
10:15 11:00	English Literature 2 BD4 Asst. Prof. Dr. Uğur ADA		Research Methods in Education Bd6 Asst. Prof. Dr. M.Fatih DOĞUYURT	Language Acquisition Bd4 Asst. Prof. Dr. Zafer SUSOY	
11:15 12:00	English Literature 2 BD4 Asst. Prof. Dr. Uğur ADA		Research Methods in Education Bd6 Asst. Prof. Dr. M.Fatih DOĞUYURT	Language Acquisition Bd4 Asst. Prof. Dr. Zafer SUSOY	
13:15 14:00	Linguistics 2- Group A BD16 Asst. Prof. Dr. Hande ÇETİN		Turkish educational history A2 Doç. Dr. Yasemin ER TUNA	English Language Teaching Programs A2 Asst. Prof. Dr. Şeyma KÖKCÜ	
14:15 15:00	Linguistics 2- Group A BD16 Asst. Prof. Dr. Hande ÇETİN		Turkish educational history A2 Doç. Dr. Yasemin ER TUNA	English Language Teaching Programs A2 Asst. Prof. Dr. Şeyma KÖKCÜ	
15:15 16:00	Teaching English Vocabulary BD7 Assc. Prof. Dr. Züleyha ÜNLÜ CARLIK		Pragmatics and Language Teaching A2 Asst. Prof. Dr. Hande ÇETİN	Linguistics 2- Group B BD16 Asst. Prof. Dr. Hande ÇETİN	
16:15 17:00	Teaching English Vocabulary BD7 Assc. Prof. Dr. Züleyha ÜNLÜ CARLIK		Pragmatics and Language Teaching A2 Asst. Prof. Dr. Hande ÇETİN	Linguistics 2- Group B BD16 Asst. Prof. Dr. Hande ÇETİN	

III. YEAR FIRST SEMESTER WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 09:00					
09:15 10:00			Teaching English Language Skills I -Group B BD11 Asst. Prof. Dr. Şeyma KÖKCÜ	Teaching English Language Skills I -Group A BD11 Asst. Prof. Dr. Şeyma KÖKCÜ	
10:15 11:00	New Approaches to Teaching English BD11 Asst. Prof. Dr. Elham ZARFSAZ		Teaching English Language Skills I -Group B BD11 Asst. Prof. Dr. Şeyma KÖKCÜ	Teaching English Language Skills I -Group A BD11 Asst. Prof. Dr. Şeyma KÖKCÜ	
11:15 12:00	New Approaches to Teaching English BD11 Asst. Prof. Dr. Elham ZARFSAZ		Teaching English Language Skills I -Group B BD11 Asst. Prof. Dr. Şeyma KÖKCÜ	Teaching English Language Skills I -Group A BD11 Asst. Prof. Dr. Şeyma KÖKCÜ	
13.15 14.00	Drama in English Language Teaching BD11 Asst. Prof. Dr. Hande ÇETİN		Language and Literature Teaching I BD11 Asst. Prof. Dr. Uğur ADA	Teaching English to Young Learners I BD15 Asst. Prof. Dr. Serpil AZAP	
14.15 15.00	Drama in English Language Teaching BD11 Asst. Prof. Dr. Hande ÇETİN		Language and Literature Teaching I BD11 Asst. Prof. Dr. Uğur ADA	Teaching English to Young Learners I BD15 Asst. Prof. Dr. Serpil AZAP	
15:15 16:00	Morality and Ethics in Education BD15 RA Dr. Saadet Aylin YURTERİ		Classroom Management BD11 Assoc. Prof. Emel TÜZEL İŞERİ	Teaching English to Young Learners I BD15 Asst. Prof. Dr. Serpil AZAP	
16:15 17:00	Morality and Ethics in Education BD15 RA Dr. Saadet Aylin YURTERİ		Classroom Management BD11 Assoc. Prof. Emel TÜZEL İŞERİ		

III. YEAR SECOND SEMESTER WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 09:00					
09:15 10:00	Teaching Foreign Languages to Children 2 CD9 Assc. Prof. Dr. Züleyha ÜNLÜ CARLIK		Teaching English Language Skills 2 – Group a BD12 Asst. Prof. Dr. Şeyma KÖKCÜ	Teaching English Language Skills 2– Group b BD6 Asst. Prof. Dr. Şeyma KÖKCÜ	
10:15 11:00	Teaching Foreign Languages to Children 2 CD9 Assc. Prof. Dr. Züleyha ÜNLÜ CARLIK		Teaching English Language Skills 2 – Group a BD12 Asst. Prof. Dr. Şeyma KÖKCÜ	Teaching English Language Skills 2 – Group b BD6 Asst. Prof. Dr. Şeyma KÖKCÜ	
11:15 12:00	Teaching Foreign Languages to Children 2 CD9 Assc. Prof. Dr. Züleyha ÜNLÜ CARLIK		Teaching English Language Skills 2 – Group a BD12 Asst. Prof. Dr. Şeyma KÖKCÜ	Teaching English Language Skills 2 – Group b BD6 Asst. Prof. Dr. Şeyma KÖKCÜ	
13:15 14:00	Language and Literature Teaching 2 BD8 Asst. Prof. Dr. Uğur ADA		Turkish Education System and School Administration Bd12 Asst. Prof. Dr. EMİNE SAKLAN	Drama in English Language Teaching S Asst. Prof. Dr. Hande ÇETİN	
14:15 15:00	Language and Literature Teaching 2 BD8 Asst. Prof. Dr. Uğur ADA		Turkish Education System and School Administration Bd12 Asst. Prof. Dr. EMİNE SAKLAN	Drama in English Language Teaching s Asst. Prof. Dr. Hande ÇETİN	
15:15 16:00	New Approaches in English Language Teaching BD8 Asst. Prof. Dr. Elham ZARFSAZ		Assessment and evaluation in education bd4 Prof. Dr. GÜLŞAH BAŞOL		
16:15 17:00	New Approaches in English Language Teaching BD8 Asst. Prof. Dr. Elham ZARFSAZ		Assessment and evaluation in education bd4 Prof. Dr. GÜLŞAH BAŞOL		

IV. YEAR FIRST SEMESTER WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 09:00					
09:15 10:00				Course Content Development in English Language Teaching Sanat Eğitimi Sınıfı Asst. Prof. Dr. Zafer SUSOY	
10:15 11:00			Special Education and Inclusion CD10 Asst. Prof. Dr. Neslihan CANPOLAT ÇİĞ	Course Content Development in English Language Teaching Sanat Eğitimi Sınıfı Asst. Prof. Dr. Zafer SUSOY	Community Service Group A BD1 Asst. Prof. Dr. Şeyma KÖKCÜ
11:15 12:00			Special Education and Inclusion CD10 Asst. Prof. Dr. Neslihan CANPOLAT ÇİĞ	Course Content Development in English Language Teaching Sanat Eğitimi Sınıfı Asst. Prof. Dr. Zafer SUSOY	Community Service Group B BD1 Asst. Prof. Dr. Şeyma KÖKCÜ
13.15 14.00			Community Service Group A Online Asst. Prof. Dr. Şeyma KÖKCÜ	Translation Sanat Eğitimi Sınıfı Asst. Prof. Dr. Zafer SUSOY	Coursebook Evaluation in English Language Teaching CD10 Asst. Prof. Dr. Uğur ADA
14.15 15.00			Community Service Group A Online Asst. Prof. Dr. Şeyma KÖKCÜ	Translation Sanat Eğitimi Sınıfı Asst. Prof. Dr. Zafer SUSOY	Coursebook Evaluation in English Language Teaching CD10 Asst. Prof. Dr. Uğur ADA
15:15 16:00				Translation Sanat Eğitimi Sınıfı Asst. Prof. Dr. Zafer SUSOY	Community Service Group B Online Asst. Prof. Dr. Şeyma KÖKCÜ
16:15 17:00					Community Service Group B Online Asst. Prof. Dr. Şeyma KÖKCÜ

IV. YEAR SECOND SEMESTER WEEKLY SCHEDULE

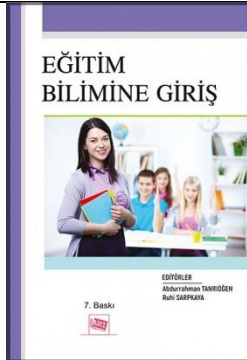
	Pazartesi	Salı	Çarşamba	Perşembe	Cuma
08:15 09:00					
09:15 10:00					
10:15 11:00					
11:15 12:00					
13.15 14.00					Guidance in schools bd4 Asst. Prof. Dr. Mesut ÖZTÜRK
14.15 15.00					Guidance in schools bd4 Asst. Prof. Dr. Mesut ÖZTÜRK
15:15 16:00			Sociolinguistics and language teaching Coğrafya Asst. Prof. Dr. Şeyma KÖKCÜ		Exam preparation in English language teaching. BD6 Asst. Prof. Dr. Elham ZARFSAZ
16:15 17:00			Sociolinguistics and language teaching Coğrafya lab Asst. Prof. Dr. Şeyma KÖKCÜ		Exam preparation in English language teaching BD6 Asst. Prof. Dr. Elham ZARFSAZ

ENGLISH LANGUAGE TEACHING BACHELOR DEGREE PROGRAM
I. SEMESTER COURSES

MB501 Introduction to Education

Lecturer	Prof. Dr. Erdal KÜÇÜKER
E-mail	erdal.kucuker@gop.edu.tr
Course Hours	Tuesday 13.15-15.00
Classroom	BD6
The Aim of the Course	The course aims to teach the following topics such as basic concepts of education; aims and functions of education; relationship of education with other fields and sciences; legal, social, cultural, historical, political, economic, philosophical and psychological foundations of education; methods in educational sciences; school and classroom as an educational and learning environment; current developments in teaching profession; trends in education in the twenty-first century.
Subjects and Learning Outcomes	
The Learning Outcomes of the Course	BASIC CONCEPTS OF EDUCATION
	Understands the place and importance of human-nature and human-human contradiction in humanization.
	Interprets the role of education in helping human beings today.
	Defines the concept of education according to different approaches.
	Understands the relationship between human, culture and education.
	BASIC CONCEPTS OF EDUCATION
	Draws conclusions by associating culture and cultural processes with today's life.
	Understands the vital importance of the concept of right to education.
	Understands the importance of providing equal opportunities in education in social life.
	Understands the importance of the education program in terms of organizing educational activity.
	PHILOSOPHICAL FUNDAMENTALS OF EDUCATION
	Explains the basic concepts of educational philosophy.
	Understands the working areas of philosophy.
	Explains the relations between education, science and philosophy.
	PHILOSOPHICAL FUNDAMENTALS OF EDUCATION
	Knows the general characteristics of philosophies related to education and the views on education.
	Evaluates the philosophical dimension of education with its socio-economic and political aspects.
	Evaluates different educational practices in terms of educational philosophies.
	SOCIAL FUNDAMENTALS OF EDUCATION
	Has knowledge of concepts related to the social foundations of education
	Can explain the relationship between education and society
	Understands the importance of educational sociology
	Can explain the social functions of education
	Understands the theoretical and practical relations between education and equality
	HISTORICAL FOUNDATIONS OF EDUCATION
	Has knowledge of concepts related to the historical foundations of education
	Can explain the basic principles of Western education history
	Understands the development of education of Turks in the historical period.
HISTORICAL FOUNDATIONS OF EDUCATION	
Understands the development of education in the Ottomans	

Can make inferences about the education system of today and the future based on the facts in the history of education			
PSYCHOLOGICAL FUNDAMENTALS OF EDUCATION			
Can tell the relationship between education and psychology			
Can tell the basic concepts of educational psychology			
Can tell the basic concepts of developmental psychology			
Tells the main stages of cognitive development			
Tells psychosexual stages of development			
Tells the psychosocial development periods			
Can tell the basic concepts about learning			
Explains learning according to behavioural learning theories			
Can explain learning according to the cognitive learning approach			
MANAGEMENT FUNDAMENTALS OF EDUCATION			
Can describe the political function of education			
Understands the relationship between the state and education			
Can explain the relations between government and government			
To know management processes			
Understands the basic features of education and school management			
Can recognize the basic problems of educational administration and to develop solutions			
ECONOMIC FUNDAMENTALS OF EDUCATION			
Has knowledge of basic concepts related to education economy			
Understands the relationship between education and economy			
Has information on educational funding sources and educational expenditures			
Understands the relationship between workforce planning and economy			
TEACHING AS A PROFESSION			
Knows the concept of profession			
Knows the conditions of teaching profession			
Evaluates the conditions related with the professionalization of the teaching profession in Turkey			
Knows teacher roles			
Knows the history of teacher training			
Knows the teacher competencies			
SOCIAL CHANGE AND RENOVATION IN TERMS OF EDUCATION			
Understands the basic concepts of change			
Understands the importance of social change			
Can explain the types of social change			
Can explain the forces that affect social change			
Can comprehend the theories explaining social change			
Understands the interaction between education and social change			
General evaluation			
	Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	
2	23.09.2025	Basic Concepts of Education	P2, P4, P5, P6, P7, P8
3	30.09.2025	Basic Concepts of Education	P2, P4, P5, P6, P7, P8
4	07.10.2025	Philosophical Foundations of Education	P2, P4, P5, P6, P7, P8

5	14.10.2025	Philosophical Foundations of Education	P2, P4, P5, P6, P7, P8
6	21.10.2025	Social Foundations of Education	P2, P4, P5, P6, P7, P8
7	28.10.2025	Historical Foundations of Education	P2, P4, P5, P6, P7, P8
8	04.11.2025	Historical Foundations of Education	P2, P4, P5, P6, P7, P8
	8.11.2025-16.11.2025	Midterm Exam	
9	18.11.2025	Psychological Basics of Education	P2, P4, P5, P6, P7, P8
10	25.11.2025	Administrative Foundations of Education	P2, P4, P5, P6, P7, P8
11	02.12.2025	Economic Foundations of Education	P2, P4, P5, P6, P7, P8
12	09.12.2025	Teaching as a Profession	P2, P4, P5, P6, P7, P8
13	16.12.2025	Social Change and Innovation in Terms of Education	P2, P4, P5, P6, P7, P8
14	23.12.2025	General Evaluation	P2, P4, P5, P6, P7, P8
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		1) Which of the following is not one of the medieval educational institutions in Europe? A) Church B) Academy C) Knighthood D) Universities E) Handicraftsmen Associations	
Answer Key		1-b	
Source Books		 <p>Yazar/Editör: Abdurrahman Tanrıöğen ve Ruhi Sarpkaya (Editör) (2017). Eğitim Bilimine Giriş, 7. Baskı. Ankara: Anı Yayıncılık. Sorumlu Olunan Bölümler/Sayfalar: All of them</p>	

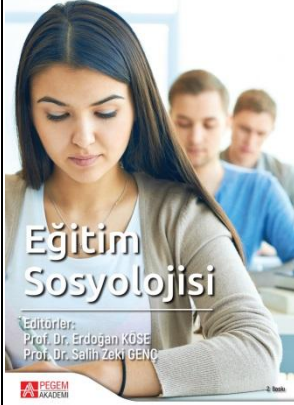
Supplementary Resources and Reading List	1. Cemalođlu, N. & Şahin, F. (Eds.). (2021). Eđitime Giriş. Ankara: Pegem Akademi. Paolo Freire – Ezilenlerin Pedagojisi
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MB503 Educational Sociology

Lecturer	Assc. Prof. Dr. Özge MAVIŞ SEVİM
E-mail	ozge.mavis@gop.edu.tr
Course Hours	Tuesday 15.15-17.00
Classroom	CD2
The Aim of the Course	The aim of this course is to gain knowledge about the basic concepts, theories and issues related to Educational sociology and to develop a perspective on Educational sciences in the light of concepts, theories and issues related to Educational sociology. The subject content is the base concepts of sociology such as society, social structure, social phenomenon, social event etc .; pioneers of sociology (Ibn-i Haldun, A. Comte, K. Marx, E. Durkheim, M. Weber et al.) and Educational views; education in terms of basic sociological theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, phenomenology and ethnomethodology); social processes (socialization, social stratification, social mobility, social change etc.) and education; social institutions (family, religion, economy, politics) and education; The development of sociology and the sociology of education in Turkey (Ziya Gokalp, Ismail Hakki Baltacıoğlu, Nurettin Artillery, Mumtaz Turhan et al.); culture and education; School subjects as a social, cultural, moral system and community will be covered.
Subjects and Learning Outcomes	
The Learning Outcomes of the Course	Basic concepts of sociology
	Knows what the concept of sociology means.
	Defines the basic concepts of sociology
	Tells the differences between the basic concepts of sociology.
	Understands which topics sociology includes.
	Sociology science
	Defines the concept of science.
	Explain why sociology is a division of science.
	Lists the scientific methods used in sociology.
	Evaluates the scientific method principles of sociology.
	Discusses the methods of conducting scientific research in sociology.
	Defines the concept of research ethics.
	Classifies ethical and unethical behaviors in scientific research on sociology.
	Pioneers of sociology and Educational views.
	Recognizes the leading names of sociology.
	Tells the contributions of the pioneers of sociology to the field of sociology.
	Evaluates the contributions of the pioneers of sociology to the field of sociology.
	Gives examples of the pioneers of sociology today.
	Educational approaches of basic sociological theories
	Defines basic sociological theories (functionalism, structuralism, etc.).
	Categorizes sociological theories according to their characteristics.
	Tells the differences between sociological theories.
	Evaluates sociological theories in terms of sociology science.
	Makes an idea about which sociological theories can be used in Educational sciences.
	Education and society
Defines the concept of education.	
Defines the concept of sociology.	
Explains the relationship between the concept of education and sociology.	
Explains the role of education as a social institution.	
Lists the social functions of education.	
Evaluates the social functions of education in terms of social benefit.	
Explains the social dynamics of education.	

Evaluates the social dynamics of education in terms of social benefit.
Defines educational social institutions (family, school, society).
Lists the place and functions of Educational social institutions (family, school, society) in society.
Subject, scope and features of Educational sociology
Defines the concept of sociology education.
Defines the concept of Educational sociology.
Explains the difference between the concepts of sociology education and Educational sociology.
Explains the subject of Educational sociology.
Explains the link between Educational sociology and educational sociology.
Explain the link between Educational sociology and structural functionalist Educational sociology.
Explains the link between Educational sociology and sociology of knowledge.
Explains the link between Educational sociology and phenomenological sociology.
Lists the scope of Educational sociology.
Tells the purpose of Educational sociology.
Explains the relationship between Educational sociology and other sciences.
Indicates the characteristics of Educational sociology.
The development of Educational sociology in Turkey
Recognizes the pioneers of sociology of education in Turkey.
Tells their contribution to the sociology of education sociology of the leading names in Turkey.
Explains the social, individualist and practitioner's view in sociology.
Recognize sociologists who have socialist, individualist and practitioner views in sociology.
Evaluates the contributions of sociologists who have socialist, individualist and practitioner's views in sociology to the science of sociology.
Culture and Education
Defines the concept of culture.
Lists the basic features of the concept of culture.
Defines the basic concepts of culture.
Analyzes the differences between the basic concepts of culture.
Explains the relationship between culture and education.
Lists the cultural functions of education.
Examines the issues of the relationship between culture and education.
Defines the concept of multiculturalism.
Lists the basic principles of multicultural education.
Tells the aims of multicultural education.
Evaluates the features that should be in multicultural teachers.
Social processes and education
Classifies types of socialization.
Lists the obstacles to socialization.
Defines the concept of social stratification.
Classifies the types of social stratification.
Analyzes the differences between types of social stratification.
Categorizes social mobility types.
Evaluates the factors that cause social mobility and social stratification today.
Defines the concepts related to social change.
Evaluates the factors that cause social change.
Classifies the types of social change.
Social institutions and education
Lists the characteristics of social institutions.
Lists the functions of social institutions.
Explains why social institutions are important.
Lists the types of social institutions.
Defines the family institution.
Evaluates the place of family institution in society.
Defines the Educational institution.
Evaluates the place of the Educational institution in the society.
Defines the economic institution.
Evaluates the place of economic institution in society.
Defines the political institution.

Evaluates the place of political institution in society.			
Defines the religious institution.			
Evaluates the place of religious institution in society.			
Defines the legal institution.			
Evaluates the place of the legal institution in the society.			
Defines the media institution.			
Evaluates the place of media institution in society.			
School as a social, cultural and moral institution			
Defines the concept of school.			
Explains why school is necessary.			
Understands the importance of the school.			
Classifies the school's items as a system			
Theories on the functions of the school			
Lists the theories on the functions of the school.			
Evaluates the effect of functionalist theory on school.			
Evaluates the effect of the conflict theory on the school.			
Evaluates the effect of symbolic interactionist theory on school.			
Evaluates the effect of critical theory on school.			
Explains the functions of the school.			
Explains the differences between primary and secondary social functions of schools.			
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching	
1	15.09.2025-19.09.2025	Orientation Week	
2	23.09.2025	Basic concepts of sociology	P2, P4, P5, P6, P7, P8, P9
3	30.09.2025	Sociology science	P2, P4, P5, P6, P7, P8, P9
4	07.10.2025	Pioneers of sociology and Educational insights	P2, P4, P5, P6, P7, P8, P9
5	14.10.2025	Educational approaches of basic sociological theories	P2, P4, P5, P6, P7, P8, P9
6	21.10.2025	Education and society	P2, P4, P5, P6, P7, P8, P9
7	28.10.2025	Subject, scope and features of Educational sociology	P2, P4, P5, P6, P7, P8, P9
8	04.11.2025	The development of Educational sociology in Turkey	P2, P4, P5, P6, P7, P8, P9
	8.11.2025-16.11.2025	Midterm Exam	
9	18.11.2025	Culture and education	P2, P4, P5, P6, P7, P8, P9
10	25.11.2025	Social processes and education	P2, P4, P5, P6, P7, P8, P9
11	02.12.2025	Social institutions and education	P2, P4, P5, P6, P7, P8, P9
12	09.12.2025	School as a social, cultural and moral institution	P2, P4, P5, P6, P7, P8, P9
13	16.12.2025	Theories on the functions of the school	P2, P4, P5, P6, P7, P8, P9
14	23.12.2025	General Evaluation	P2, P4, P5, P6, P7, P8, P9
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the		

	average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	1) Which of the following is not one of the basic concepts of culture? a. Cultural degeneration b. Subculture c. Cultural alienation d. Cultural delay e. Culture shock
Answer Key	1.C
Source Books	Köse, Erdoğan., ve Genç, Salih Zeki. (2018). <i>Educational Sociology</i> . Ankara: Pegem Akademi. 
Supplementary Resources and Reading List	Özdemir, M. Çağatay(Editör) (2014) <i>Educational Sociology</i> . Ankara: Pegem Akademi. Doğan, İsmail (2012). <i>Educational Sociology</i> . Ankara: Nobel. Tezcan, Mahmut (2006). <i>Educational Sociology</i> . Ankara: Anı yayınları.

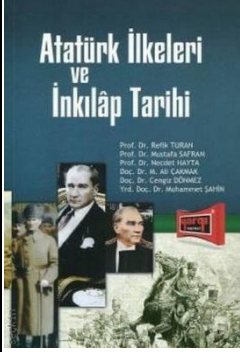
GK101 Atatürk's Principals and History of Revolutions 1

Lecturer	Assc. Prof. Dr. Yasemin ER TUNA
E-mail	yasemin.er@gop.edu.tr
Course Hours	WED. 13.15-15.00
Classroom	Cd2
The Aim of the Course	The aim of this course is to teach students in which conditions The Republic of Turkey established.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Orientation Week
	The structure of the Ottoman Empire and its dissolution reasons
	Knows the structure of the Ottoman State.
	Knows and evaluates the internal reasons of the stagnation and collapse of the Ottoman Empire.
	Knows and evaluates the external reasons of the stagnation and collapse of the Ottoman Empire.
	State bailout and reform efforts
	Knows the 17th century reforms.
	Knows the 18th century reforms.
	Knows the 19th century reforms.
	Constitutional developments and intellectual movements in the Ottoman Empire
	Comprehends the declaration of the First Constitutional Monarchy and the developments after it.
	Understands the declaration of the Second Constitutional Monarchy and the developments after it.
	Knows and evaluates the ideas movements in the Ottoman Empire.
	Geopolitics of the Ottoman Empire and foreign policy against it
	Understands the Vienna Congress and the Orient Question.
	Understands the aspirations of the great powers over the Ottoman Empire.
	Learns and analyzes the secret division plans and agreements of the great powers over the Ottoman Empire.
	The administration of İttihak ve Terakki party and the last stage of the state
	Learns the important domestic and foreign political developments of the period between 1908-1918.
The developments that caused the Bab-1 Ali Raid and the process of the Union and Progress to come to power, knows and evaluates the Tripoli and Balkan Wars.	
Knows Bab-1 Ali Raid and Union and Progress coming to power.	
World War I and the Ottoman Empire	

Understands the formation of Alliance and Alliance blocks.
Knows the reasons of the war.
Understands the beginning and development of the war.
Knows the Ottoman Empire's participation in the war and its Fronts.
Mondros Armistice and its related occupations, land requests from the Ottoman Empire and Paris Peace Conference
Knows and evaluates the factors that make the war end.
Understands armistice agreements and their results.
Analyzes how the Mondros Armistice was transformed into a document of surrender and extinction.
Understands the Paris Peace Conference and agreements, which ended the war outside the Ottoman Empire but will be instrumental at the beginning of a greater war.
Harmful and Beneficial Societies
Knows and explains the harmful works and activities of the Greeks.
Knows and explains the harmful work and activities of the Armenians.
Knows and explains the harmful work and activities of the Jews.
The determination of the Turkish nation for independence and Mustafa Kemal Pasha
Knows the Defense Law and its features.
Knows and explains Müdafı-i Hukuk societies and their activities.
Knows and explains the life of Mustafa Kemal.
The ideas of Mustafa Kemal Pasha and his transition to Anatolia
Understands the activities and works of Mustafa Kemal Pasha in Istanbul before going to Anatolia.
Evaluates the thoughts and ideas of Mustafa Kemal Pasha regarding the survival of the country and the nation before going to Anatolia.
Makes known his assignment and authorities as Army Inspector.
Comprehends the departure to Samsun on 19 May 1919 and what happened.
Knows the Havza Rally, the first resistance meeting against the occupations, and its importance.
Congresses Period (Amasya Circular, Erzurum and Sivas Congresses)
Understands that the purpose, rationale and method of the National Struggle determined with the Amasya Circular.
Explains the Erzurum Congress and its decisions and its importance.
Explains the Sivas Congress and its decisions and its importance.
Understands the Amasya Meeting and its importance.
The occupation of Istanbul, the reaction of the Turkish people and other important developments
Explains the last Ottoman Parliamentary Assembly and National Pact decisions and their importance.
Analyzes the reaction of the Entente States to the National Pact decisions and the occupation of Istanbul.

Learns about the printing of the Last Ottoman Parliament by the Entente Powers, the arrest and exile of the deputies, and the post-developments and its impact on the nation.		
Establishment of the Grand National Assembly of Turkey		
Knowing how and in what way the assembly was opened		
Analyzes the structure and characteristics of the assembly.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week
2	24.09.2025	The structure of the Ottoman Empire and its dissolution reasons
3	01.10.2025	State bailout and reform efforts
4	08.10.2025	Constitutional developments and intellectual movements in the Ottoman Empire
5	15.10.2025	Geopolitics of the Ottoman Empire and foreign policy against it
6	22.10.2025	The administration of İttihak ve Terakki party and the last stage of the state
7	29.10.2025	World War I and the Ottoman Empire
8	05.11.2025	The Armistice of Mudros and its related occupations, land requests from the Ottoman Empire and the Paris Peace Conference
	8.11.2025-16.11.2025	Midterm Exam
9	19.11.2025	Harmful and Beneficial Associations
10	26.11.2025	The determination of the Turkish nation for independence and Mustafa Kemal Pasha
11	03.12.2025	The ideas of Mustafa Kemal Pasha and his transition to Anatolia
12	10.12.2025	Congresses Period (Amasya Circular, Erzurum and Sivas Congresses)
13	17.12.2025	The occupation of Istanbul, the reaction of the Turkish people and other important developments
14	24.12.2025	Establishment of the Grand National Assembly of Turkey
	29.02.2025-08.01.2026	Final Exam
		Make – Up Exams
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the	

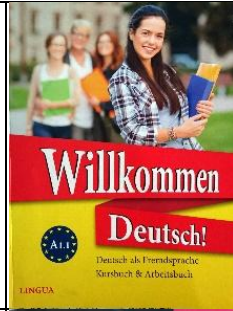
	average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	<p>1) Which of the following is the first person to become a grand vizier by putting forward conditions in Ottoman history?</p> <p>a.Merzifonlu Kara Mustafa Paşa b.Kuyucu Murad Paşa c.Tarhuncu Ahmed Paşa d.Köprülü Fazıl Ahmed Paşa e.Hiçbiri</p>
Answer Key	1-e
Source Books	<p>Atatürk İlkeleri ve İnkılâp Tarihi, Komisyon, Yargı Yayınevi. Ankara, 2014</p> 
Supplementary Resources and Reading List	<p>Atatürk ve Türk İnkılap Tarihi, Editör, Fatma Acun, Ankara, 2010</p> <p>Atatürk İlkeleri ve İnkılâp Tarihi I, II, III, Yüksek Öğretim Kurulu Başkanlığı Yayınları, Ankara, 1990.</p> <p>Türk İnkılâp Tarihi ve Atatürk İlkeleri, Editör, Semih Yalçın, Ankara, 2010</p> <p>Türkiye Cumhuriyeti Tarihi I Durmuş Yalçın (ve diğerleri), Atatürk Araştırma Merkezi, Ankara, 2000</p>

GK103 German I

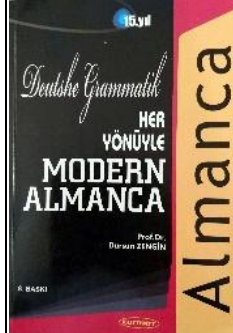
Lecturer	Teacher Salih BEKTAŞ	
E-mail	-	
Course Hours	Tuesday 10.15-12.00	
Classroom	CD1	
The Aim of the Course	The aim of this course is to enable students to learn German effectively at a basic level.	
The Learning Outcomes of the Course	Subjects and Learning Outcomes	
	Alphabet, meeting, asking, greeting and saying goodbye	
	Gains the ability to pronounce German words correctly	
	Gains the ability to know and introduce himself and others	
	Learns present and present tense, conjugation of verbs in this tense, asking questions and answering	
	Introducing yourself, getting to know someone else and numbers (1-20)	
	Learns to know the school and people	
	Gains skills in time and numbers	
	Learns to explain various objects	
	Finding information about people and countries	
	Learns to use various adverbs and prepositions in sentences.	
	Learns countries and their spoken languages	
	What are people doing?	
	Learns the structure and conjugation of verbs	
	Learns to set up and answer question sentences.	
	Address and phone	
	Learns to give information about his place of residence and address	
	Learns to write a short resume	
	Numbers (20-1000)	
	Learns to write and read numbers from 20 to 1000	
	Learns to read phone numbers and car license plates	
	About school life and ourselves	
	Learns the lessons and days of the week at school	
	Learns the conjugation of stylistic verbs	
	Learns indefinite articles and plurals of nouns.	
	Lessons and time units	
	Learns to give information about lessons	
	Learns to make question sentences about time	
	Clock and time	
	Learns to read and write clocks	
	Learns to use prepositions related to time	
	Lessons and students	
Learns to use various adjectives in sentences.		
Courses and their respective teachers		
Learns to describe lessons and related teachers		
Classroom and materials		
Learns the article, singular and plural of various articles.		
Learns the adjectives of color		
Getting information about various items, asking questions		
Learns the simple and indicative states of the name.		
Learns definite, indefinite articles and related sentence structures, positive and negative.		
Weeks / Date	The Subjects of the Course	Course & Program

			Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	
2	23.09.2025	Alphabet, meeting, asking, greeting and saying goodbye	P1, P3, P6, P12, P16
3	30.09.2025	Introducing oneself, getting to know someone else and numbers (1-20)	P1, P3, P6, P12, P16
4	07.10.2025	Finding information about people and countries	P1, P3, P6, P12, P16
5	14.10.2025	What are people doing?	P1, P3, P6, P12, P16
6	21.10.2025	Address and phone	P1, P3, P6, P12, P16
7	28.10.2025	Numbers	P1, P3, P6, P12, P16
8	04.11.2025	About school life and ourselves	P1, P3, P6, P12, P16
	8.11.2025-16.11.2025	Midterm Exam	
9	18.11.2025	Lessons and time units	P1, P3, P6, P12, P16
10	25.11.2025	Clock and time	P1, P3, P6, P12, P16
11	02.12.2025	Lessons and students	P1, P3, P6, P12, P16
12	09.12.2025	Courses and their respective teachers	P1, P3, P6, P12, P16
13	16.12.2025	Classroom and Materials	P1, P3, P6, P12, P16
14	23.12.2025	Getting information about various items, asking questions	P1, P3, P6, P12, P16
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		Select the correct option 1. Ich Hasan. a) sind b) bin c) bin d) ist 2. Ich aus Ankara. a) studiere b) wohne c) spreche d) komme 3. A-..... sindSie? B– Ich bin Süleyman. a) Wie b) Woher c) Wer d) Wann	
Answer Key		1-c 2-d 3-c	

Source Books



Supplementary Resources and Reading List



Deutsch für dich

Grammatik und Übungsbuch

Dr. Ömer Löff İspirli

GK103 French I

Lecturer	teacher Hacı Mehmet İŞERİ
E-mail	-
Course Hours	Tuesday 10.15-12.00
Classroom	CD2
The Aim of the Course	The aims of the course is to bring students to A1 level in elective French course.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction of the French language, the French alphabet and the pronunciation of letters
	Learns to ask and say the name and surname
	Learns to greet. Learns numbers from 1 to 100.
	To introduce someone, to introduce yourself.
	Learns to introduce one person to another.
	Learns the verb Etre, its articledéfini-indéfini
	Asking someone how
	Learns to tell his own situation.
	Learns to ask someone their age, address, phone number, and tell them when asked.
	Learns the present of the verb Aller
	Learns possessive adjectives and question adjectives.
	Correspondence
	Learns to correspond with someone, to correspond, to express their feelings briefly, to talk about themselves and their family.
	Learns to express his name, surname, age, place of residence, things he likes.
	Finding objects
	Learns the names, locations and some prepositions of objects.
	Learns prepositions such as right, left, below, above, next to, opposite, in.
	Learns the pattern of ya-exists and forms sentences with it, learns to use the question, "What is this?"
	Learns to use etrepresent, artifacts.
	Portrait-robot
	Learns to use the things he has, il or mold.
	Learns the adjectives of color.
	Learns the presenting of the verb, Avoir
	Learns the harmony of adjectives and nouns, to make positive and negative plural singular, to whom it belongs and to say what it wears.
	Shopping
	Learns to identify an object, ask for a price and set a price
	Learns to shop and express his feelings.
	Learns to tell if he likes or not.
	Learns to ask questions and sign adjectives with Comment and combine
Artists corner	
Learns to use positive and negative verbs of Etre and Avoir.	
Learns to recognize and introduce people, to tell some areas of art.	
Apartment for rent	
Learns to show a place on the map, to find it, to get information about a place, to ask for an apartment for rent or for sale, to search, to give information about the apartment, to describe the question, some impositions, postings and e-mail.	
Place Direction	
Learns to ask for directions and addresses.	
Learns imperative, present tense and present tense.	
Learns compound artifacts (au, aux, du, des) using y and en adverbs	
Have a nice trip	

	Learns to show a place on a map, find it, give advice.		
	Learns traveling, vacationing, places to visit, how to go, visiting hotels or museums, the decimal pronoun, place prepositions.		
	Marseille		
	Learns how to describe a place, how to go to that place, where to stay, the description of the city, to visit places such as cinema, theater, museum, beach, to get general information about the city or to give it.		
	One Way		
	Learns to exchange information about the train journey.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching	
1	15.09.2025-19.09.2025	Orientation Week	
2	23.09.2025	Introduction of the French language, the French alphabet and the pronunciation of letters	P1, P3, P6, P12, P16
3	30.09.2025	To introduce someone, to introduce yourself.	P1, P3, P6, P12, P16
4	07.10.2025	Asking someone how	P1, P3, P6, P12, P16
5	14.10.2025	Correspondence	P1, P3, P6, P12, P16
6	21.10.2025	Finding objects	P1, P3, P6, P12, P16
7	28.10.2025	Portrait-robot	P1, P3, P6, P12, P16
8	04.11.2025	Shopping	P1, P3, P6, P12, P16
	8.11.2025-16.11.2025	Midterm Exam	
9	18.11.2025	Artists corner	P1, P3, P6, P12, P16
10	25.11.2025	Apartment for rent	P1, P3, P6, P12, P16
11	02.12.2025	Place Direction	P1, P3, P6, P12, P16
12	09.12.2025	Have a nice trip	P1, P3, P6, P12, P16
13	16.12.2025	Marseille	P1, P3, P6, P12, P16
14	23.12.2025	One Way	P1, P3, P6, P12, P16
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		
Sample Questions	1) De quelle couleur est la lampe? Elle est..... a)blanc b) noir b) grande d) blanche 2) A qui est cette chemise? C'estchemise a)mon b) mes c) ma d) moi		

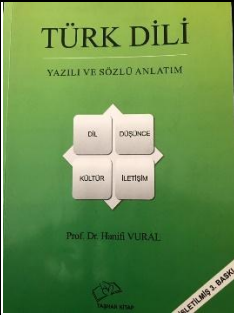
Answer Key	Cevap 1: d Cevap 2: c
Source Books	TAXI-1 TAXI-2 DERS KİTAPLARI
Supplementary Resources and Reading List	Cours de la langue et de la civilisation française.Mauger 1 ve 2.DictionnairesDe turc en Français.De français en turc

GK105 Turkish Language I

Lecturer	Assc. Prof.. Dr. Sebahat ARMAĞAN
E-mail	sebahat.armagan@gop.edu.tr
Course Hours	Saturday 8.15-11.00
Classroom	Online
The Aim of the Course	Turkish Language course aims to contribute to the students at higher education level in expressing themselves correctly and effectively, being aware of the language rules and using Turkish consciously and well.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Orientation Week
	The aim and resources of the course. The concept of language and the place of Turkish among World Languages
	Knows the resources to be taught in the Turkish Language I course and the books that can be used for the course.
	Gains knowledge of the concept of language through different definitions.
	Makes evaluations on similar and different aspects between language definitions.
	Learns the features of the language.
	Realizes the importance of language in communication.
	Knows the different aspects of language communication from other forms of communication.
	Learns general information about the languages in the world.
	Gains knowledge of the place of Turkish among world languages.
	Languages in terms of Structure and Origin
	Gains knowledge of language groups in the world.
	Learns how languages are classified in terms of origin and the formation of language families.
	Explains which language family Turkish belongs to.
	Knows the properties of languages in terms of structure.
	Understands what features Turkish has in terms of structure.
	Language-Culture Relationship, The Place of Language in Social Life
	Realizes the relationship between language and family.
	Realizes the relationship between language and society.
	Gains knowledge of the concept of culture.
	Learns the relationship of language with culture.
	Realizes the importance of language for social life.
	Punctuation
	Pays attention to the correct use of punctuation marks.
	Realizes punctuation errors on texts.
	Understands the importance of using punctuation correctly in written communication.
	Writing rules
	Reinforces their knowledge of spelling rules.
	Pays attention to the spelling of suffixes and conjunctions.
Pays attention to capitalization and spelling of numbers in text writing.	
Follows the rules of consonant and vowel harmony in words.	
Knows the combined and separate spelling properties of words.	
Meaning in Word and Sentence	
Knows the relationship between word and meaning.	
Knows the literal, connotations and metaphor properties of words.	
Pays attention to the differences and similarities of meanings between words.	
Be aware that words can gain other meanings in the text.	
Can classify the sentences according to their meanings.	
Can recognize sentences that have close meaning or contradictory sentences in the text.	
Understands the importance of making clear and understandable sentences in written expression.	


Expression Techniques		
Knows expression techniques.		
Understands the importance of using correct expression techniques.		
Becomes aware of the more effective communication by using appropriate means of expression in written expression.		
Official Correspondence		
Obtains information about official correspondence types such as petition, protocols, blackout and report.		
Learns to write types of correspondence such as petitions, protocols, decisions and reports.		
Knows the points to be considered in petition writing.		
Knows the differences between correspondence types such as petition, protocols and report.		
Official Correspondence		
Learns about types of correspondence such as business letters and resumes.		
Learns the rules to be considered in writing business letters and resume.		
Understands how to prepare correspondence with official institutions.		
Auxiliary Elements in Sentences		
Has information about the elements of the sentence.		
Realizes the auxiliary elements of the sentence such as specified object, indeterminate object, indirect complement, and adverbial complement within a sentence.		
Explains the types and usage of objects in sentences.		
Finds auxiliary elements such as indirect and adverbial complements in sentence analysis, knows the functions of these elements in a sentence.		
Basic Elements of the Sentence		
Gains knowledge of the structure and basic elements of the sentence.		
Explains the elements of the sentence.		
Knows the properties of the predicate, realizes which words and phrases can be predicates in a sentence.		
Knows the subject and the properties of the subject in the sentence, understands which words and word groups can be subjects.		
Becomes aware of the elements that make up the sentence and their relationship with each other.		
Language Errors, Lexical Language Errors		
Realizes the expression disorders caused by the use of unnecessary words and synonyms.		
Understands the expression disorders caused by words used in the wrong sense or in the wrong place.		
Pays attention to the use of frequently confused words.		
Takes care not to use words that have ill-formed structures and do not conform to language rules.		
Language Errors, Sentence-Level Language Errors		
Realizes the expression disorders caused by sentences that lack subject and predicate in their structure.		
Understands the expression disorders in sentences that lack complement and object.		
Can identify narrative flaws based on subject and verb mismatch and explain their reasons.		
Understands the importance of noticing language mistakes in written expression and knows that it is necessary to be careful not to fall into these mistakes.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week
2	27.09.2025	The aim and resources of the course. The concept of language and the place of Turkish among World Languages
3	04.10.2025	Languages in terms of Structure and Origin
4	11.10.2025	Language-Culture Relationship, The Place of Language in Social Life
5	18.10.2025	Punctuation
6	25.10.2025	Writing rules
7	01.11.2025	Meaning in Word and Sentence
8	08.11.2025	Expression Techniques
	8.11.2025-16.11.2025	Midterm Exam
9	22.11.2025	Official Correspondence
10	29.11.2025	Official Correspondence
11	06.12.2025	Auxiliary Elements in Sentences
12	13.12.2025	Basic Elements of the Sentence

13	20.12.2025	Language Errors, Lexical Language Errors	P1, P3
14	27.12.2025	Language Errors, Sentence-Level Language Errors	P1, P3
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		
Sample Questions	1. Aşağıdakilerden hangisi Türkçenin özelliklerinden biri değildir? A) Ünlü uyumları vardır. B) Soru eki vardır. C) Sıfatlar isimlerden önce gelir. D) Kelimeler bükümlenerek türetilir. E) Çokluk eki vardır.		
Answer Key	1.D		
Source Books	 <p>Prof. Dr. Hanifi Vural, Türk Dili, Taşhan Kitap, Tokat, 2012.</p>		
Supplementary Resources and Reading List	<ol style="list-style-type: none"> 1.Prof. Dr. Muharrem Ergin, Türk Dil Bilgisi, Bayrak Yayınları, İstanbul, 1999. 2.Prof. Dr. Tahsin Banguoğlu, Türkçenin Grameri, TDK Yayınları, Ankara, 1998. 3. Prof. Dr. Mustafa Özkan vd.; Yükseköğretimde Turkish LanguageYazılı ve Sözlü Anlatım, Filiz Kitabevi, İstanbul, 2006. 4. Prof. Dr. Mehmet Kaplan, Dil ve Kültür, Dergâh Yayınları, İstanbul, 2011. 5. Ertem, Rekin - İsa KJanuaryaplan, Üniversitelerde Turkish Languageve Kompozisyon 6. Serdar Odacı vd., Üniversiteler için Dil ve Anlatım, Palet Yay., Konya, 2009. 7.“Türkçe Sözlük”, TDK Yayınları, Ankara, 2013. 8.“Yazım Kılavuzu”, TDK Yayınları, Ankara, 2012. 		

GK107 Information Technologies

Lecturer	Prof Dr. Kerem KILIÇER
E-mail	kerem.kilicer@gop.edu.tr
Course Hours	Thursday
Classroom	BL2
The Aim of the Course	The aim of this course is to enable teacher candidates to use information technologies effectively both in their field and in their daily life.

Subjects and Learning Outcomes	
The Learning Outcomes of the Course	Information technologies and computational thinking
	Knows the concept of computing and the applications
	Knows and applies computing technologies
	Problem solving concepts and approaches; Algorithm and flowcharts
	Knows problem solving concepts and approaches
	Knows the concept and applications of algorithm and flowchart
	Computer systems; Basic concepts of software and hardware
	Knows and applying software basic concepts
	Knows hardware applies and their features
	Current operating systems; File management; Utilities (third party software)
	Knows the current operating system
	Uses the features of the current operating system
	Has knowledge about current operating system applications
	Word processing programs
	Has information about word processing programs
	Uses word processing programs
	Calculation / table / graphic programs
	Knows calculation / table / graphic programs
	Uses calculation / table / graphic programs
	Presentation programs
	Knows presentation programs
	Uses presentation programs
	Desktop publishing
	Knows what the concept of desktop publishing covers
	Gains ability to use desktop publishing tools
	Database management systems
	Knows what data tab management systems are
	Can make database management system applications
	Web design
	Knows what the concept of web design includes
	Implements a simple web design
	Internet use in education; Communication and collaboration technologies
Knows examples of internet usage in education	
Has knowledge about communication and collaboration technologies	
Safe internet use; IT ethics and copyrights	
Knows the concept of informatics ethics	
Has information and application about IT Ethics problems, content, usage	
The effects of computers and internet on children / young people.	

Has knowledge of technology, Internet addiction concepts and content is aware of the health effects of internet and technology.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week
2	25.09.2025	Information technologies and computational thinking
3	02.10.2025	Problem solving concepts and approaches; Algorithm and flowcharts
4	09.10.2025	Computer systems; Basic concepts of software and hardware
5	16.10.2025	Current operating systems; File management; Utilities (third party software)
6	23.10.2025	Word processing programs
7	30.10.2025	Calculation / table / graphic programs
8	06.11.2025	Presentation programs
	8.11.2025-16.11.2025	Midterm Exam
9	20.11.2025	Desktop publishing
10	27.11.2025	Database management systems
11	04.12.2025	Web design
12	11.12.2025	Internet use in education; Communication and collaboration technologies
13	18.12.2025	Safe internet use; IT ethics and copyrights
14	25.12.2025	The effects of computers and internet on children / young people.
	29.02.2025-08.01.2026	Final Exam
		Make – Up Exams
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	 <p>1. Which of the following is the figure on the right?</p> <p>a) paste b) new slide c) shape painter d) text direction</p>	

Answer Key	1-b
Source Books	 <p>Bilgisayar ve Temel Bilgi Teknolojileri Levent Çelik, Şafak Bayır, Cem Çuhadar, Necmi Eşgi, Tuncay Sevindik, Ahmet Murat uzun, Erhan Ünal, Songül Karakuş, Tuğba Kocadağ Maya Akademi Yayınları</p>
Supplementary Resources and Reading List	 <p>Bilşim Teknolojileri Avrupa Bilgisayar Yetkinlik Sertifikası (ECDL) Programına Göre Editör: Prof. Dr. Hüseyin UZUNBOYLU Genişletilmiş 4. Baskı Information Technologies , Editör Hüseyin Uzunboylu Pegem A yayınevi</p>

AİD101 Reading Skills 1

Lecturer	Lecturer Mustafa ÇİĞDEM
E-mail	mustafa.cigdem@gop.edu.tr
Course Hours	Monday 13.15-15.00
Classroom	BD10
The Aim of the Course	The aim of the course is to enable students to strategically read academic and non-academic texts and to acquire vocabulary at advanced level. They are supposed to reach advanced level in order to read, understand and answer questions fluently, logically and properly.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction to the course
	Obtains information about the course.
	The importance of reading skills
	Learns about the contribution of reading skills to language acquisition.
	Place of reading skills in English Language Education program
	Can evaluate reading skills in the context of English teaching program.
	The relationship between reading skills and other skills
	Understands the relationship between reading skills and other skills.
	Presenting reading skills as a combined skills
	Can improve reading skills together with other skills in language teaching.
	Effective factors in the development of reading skills
	Can evaluate the factors affecting reading skills.
	Techniques used in the development of reading skills
	Learning more about effective techniques in improving reading skills.
	Application of techniques used in the development of reading skills
	Can apply effective techniques to improve reading skills in classroom learning environment.
	How to develop comprehension in reading texts of all types.
	Understands texts and materials used in the development of reading skills.
	Interpretation of texts to promote reading skills.
Can evaluate the materials used in the development of reading skills.	
Recognizes the reading skills to be applied for comprehension	
Can effectively use the reading skills to understand a text.	
Interactive activities in the development of reading skills	

	Learns about interactive activities in improving reading skills.		
	Planning and using interactive activities to foster reading skills.		
	Can participate in interactive reading activities in the classroom to improve reading skills.		
	Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation week	-
2	22.09.2025	Introduction to the course	P1, P2, P3, P4
3	29.09.2025	Previewing the text	P1, P2, P3, P4
4	06.10.2025	Skimming and scanning	P1, P2, P3, P4
5	13.10.2025	Using context to guess the meaning of unknown words	P1, P2, P3, P4
6	20.10.2025	Making inferences form the text	P1, P2, P3, P4
7	27.10.2025	Distinguishing facts from opinions	P1, P2, P3, P4
8	03.11.2025	Finding the topic and the main idea of a text	P1, P2, P3, P4
	8.11.2025-16.11.2025	Ara Sınav	
9	17.11.2025	Recognizing the supporting ideas	P1, P2, P3, P4
10	24.11.2025	Understanding the text organization	P1, P2, P3, P4
11	01.12.2025	Recognizinf the figurative language in the text	P1, P2, P3, P4
12	08.12.2025	Identifying pronoun references	P1, P2, P3, P4
13	15.12.2025	Undertanding the author’s purpose	P1, P2, P3, P4
14	22.12.2025	Recognizing paragraph transitions in a text	P1, P2, P3, P4
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exam are given for the assessment of each course. 40% of the midterm and 60% of the final exam are considered to work out the grade point average (GPA) of the course. 60 and above out of 100 is considered satisfactory to pass the course. The students who fail are allowed to take resit exams. 60% of the score obtained in the resit exams is considered just as the final exam score is to calculate GPA of the course Course attendance must be at least 70 % of the total hours inn each semester for theoretical courses and 80 % of the total hours for the applied ones in order for the learners to be allowed to take final and resit exams.		
Sample Questions	Which reading skill can you use to get the meaning of an unknown word in a text?		
Answer Key	In order to understand the meaning of a new word, context in which the new word is focused on carefully. Thus, using the context to guess the meaning of a word is a useful strategy.		

Source Books	Lee, Linda & Gundersen, Eric. (2011). Select Readings. Oxford University Press
Supplementary Resources and Reading List	BBC Council Learn English

AİD103 Writing Skills 1

Lecturer	Lecturer Merve KONYAR
E-mail	merve.konyar@gop.edu.tr
Course Hours	Monday 15.15-17.00
Classroom	BD9
The Aim of the Course	The aim of this course is to enable students to acquire basic rhetorical skills, recognize different article types and use the basic tools required by the writing process to develop consistent and logical arguments.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction to paragraph, paragraph subject, subject sentence, purpose statement
	Can analyze the writing process with all its components.
	Knows that it should be written considering the purpose, content, topic sentence, supporting sentences and concluding sentences
	Understands the basic principles of the writing process: knows that there are basic processes such as generating and editing ideas, writing, editing and rewriting.
	Paragraph Auxiliary Elements
	Learns the role of supporting sentence and conclusion in the paragraph.
	Can establish effective supportive and concluding sentences.
	Five Elements in Paragraph
	Learns purpose, audience, unity, clarity and coherence.
	Paragraph Types: Descriptive-Comparison Paragraphs
	Can recognize descriptive and comparison paragraph structure
	Paragraph Types: Cause-Effect-Classification Paragraphs
	Can recognize cause and effect and classification paragraph structure
	Introduction to the article: introductory paragraphs
	Recognizes the introduction paragraphs and knows their types.
Thesis statement	
Recognizes the thesis statement, knows its position, knows the possible problems in writing.	
Development Paragraphs	

		Can write a body paragraph and make it effective.	
		Writing Conclusion	
		Can write an effective conclusion paragraph. Knows the elements of the conclusion paragraph.	
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	
2	22.09.2025	Introduction to paragraph, paragraph subject,	P1, P2, P3, P4
3	29.09.2025	Paragraph Auxiliary Elements: Topic Sentence, Supporting Sentences and Concluding Sentence	P1, P2, P3, P4
4	06.10.2025	Five Elements in a Good Writing: Purpose, Coherence, Clarity, Unity, Audience	P1, P2, P3, P4
5	13.10.2025	Paragraph Types: Descriptive Paragraph	P1, P2, P3, P4
6	20.10.2025	Paragraph Types: Comparison Paragraph	P1, P2, P3, P4
7	27.10.2025	Paragraph Types: Cause- Effect Paragraph	P1, P2, P3, P4
8	03.11.2025	Paragraph Types: Classification Paragraph	P1, P2, P3, P4
	8.11.2025-16.11.2025	Midterm Exam	
9	17.11.2025	Introduction to the article: introductory paragraphs	P1, P2, P3, P4
10	24.11.2025	Thesis statement	P1, P2, P3, P4
11	01.12.2025	Development Paragraphs	P1, P2, P3, P4
12	08.12.2025	Development Paragraphs	P1, P2, P3, P4
13	15.12.2025	Writing a Result Paragraph	P1, P2, P3, P4
14	22.12.2025	Making an Outline and Practice	P1, P2, P3, P4
	29.02.2025-08.01.2026	Final Exam	

	Make – Up Exams	
Evaluation	<p>For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 20%; the final exam is 40% and the portfolio is 40%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.</p>	
Sample Questions	<ol style="list-style-type: none"> 1. Choose one of the topics and write a well-organised paragraph <ol style="list-style-type: none"> a. Describe either a painting/ a picture OR a frightening or funny place you know. b. Describe a frightening or funny experience you had. 2. Write a topic sentence for the paragraph below. 3. ‘What are the causes and effects of marketization of higher education?’ <p>Prepare an outline for this cause-effect essay.</p> <ol style="list-style-type: none"> 4. Below is a cause-effect essay with only conclusion paragraph missing. Read the essay and write a well-organised conclusion paragraph for this essay. 	
Answer Key	<ol style="list-style-type: none"> 1. Students are expected to choose only one of the given topics (a or b) and write a descriptive paragraph. The paragraph should contain all the elements of the paragraph: subject sentence (and parts), supporting sentences, and concluding sentences. In addition, the paragraph should show integrity and consistency. 7-8 sentences will be enough. 2. A student will be given a paragraph for this question, and students will be required to write a topic sentence appropriate to the given paragraph. The topic sentence written should be related to the situation described in the paragraph and should include all parts of the topic sentence (topic and main idea) and features (such as not too general or not too specific). 3. In this question, students are required to prepare an outline for an article appropriate to the given question and indicate what they will place in the main points in each paragraph in the outline. 4. The conclusion sentence of the article given for this question is incomplete. Students will read the cause and effect article given and 	

	write an appropriate conclusion paragraph. A 7-8-sentence paragraph will be sufficient to recognize the features of the previously mentioned paragraph (introduction, conclusion, supporting sentences) and the integrity-consistency features.
Source Books	<ul style="list-style-type: none"> • <i>Sharpening Academic Skills</i>, Dan Cupery, Semra Gönel
Supplementary Resources and Reading List	<ul style="list-style-type: none"> • <i>Writing Academic English</i> 4th ed. Alice Oshime, Ann Hogue • Taylor, Gordon. (1989). <i>The Student's Writing Guide for the Arts and Social Sciences</i>. New York: Cambridge University Press. • http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/academic_english.html • owl@purdue.edu • https://owl.english.purdue.edu/owl/resource/560/01/

AİD105 Listening and Pronunciation 1

Lecturer	Asst. Prof. Dr. Hande Çetin
E-mail	hande.cetin@gop.edu.tr
Course Hours	Thursday 10.15-12.00
Classroom	BD8
The Aim of the Course	The analysis of original listening materials and speech phrases taken from different contexts is made; also includes phonetic transcription of sound differences and problem sounds; high level listening skills; Basic listening and speaking skills such as vowels, consonants, word stress and intonation, and phonological transcription studies are carried out. Students learn how the vowels in the English phonetic system are produced. Students learn how to produce binary vowels (diphthong) in the English phonetic system. Students learn how to produce consonants in the English phonetic system. Students recognize and write the phonetic symbols of vowels, binary vowels and consonants in the English sound system. Students can translate English words into phonetic writing.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction to the Listening and Pronunciation course
	Learns importance of listening and pronunciation.
	Learns difficulties in listening and pronunciation, reasons that make it difficult and methods of overcoming are learned.
	Learns to show the vocalization of letters with IPA symbols.
	Consonants
	Learns the pronunciation of consonants in English
	Consonants
	Learns the pronunciation of consonants in English
	Vowels (Vowels)
	Learns the pronunciation of vowels in English
	Vowels (Vowels)
	Learns the pronunciation of vowels in English.
	Consonant & Vowels
	Learns the pronunciation of consonants and vowels in English.
	Diphthong
	Learns how to produce binary vowels (diphthong) in the English phonetic system, recognize and write their symbols.
	Diphthong

Learns how to produce binary vowels (diphthong) in the English phonetic system, recognize and write their symbols.
Word stress and intonation
Tries to stress two syllable words correctly.
Learns to stress of words with more than two syllables.
Pronunciation practice
Pronunciation exercises are done through different texts.
Pronunciation Activities
Pronunciation exercises are done through different texts.

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1 15.09.2025-19.09.2025	Orientation Week	P1, P2, P3, P4
2 25.09.2025	Introduction to the Listening and Pronunciation course + Listening Exercises	P1, P2, P3, P4
3 02.10.2025	Consonants+ Listening Exercises	P1, P2, P3, P4
4 09.10.2025	Consonants+ Listening Exercises	P1, P2, P3, P4
5 16.10.2025	Vowels+ Listening Exercises	P1, P2, P3, P4
6 23.10.2025	Vowels+ Listening Exercises	P1, P2, P3, P4
7 30.10.2025	Consonant & Vowels+ Listening Exercises	P1, P2, P3, P4
8 06.11.2025	Diphthongs + Listening Exercises	P1, P2, P3, P4
8.11.2025-16.11.2025	Midterm Exam	
9 20.11.2025	Diphthongs + Listening Exercises	P1, P2, P3, P4
10 27.11.2025	Word stress and intonation+ Listening Exercises	P1, P2, P3, P4
11 04.12.2025	Word stress and intonation+ Listening Exercises	P1, P2, P3, P4
12 11.12.2025	Pronunciation Activities+ Listening Exercises	P1, P2, P3, P4
13 18.12.2025	Pronunciation Activities+ Listening Exercises	P1, P2, P3, P4

14	25.12.2025	Pronunciation Activities+ Listening Exercises	
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		Which is the correct transcription of the word “bad” a) /baed/ b) /bad/ c) /bed/	
Answer Key		The correct answer is “a”	
Source Books		English Pronunciation in Use Elementary, Mark Hancock. CUP 2006 Pride and Prejudice. Jane Austen. Stage 5 with audio CD. BCP Cambridge Advanced Learner’s Dictionary English Pronunciation. Minira Garayeva. Cumhuriyet University Press.	
Supplementary Resources and Reading List		<ul style="list-style-type: none"> • Craven, Miles. (2009). Real Listening and Speaking. UK: Cambridge University Press. • Lynch, T. (2004). Study Listening: A Course in Listening to Lectures and Note Taking. • Mann, M. (2014). Improve Your Skills: Listening & Speaking for Advanced Student's Book with Key Pack. • http://www.bbc.com/ • http://www.pbs.org/weta/washingtonweek/ • http://www.classicfm.com/ • http://www.npr.org/ • http://www.wbur.org/ • https://www.ted.com/ • https://podcasts.ox.ac.uk/ • https://www.englishclub.com/ • http://www.eslnotes.com/ • http://archive.boston.com/jobs/globe/articles/121904_party.html • http://www.merriam-webster.com/ • http://www.collinsdictionary.com/ • http://dictionary.cambridge.org/ • http://www.ala.org/yalsa/aboutyalsa 	

AİD107 Oral Communication Skills 1

Lecturer	Lecturer Merve KONYAR
E-mail	merve.konyar@gop.edu.tr
Course Hours	Wednesday 15.15-17.00
Classroom	BD14
The Aim of the Course	This course aims to introduce students' verbal and non-verbal verbal communication skills in a variety of settings in interpersonal, group and intra-community contexts. Developing verbal communication skills using appropriate expressions and strategies for various verbal communication situations; improving the ability to express feelings and thoughts effectively through conversation, presentation and discussion activities; It aims to develop speaking and listening comprehension skills by using up-to-date, original, auditory, audio-visual materials.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Analyzing the Audience, Making the Speech Understandable
	Knows that appropriate speeches should be made for different audience groups.
	Knows and uses strategies to make speech clearer.
	Pronunciation: Letters & Sounds
	Learns sounds and their spelling in English, can distinguish sound and letter.
	Learns to show the vocalization of letters with IPA symbols. Learns which sounds the letters can match in different combinations.
	Speaking in an Academic and Professional Environment
	Knows the factors to be considered in the speeches made in the academic environment. Learns the principles of presentation and preparation.
	Apologies in Turkish and English
	Learns the cultural differences about apologizing in Turkish and English.
	Reactions to Compliments in Turkish and in English-speaking countries
	Learns the cultural differences in compliment and praise in Turkish and English.
	Interactions in Turkish and English Telephone Conversations
	Learns cultural approaches to telephone conversation in Turkish and English.
Pronunciation: Word Stress	

Try to stress two syllable words correctly.		
Knows the differences in stress in homonyms.		
Learns to stress in words with more than two syllables.		
Requests in Turkish and English-speaking countries		
Learns cultural perceptions of asking in Turkish and English speaking countries.		
Politeness and gender in Turkish and English speaking countries		
Learns the cultural perceptions of courtesy in Turkish and English speaking countries.		
Bargaining in different cultures		
Learns cultural perceptions about bargaining and shopping in different cultures.		
Pronunciation: Sentence Stress		
Can read sentences with emphasis on all words correctly.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week
2	24.09.2025	Introduction to course
		P1, P2, P3, P4
3	01.10.2025	Preparing a presentation
		P1, P2, P3, P4
4	08.10.2025	Discussion strategies
		P1, P2, P3, P4
5	15.10.2025	Impromptu speech
		P1, P2, P3, P4
6	22.10.2025	Interpersonal communication
		P1, P2, P3, P4
7	29.10.2025	Cultural diversities in communication
		P1, P2, P3, P4
8	05.11.2025	Handling communication breakdowns
		P1, P2, P3, P4
	8.11.2025-16.11.2025	Midterm exam
9	19.11.2025	Listening strategies
		P1, P2, P3, P4

10	26.11.2025	Pronunciation and other phonological segments	P1, P2, P3, P4
11	03.12.2025	Advanced presentation	P1, P2, P3, P4
12	10.12.2025	Group presentations	P1, P2, P3, P4
13	17.12.2025	Debate strategies	P1, P2, P3, P4
14	24.12.2025	Group debates	P1, P2, P3, P4
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	<p>For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 20%; the final exam is 40% and presentations and other activities 40%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.</p>		
Sample Questions	<p>There will be short answer questions and scenario based questions like the sample presented below:</p> <ul style="list-style-type: none"> - Describe one strategy for improving verbal communication during a presentation. - Explain how body language can influence interpersonal communication. Provide an example. - What are two key components of active listening, and how do they contribute to effective communication? <p>Scenario based questions:</p> <ul style="list-style-type: none"> - Imagine you are leading a group discussion. One member consistently interrupts others and dominates the conversation. How would you address this situation to ensure effective and respectful communication among all group members? - You are giving a presentation on a new project to your colleagues. Halfway through, you notice that several people 		

	<p>appear disinterested and distracted. What strategies can you use to re-engage your audience and ensure your message is effectively communicated?</p>
<p>Answer Key</p>	<p>Describe one strategy for improving verbal communication during a presentation.</p> <p>Evaluation Criteria:</p> <p>Clarity: Does the student clearly describe the strategy?</p> <p>Relevance: Is the strategy applicable to improving verbal communication in a presentation?</p> <p>Explanation: Does the student explain how the strategy is implemented?</p> <p>Sample Answer:</p> <p>Strategy: Use visual aids effectively.</p> <p>Explanation: Visual aids, such as slides or charts, help to clarify complex information and keep the audience engaged. By presenting key points visually, the speaker reinforces the verbal message and makes it easier for the audience to follow and retain the information.</p> <p>Explain how body language can influence interpersonal communication. Provide an example.</p> <p>Evaluation Criteria:</p> <p>Understanding: Does the student explain the impact of body language on communication?</p> <p>Relevance: Is the example provided relevant and illustrative of the concept?</p> <p>Sample Answer:</p> <p>Explanation: Body language can significantly influence interpersonal communication by conveying emotions and attitudes that are not expressed verbally. For instance, maintaining eye contact can show confidence and attentiveness, while crossed arms may suggest defensiveness or discomfort.</p> <p>Example: If someone crosses their arms while another person is speaking, it might signal that they are not open to the discussion or are feeling defensive, potentially leading to a breakdown in communication.</p>

What are two key components of active listening, and how do they contribute to effective communication?

Evaluation Criteria:

Identification: Does the student correctly identify two key components?

Explanation: Does the student explain how these components contribute to effective communication?

Sample Answer:

Components: Paraphrasing and asking clarifying questions.

Explanation: Paraphrasing involves restating what the speaker has said in your own words to confirm understanding. Asking clarifying questions helps to resolve any ambiguities and shows that you are engaged and interested in the conversation. Both components ensure that the message is accurately received and facilitate a deeper understanding.

Scenario-Based Questions

Imagine you are leading a group discussion. One member consistently interrupts others and dominates the conversation. How would you address this situation to ensure effective and respectful communication among all group members?

Evaluation Criteria:

Problem Identification: Does the student accurately identify the issue?

Solution: Does the student propose a feasible and respectful strategy to handle the situation?

Implementation: Does the student describe how they would implement the solution?

Sample Answer:

Solution: Implement a "talking stick" or a similar method to manage turns in the discussion.

Explanation: I would introduce a talking stick, where only the person holding the stick has the floor to speak. This method ensures that everyone has an equal opportunity to contribute and helps manage interruptions. I would also address the dominant member privately to discuss the importance of allowing others to speak and actively listen.

You are giving a presentation on a new project to your colleagues. Halfway through, you notice that several people appear disinterested

	<p>and distracted. What strategies can you use to re-engage your audience and ensure your message is effectively communicated?</p> <p>Evaluation Criteria:</p> <p>Observation: Does the student identify the signs of disinterest or distraction?</p> <p>Strategy: Does the student propose strategies to re-engage the audience?</p> <p>Effectiveness: Are the strategies practical and likely to improve engagement?</p> <p>Sample Answer:</p> <p>Strategies: Use interactive elements and vary your delivery.</p> <p>Explanation: To re-engage the audience, I would incorporate interactive elements such as asking questions or conducting a brief poll to involve them actively. Additionally, I would vary my delivery by changing my tone, pace, or including a short video or a real-life example to refresh their attention and make the content more dynamic and relatable.</p>
<p>Source Books</p>	<p>Oatey, H. S. (2008). <i>Culturally speaking: Culture, communication and politeness theory</i>. UK: Continuum.</p> <p>Hancock, M. (2003). <i>English pronunciation in use</i>. UK: CUP.</p>
<p>Supplementary Resources and Reading List</p>	<ul style="list-style-type: none"> • Craven, Miles. (2009). <i>Real Listening and Speaking</i>. UK: Cambridge University Press. • Lynch, T. (2004). <i>Study Listening: A Course in Listening to Lectures and Note Taking</i>. • Mann, M. (2014). <i>Improve Your Skills: Listening & Speaking for Advanced Student's Book with Key Pack</i>. • Porter, P. A. & Grant, M. (1992). <i>Communicating Effectively in English: Oral Communication for Non-Native Speakers</i>. 2nd ed. Belmont, CA: Wadsworth • http://www.bbc.com/ • http://www.pbs.org/weta/washingtonweek/ • http://www.classicfm.com/ • http://www.npr.org/ • http://www.wbur.org/ • https://www.ted.com/ • https://podcasts.ox.ac.uk/

	<ul style="list-style-type: none">• https://www.englishclub.com/• http://www.eslnotes.com/• http://archive.boston.com/jobs/globe/articles/121904_party.html• http://www.merriam-webster.com/• http://www.collinsdictionary.com/• http://dictionary.cambridge.org/• http://www.ala.org/yalsa/aboutyalsa
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DGR001 Values Education

Lecturer	Asst. Prof. Dr. Uğur ADA
E-mail	ugur.ada@gop.edu.tr
Course Hours	Wed. 10.15-12.00
Classroom	BD17
The Aim of the Course	In an age where advances in communication technologies rapidly isolate people and gradually isolate them from society, the aim of the Values Education course is to tell our students their own value as a person; as well as reminding them of their responsibilities towards the people they live with as a social being. In this context, raising awareness of both national and universal values is among the aims of the course. Thus, it is thought that students will be offered the opportunity to question and review their own lives in the context of values.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Orientation Week
	Sensitivity
	Understands the social problems occurring in his close environment.
	Evaluates global problems.
	Raises awareness to social and global problems and produces solutions.
	Helpfulness
	Knows that helpfulness is actions done for those who need it without expecting any return.
	Understands the importance of helping each other to develop social justice and mutual understanding in society.
	Understands that the value of helpfulness imposes certain responsibilities on every individual of society.
	Tolerance
	Realizes that every person has a number of differences that are innate or the result of their personal orientation, and that these differences do not make us better or worse people.
	Knows that every difference deserves equal respect, regardless of the number of people who share that difference.
	Knows the concept of "tolerance" does not mean tolerating what is "unpleasant"; Analyzes the concept of "tolerance" which means respecting differences, recognizing and accepting them.
	Love
	Uses the language of love to understand and make sense of the world as an individual.
	Honesty
	Understands the necessity of individuals to act with the awareness of being an honest person in the society they live in.
	Understands the importance of living consciousness in the context of goodness.
	Giving Importance to Family Unity
	Understands the importance of being a family.
	Analyzes the importance of love, respect, tolerance, cooperation and togetherness for happy individuals in the family.
	Responsibility
	Understands the individual's responsibilities towards both himself and his environment (family, country, world).
	Justice
	Understands that the concepts of justice and equality are not the same.
	Analyzes that individuals as well as states have important responsibilities for a just society.
	Analyzes the importance of social justice in preventing social conflicts.
	Diligence
	Understands the importance of diligence and being productive.
Realizes the benefits of diligence and productivity to the individual.	
Analyzes that successful people are hardworking and do not give up.	
Respect	
Explains the importance of prioritizing respect in understanding and understanding the world as an individual.	
Analyzes what it means to respect differences as an individual.	
Saving	
Gains awareness of the consumption culture that surrounds us.	

	Realizes that it is not possible to consume unlimitedly with limited resources, but a balance can be formed with savings.	
	Patriotism	
	Understands that patriotism is a value related to action, not discourse.	
	Evaluates that sensitivity to natural and cultural heritage is an important element of patriotism.	
	Analyzes that patriotism requires a moral of duty.	
	General evaluation	
	Evaluates the awareness created in the course itself.	
	Analyzes your behavioral changes created in the course itself.	
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation week
2	24.09.2025	Sensitivity
3	01.10.2025	Helpfulness
4	08.10.2025	Tolerance
5	15.10.2025	Love
6	22.10.2025	Honesty
7	29.10.2025	Giving Importance to Family Unity
8	05.11.2025	Responsibility
	8.11.2025-16.11.2025	Midterm Exam
9	19.11.2025	Justice
10	26.11.2025	Diligence
11	03.12.2025	Respect
12	10.12.2025	Saving
13	17.12.2025	Patriotism
14	24.12.2025	general evaluation
	29.02.2025-08.01.2026	Final Exam
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	Projects prepared for the selected value will be evaluated according to the following criteria: 1. Making the necessary correspondence 2. Completion of the preparation process 3. Implementation and completion of the project (20 points) 4. Preparation of the poster and report of the project (20 points) 5. Presenting the project on time (20 points) 6. Order and organization (20 points) 7. Time and effort (20 points)	
Answer Key	https://www.youtube.com/watch?v=oSvQOb8q7fk&t=88s https://www.youtube.com/watch?v=OKHvuUz5EzE https://www.ntv.com.tr/saglik/hosgoru-mutlu-ediyor-basariya-ulastiriyor-16-November-uluslararasi-hosgoru-gunu,RgzYplhygUu2QsG7Ywe0Yw https://www.youtube.com/watch?v=vwAFguJLTGk https://www.youtube.com/watch?v=U-egpNmIqpY https://www.youtube.com/watch?v=RMtE2oMy_e4 https://www.youtube.com/watch?v=Nmd-jYUiTM0 https://www.youtube.com/watch?v=t2JBPBIFR2Y https://www.youtube.com/watch?v=XVNVrhr1pK8 http://www.cevremuhendisligi.org/index.php/cevre-aktuel/haberler/1067-copleri-temizlemeye-tesvik-etme-trashtag (Haber 1“Gelmiş Geçmiş En Yararlı Akım #Trashtag, Çöpleri Temizlemeye Teşvik Eden Meydan Okuma”) https://siyamder.org/haberler/basin-bulteni-dunya-temizlik-gunu-lets-do-it-haydi-yapalim-	

	hareketi/ https://www.youtube.com/watch?v=K-lwDSy2fdw https://www.nkfu.com/adalet-ve-esitlik-kavramlari-arasindaki-iliski/ https://gelisenbeyin.net/egitimde-adalet-ve-otesi.html
Supplementary Resources and Reading List	


II. SEMESTER COURSES

MB515 Educational Psychology

Lecturer	-
Office Number	-
E-mail	-
Course Hours	-
Classroom	-
The Aim of the Course	The aim of this course is that students learn the basic concepts and theories of Educational psychology, the definition of psychology and Educational psychology, its fields of study, basic concepts related to development, principles of development, developmental theories, different areas of development (physical cognitive emotional ...), different theories about learning and teaching, and To understand the factors affecting learning.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Basic Concepts of Development
	Explains the concepts of Growth, Maturation, Development, Readiness Critical Period, Historical Time, Learning.
	Explains the basic principles of development
	Explains the research patterns in developmental psychology.
	Physical Development
	Explains the physical development in prenatal period.
	Explains the physical development of infancy.
	Explains physical development in preschool period.
	Explains physical development in adolescence.
	Cognitive Development
	Explains the concepts (schema, functional invariants, balancing) related to Piaget's cognitive development theory.
	Describes Piaget's cognitive development periods
	Explains Vygotsky's theory of cognitive development.
	Explains the theories of language development
	Personality Development
	Explains the concepts of personality, temperament, character, and self.
	Explains the psychoanalytic theory's view of personality
	Explains the psychosocial development theory
	Explains the attachment theory
	Explains the humanitarian approach
	Moral Development
	Explains moral development according to psychoanalytic theory
	Explains the moral development in terms of social learning theory.
	Describes Kohlberg's moral development stages
	Other Development Areas
	Explains game development theories
	Explains the theories of humor development
	Explains the concepts of sexual development
	Explains sexual development according to developmental stages
Explains the factors affecting sexual development	
Individual Differences	
Explains individual differences in terms of ability, intelligence and learning styles.	
Explains the introverted and extroverted tendency	
Explains attitudes of parents	

Basic Concepts of Learning Psychology
Knows the basic concepts of learning.
Explains the types of learning
Describes the types of behavior
Classical (Reactive) Conditioning And Contiguity Theories
Explains classical conditioning and its principles
Explains J.B. Watson's theory of contiguity theories
Explains Edwin R. Guthrie's theory of contiguity theories
Describes methods of eliminating habits
Instrumental Conditioning
Explains learning through trial and error.
Explains the laws of learning
Explains Thorndike's secondary learning principles
Operant Conditioning
Explains operant conditioning principles
Explains the reinforcement tariffs
Explains the premack principle
Explains the principle of generalization
Explains the forming-forming principle.
Explains the extinction principle
Social Cognitive Learning
Knows the concepts of Social Cognitive Learning theory
Explains the basic principles on which social learning theory is based.
Explains learning through observation
Explains learning from model
Gestalt Theory
Explains the principles of perception and perceptual organization.
Explains the concepts of Gestalt theory regarding learning.
Explains the reflection of Gestalt theory on education

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Basic Concepts of Development	P2, P4, P5, P6, P7, P8
3	Physical Development	P2, P4, P5, P6, P7, P8
4	Cognitive Development	P2, P4, P5, P6, P7, P8
5	Personality Development	P2, P4, P5, P6, P7, P8
6	Moral Development	P2, P4, P5, P6, P7, P8
7	Other Development Areas (Game Development, Humor Development, Sexual Development)	P2, P4, P5, P6, P7, P8
8	Individual Differences (Intelligence, Ability, Creativity, Learning Styles, Locus of Control, Interests, Motivation, Parent Attitudes).	P2, P4, P5, P6, P7, P8
9	Basic Concepts of Learning Psychology	P2, P4, P5, P6, P7, P8
	Midterm Exam	
10	Classical (Reactive) Conditioning And Contiguity Theories	P2, P4, P5, P6, P7, P8
11	Instrumental Conditioning	P2, P4, P5, P6, P7, P8
12	Operant Conditioning	P2, P4, P5, P6, P7, P8

13		Social Cognitive Learning	P2, P4, P5, P6, P7, P8
14		Gestalt Theory	P2, P4, P5, P6, P7, P8
		Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		
Sample Questions	<p>1) In which of the following are the periods in which the physical development of the individual is the fastest in the lifetime?</p> <p>A) Adolescence, prenatal, infancy</p> <p>B) Before birth, infancy,</p> <p>C) Prenatal, adolescence, infancy</p> <p>D) Infancy, adolescence, prenatal</p> <p>E) Infancy, prenatal, adolescence</p>		
Answer Key	1-b		
Source Books		Aydoğan, D., Çardak M., Kandemir, M. ve ark. (2013), Educational Sociology, ((Edt. Şerife Işık Terzi), Pegem Akademi. Ankara	
Supplementary Resources and Reading List	Bakioğlu, A., Ekşi, H., Akinoğlu, O. ve ark. (2014), Educational Sociology, (Edt. Ayşen Bakioğlu), Nobel Yay., Ankara		

MB502 Educational Philosophy

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to raise awareness about philosophical thought in pre-service teachers, to make them understand the relationship between philosophy and education, to provide them with information about the main philosophical movements and philosophies of education, to enable them to discuss the philosophical and educational ideas of important philosophers and thinkers in Turkish and world history. At the end of the course, students will learn about the philosophical foundations of the Turkish education system and form their own Educational philosophy as a prospective teacher.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Definition and the fields of philosophy
	Makes the definition of philosophy.
	Explains the relationship between science and philosophy.
	Explains the fields of philosophy.
	The relationship between education and philosophy
	Explains the relationship between the fields of philosophy and education.
	Relates philosophy and education.
	Indicates the purpose of Educational philosophy.
	Major philosophical ideas and education: Idealism and education
	Makes the definition of idealism.
	Lists the prominent features of idealist philosophy.
	Explains idealism's views on education.
	Discusses Socrates' thoughts on philosophy and education.
	Discusses Plato's thoughts on philosophy and education.
	Discusses Hegel's thoughts on philosophy and education.
	Realism and education / Naturalism and education
	Makes the definition of realism.
	Lists the prominent features of the realist philosophy.
	Explains the views of realism on education.
	Discusses Aristotle's thoughts on philosophy and education.
	Makes the definition of naturalism.
	Lists the prominent features of naturalist philosophy.
	Explains the views of naturalism on education.
	Discusses J.J. Rousseau's thoughts on education.
	Pragmatism and Education
	Defines pragmatic philosophy.
	Lists the prominent features of pragmatic philosophy.
	Compares pragmatic philosophy with idealism and realism.
	Explains the reflections of pragmatism on education.
	Discusses John Dewey's thoughts on education.
Existentialism and education / Analytical philosophy and education	
Defines existential philosophy.	
Gives information about the existentialist viewpoint of human.	
Tells the important names of existentialist philosophy.	
Provides information about the philosophical views of important names of existentialist philosophy	
Gives information about the works of important names of existentialist philosophy.	

Explains the views of existentialist philosophy on education.
Defines the analytical philosophy.
Gives information about thinkers who treat analytical philosophy as a philosophical method and develop it.
Explains the view of analytical philosophy to traditional philosophy.
Liberalism and education / Marxism and education
Makes the definition of liberalism.
Explains the basic concepts of liberal ideology.
Discusses the Educational approach of liberalism.
Gives information about John Locke's works.
Explains John Locke's views on education.
Makes the definition of Marxism.
Gives information about Karl Marx's views and works.
Discusses Karl Marx's views on education.
Major Educational philosophies / Permanentism, Essentialism, Progressiveness, Reconstructionism
Gives information about the characteristics of permanent education philosophy.
Explains the basic principles of permanent education philosophy.
Gives information about the features of Essentialism, educational philosophy.
Explains the basic principles of essentialism, Educational philosophy.
Gives information about the features of the progressivism, Educational philosophy.
Explains the basic principles of progressive education philosophy.
Gives information about the features of the reconstruction education philosophy.
Explains the basic principles of reconstructivism Educational philosophy.
Turkish Philosophers: Thoughts of Yusuf Has Hacı, Farabi and Ibn Sina on education and philosophy
Gives information about Yusuf Has Hacı's life and works.
Explains the philosophical views of Yusuf Has Hacı.
Explains Yusuf Has Hacı's views on education.
Gives information about Farabi's life and works.
Explains Farabi's philosophical views.
Explains Farabi's views on education.
Gives information about the life and works of Avicenna.
Explains the philosophical views of Avicenna.
Explains the views of Avicenna about education.
Turkish Philosophers: Gazali, Hacı Bektaş Veli and Mevlana's thoughts on education and philosophy
Gives information about the life and works of Ghazali.
Explains Ghazali's philosophical views.
Explains Ghazali's views on education.
Gives information about the life and works of Hacı Bektaş Veli.
Explains Hacı Bektaş Veli's philosophical views.
Explains Hacı Bektaş Veli's views on education.
Gives information about the life and works of Mevlana.
Explains the philosophical views of Rumi.
Explains Mevlana's views on education.
Philosophical Foundations of the Turkish Education System
Discusses whether the education being implemented in a country should be based on one or more educational philosophies.
Explains the basic characteristics of Ottoman education understanding.
Explains the basic philosophical trends that shaped the Ottoman period education understanding
Philosophical Foundations of the Turkish Education System
Explains the basic characteristics of the education understanding of the Republic Period.
Explains the basic philosophical trends that shape the education understanding of the Republican Era.
An overview
Makes comments on philosophical movements.
Expresses his views on the Educational philosophy of the Turkish education system.
Creates his own Educational philosophy as a teacher candidate.

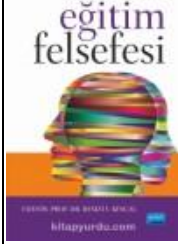
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Definition and the fields of philosophy	P2, P4, P5, P6, P7, P8
3	The relationship between education and philosophy	P2, P4, P5, P6, P7, P8
4	Major philosophical trends and education: Idealism and education	P2, P4, P5, P6, P7, P8
5	Realism and education / Naturalism and education	P2, P4, P5, P6, P7, P8
6	Pragmatism and education	P2, P4, P5, P6, P7, P8
7	Existentialism and education / Analytical philosophy and education	P2, P4, P5, P6, P7, P8
8	Liberalism and education / Marxism and education	P2, P4, P5, P6, P7, P8
9	Major Educational philosophies / Permanentism, Essentialism, Progressiveness, Reconstructionism	P2, P4, P5, P6, P7, P8
	Midterm Exam	
10	Turkish Thinkers and Education: Thoughts of Yusuf Has Hacı, Farabi and Ibn Sina on education and philosophy	P2, P4, P5, P6, P7, P8
11	Turkish Thinkers and Education: Gazali, Hacı Bektaş Veli and Mevlana's thoughts on education and philosophy	P2, P4, P5, P6, P7, P8
12	Philosophical Foundations of the Turkish Education System	P2, P4, P5, P6, P7, P8
13	Philosophical Foundations of the Turkish Education System	P2, P4, P5, P6, P7, P8
14	An overview	P2, P4, P5, P6, P7, P8
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	<p>1. Which of the following is a view that is not suitable for idealist philosophy?</p> <p>A) Values are absolute and universal and cannot be changed.</p> <p>B) Idealists oppose the priority of vocational education over general education.</p> <p>C) Civilization is an accumulation of what humanity does. It is passed down from generation to generation.</p> <p>D) The purpose of life and learning should be to understand the values of life.</p> <p>E) Idealists claim that objects exist independently of our perception of them.</p>	
Answer Key	1-e	

Supplementary Resources and Reading List

Güçlü, M. (2018). *Educational Philosophy*. Ankara: Pegem Akademi.



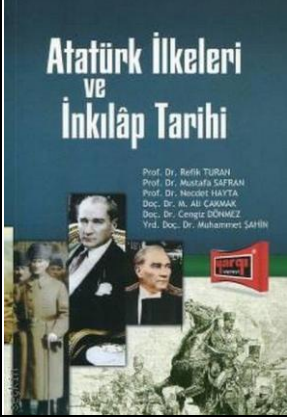
Kıncal, R.K. (2019). *Educational Philosophy*. Ankara: Nobel Yayın Dağıtım.



GK102 Atatürk's Principals and History of Revolutions 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to teach students in which conditions The Republic of Turkey established.
Subjects and Learning Outcomes	
The Learning Outcomes of the Course	Orientation Week
	Reactions to the assembly, internal riots, opposing communities, the press in the national struggle
	Understands internal revolts and precautions against them.
	Learns the structure of the groups in the parliament and the communist organizations in the period of the national struggle.
	Understands the Turkish press and its stance and activities during the War of Independence.
	Fronts, south and southeast fronts in the National Struggle
	Learns the Italian occupation and the struggle against them and its consequences.
	Learns the French invasion and the struggle against them and its consequences.
	Analyzes Ankara Agreement and its results.
	Fronts, eastern front and Armenian problem in the National Struggle
	Gains knowledge of the Armenian problem and its historical development.
	Comprehends the developments in the east after the Mondros Armistice agreement and the military movements related to this.
	Analyzes the Gyumri peace agreement and its results.
	Fronts in the War of Independence, Western front, first occupations and national armies
	With the occupation of Izmir, the Greek army started to occupy Anatolia and the targets of this occupation should be known.
	Understands the importance of the struggle against invasions by National Forces.
	Knows the failure reasons and results of the struggle waged by the National Forces.
	Establishment of the regular army and financial resources of the national struggle
	Knows the reasons and reasons for the restructuring of the Western Front and transition to the regular army.
	Learns domestic resources are from the financial resources of the National Struggle.
	Learns foreign resources are from the financial resources of the War of Independence.
	Treaty of Sevres and its effect on the Turkish nation
	Learns the San Remo Conference and its decisions.
	Learns the Spa Conference and its decisions.
	Knows the Sevres Agreement and its articles.
	Analyzes the importance of the Treaty of Sevres and its consequences for the Turkish nation.
	Fronts in the National Struggle, İnönü I, İnönü II, Sakarya Wars
	Knows I. Inonu Victory and its importance
	Knows II. Inonu Victory and its importance
	Knows Sakarya Victory and its importance after the defeats of Kütahya and Eskişehir.
Knows and comprehends the important internal and external effects of victories on the Turkish National Struggle.	
The Great Offensive, the political side of the National Struggle, Mudanya Armistice and Lausanne Peace Agreement	
Knows the importance and effects of the Commander-in-Chief (Dumlupınar) Battle and Victory for the Turkish nation.	
Knows the importance and results of the Mudanya Armistice and Lausanne Agreement.	
Learns and understands the unresolved issues in Lausanne and their consequences.	

Ataturk's period at Turkish foreign policy		
Knows and evaluates Turkish foreign policy between 1918-1923.		
Knows and evaluates Turkish foreign policy between 1923-1932.		
Knows and evaluates Turkish foreign policy between 1932-1938.		
Atatürk's Revolutions (Politics, education, culture, law and social revolutions)		
Evaluates the revolutions in the political field and their results.		
Knows the reforms in the legal field and their effects.		
Knows the reforms in education and culture and their effects.		
Knows the social revolutions and their effects.		
Analyzes and evaluates the effects and results of the revolutions on the Turkish state and society.		
Atatürk's Principles (Republicanism, Nationalism, Populism, Secularism, Statism, Revolutionism)		
Knows the Republic regime and its characteristics and understands the importance of Republicanism.		
Understands the importance of nationalism and populism principles.		
Understands the importance of statism, secularism and revolutionism.		
Analyzes and evaluates the effects and results of Kemalism on the Turkish state and society.		
Integrative Principles, Atatürk's death, its repercussions at home and abroad		
Knows the integrative principles and their importance.		
Knows Atatürk's illness and death.		
Learns the impact of Atatürk's death in the country and abroad.		
Domestic developments after Atatürk		
Knows and evaluates domestic developments between 1938-1945.		
Knows and evaluates domestic developments between 1945-1960.		
Knows and evaluates the domestic developments between 1960-1980.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Reactions to the assembly, internal riots, opposing communities, the press in the national struggle	P7, P9, P10
3	Fronts, south and southeast fronts in the National Struggle	P7, P9, P10
4	Fronts, eastern front and Armenian problem in the National Struggle	P7, P9, P10
5	Fronts in the War of Independence, Western front, first occupations and national armies	P7, P9, P10
6	Establishment of the regular army and financial resources of the national struggle	P7, P9, P10
7	Treaty of Sevres and its effect on the Turkish nation	P7, P9, P10
8	Fronts in the National Struggle, İnönü I, İnönü II, Sakarya Wars	P7, P9, P10
9	The Great Offensive, the political side of the National Struggle, Mudanya Armistice and Lausanne Peace Agreement	P7, P9, P10
	Midterm Exam	
10	Ataturk's period at Turkish foreign policy	P7, P9, P10
11	Ataturk's Revolutions in politics, education, culture, law and social fields	P7, P9, P10
12	Atatürk's Principles (Republicanism, Nationalism, Populism, Secularism, Statism, Revolutionism)	P7, P9, P10
13	Integrative Principles, Atatürk's death, its repercussions at home and abroad	P7, P9, P10
14	Domestic developments after Atatürk	P7, P9, P10
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the	

	average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	1) Which of the following battles did the materials collected by the Tekalif-i Milliye Orders not contribute? a) Kütahya-Eskişehir b) Sakarya War c) Great Attack d) None
Answer Key	4-a
Source Books	Atatürk İlkeleri ve İnkılâp Tarihi, Komisyon, Yargı Yayınevi. Ankara, 2014 
Supplementary Resources and Reading List	Atatürk ve Türk İnkılap Tarihi, Editör, Fatma Acun, Ankara, 2010 Atatürk İlkeleri ve İnkılâp Tarihi I, II, III, Yüksek Öğretim Kurulu Başkanlığı Yayınları, Ankara, 1990. Türk İnkılap Tarihi ve Atatürk İlkeleri, Editör, Semih Yalçın, Ankara, 2010 Türkiye Cumhuriyeti Tarihi I Durmuş Yalçın (ve diğerleri), Atatürk Araştırma Merkezi, Ankara, 2000

GK104 German 2

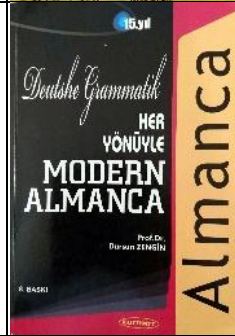
Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to enable students to learn German effectively at a basic level.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Möller family
	Learns about family members
	Gains knowledge and skills about possessive pronouns
	Gains knowledge and skills about personal pronouns
	Occupations
	Learn to ask about professions and professions
	Learns the professions of family members
	Learn to introduce the family using possessive and personal pronouns
	Our house and its departments
	Learns the prepositions used in directing and specifying
	Learns to describe the parts of the house using prepositions
	Household items
	Learns the place of household items in the house
	Learns the properties of household items using adjectives
	My room
	Learns to introduce items and their features in our own home
	Learns to explain the location of household items using prepositions
	Items in my room and their location
	Learns to describe a room of the house
	Learns to use verbs of movement and situation
	One day of Nicole
	Learns to describe a daily life by telling time
	Learns to answer the "when" question with envelopes
	Learns to use various tenses in sentences.
	When do we do?
	Learn important verbs that we use in our daily life.
	Learns to establish a mutual dialogue and make suggestions
	Days and parts of the day
	Learns the actions used in parts of the week and day
Learns to make various suggestions to the other person	
My hobbies	
Learns to use frequency adverbs and style actions in hobbies.	
How often do we do what?	
Learn to ask questions using adverbs of various frequency	
Vegetables and fruits	
Learns interrogative pronouns and actions used in shopping	
Learns to dialogue about shopping	
Breakfast	
Learns to make sentences about order and payment.	
Learn to use irregular verbs and style verbs	

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Möller family	P1, P3, P6, P12, P16
3	Occupations	P1, P3, P6, P12, P16
4	Our house and its departments	P1, P3, P6, P12, P16
5	Household items	P1, P3, P6, P12, P16
6	My room	P1, P3, P6, P12, P16
7	Items in my room and their location	P1, P3, P6, P12, P16
8	One day of Nicole	P1, P3, P6, P12, P16
9	When do we do?	P1, P3, P6, P12, P16
	Midterm Exam	
10	Days and parts of the day	P1, P3, P6, P12, P16
11	My hobbies	P1, P3, P6, P12, P16
12	How often do we do what?	P1, P3, P6, P12, P16
13	Vegetables and fruits	P1, P3, P6, P12, P16
14	Breakfast	P1, P3, P6, P12, P16
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	<p>Wählen Sie die richtige Option</p> <p>1- Essen Sie gern Fisch?-</p> <p>a- Danke, ebenfalls b- Nein, nicht so gern c- Nein, bitte d- Sehr gut, danke</p> <p>2- Du aber gut</p> <p>a- kannst ...singst b- können ... singen c- kann... singst d- kannst.... singen</p> <p>3- Was sind deine Hobbys? -Meine Hobbys sind Rad und Musik</p> <p>a- fährt....hört b- fahren..... singen c- fahren... machen d- fahre... höre</p>	
Answer Key	1-b 2-d 3-c	

Source Books



**Supplementary Resources
and Reading List**



Deutsch für dich

Grammatik und Übungsbuch

Dr. Ömer Lütfi İspirli

GK104 French 2

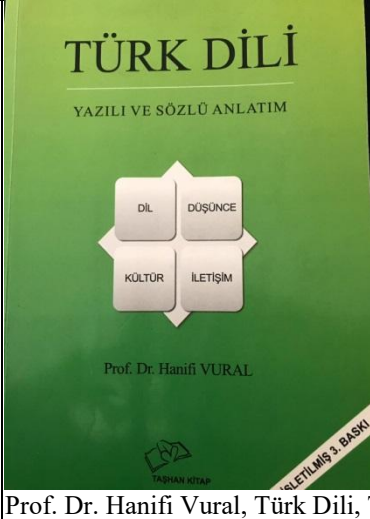
Lecturer		
Office Number		
E-mail		
Course Hours		
Classroom		
The Aim of the Course	The aim of the course is to raise students to A1 level in elective French course	
The Learning Outcomes of the Course	Subjects and Learning Outcomes	
	In London	
	Gains the skill of conjugating the first group verbs present, Etre and Avoir.	
	Meets and greets, can say name, age, address.	
	Sunday morning	
	Can give information about the activities in the lessons.	
	Can talk about the sport he does and his habits.	
	Present of the verbs lire and écrire.	
	Learns positive and negative present question forms.	
	A day with UnejourneeavecLaureManadou	
	Can talk about daily activities	
	Can read and understand a simple newspaper article	
	Shall we make pancakes?	
	Learn to express needs, ask, give information about habits	
	Can specify quantity.	
	How is it?	
	Learns the past tense with the verb Le passécomposeavecAvoir	
	How is it?	
	Compounds tenses with avoir and etre verbs	
	Telling the holidays, memories	
	Can talk about traditional holidays.	
	It is forbidden	
	VerbePouvoirPresent, which will help him express prohibitions. Learns how to make the order mode negative.	
	Pronouns	
	Learns the use of pronouns, personal pronouns, caricatures, and how to answer and ask questions using zamir.	
Pronouns		
Learns the use of pronouns, personal pronouns, caricatures, and how to answer and asks questions using zamir.		
Small ads		
PresentI of the Vouloirvesavoir verbs, Ilfaut + inf. Gains the skill of using the lair.		
Small classifieds.		
Can talk about future events.		
Can advise someone.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	In London	P1, P3, P6, P12, P16
3	Sunday morning	P1, P3, P6, P12, P16
4	Present of the verbs lire and écrire. Double pronouns	P1, P3, P6, P12, P16

5		A day with Une journee avec Laure Manadou	P1, P3, P6, P12, P16
6		Shall we make pancakes?	P1, P3, P6, P12, P16
7		How is it?	P1, P3, P6, P12, P16
8		How is it?	
9		Midterm Exam	P1, P3, P6, P12, P16
		Telling the holidays, memories	P1, P3, P6, P12, P16
10		It is forbidden	P1, P3, P6, P12, P16
11		Pronouns	P1, P3, P6, P12, P16
12		Pronouns	P1, P3, P6, P12, P16
13		Small ads	P1, P3, P6, P12, P16
14		Small ads	P1, P3, P6, P12, P16
		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		1-Avez-vous des chaussures noires? Oui, nous en..... a)avons b) sommes c) a d) ont 2-) Le professeur est-il derriere le tableau? Non, il estle tableau a)sur b) sous c) devant d) dans	
Answer Key		1-A, 2-C	
Source Books		TAXI-1 TAXI-2 DERS KİTAPLARI	
Supplementary Resources and Reading List		Cours de la langue et de la civilisation française. Mauger 1 ve 2. Dictionnaires De turc en Français. De français en turc	

GK106 Turkish Language 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aims of the course are to express themselves accurately and effectively to students at associate and undergraduate level; to gain awareness of the mother tongue; to teach effective listening to panel, conference, panel, forum type meetings.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Orientation Week
	The aim of the course, content and introduction of resources.
	Phonology
	Knows the basic concepts of phonology.
	Knows the sounds in Turkish and the properties of these sounds.
	Knows the vocals and causes of vowels.
	Knows vowel narrowing, vowel derivation.
	Knows the phonetic events and reasons of consonants.
	Knows the consonants, consonant derivation, consonant resemblance.
	Sentence Types: Sentences according to their meaning
	Knows the concepts related to sentences.
	Knows positive sentence, negative sentence, question sentence, exclamation sentence.
	Sentence Types: Sentences by structure
	Knows the simple sentence, compound sentence, sequential sentence, connected sentence.
	Types of words: noun and noun phrases
	Knows the concepts related to the word type.
	Classifies the types of words in terms of meaning, type and task.
	Knows the definition, features and types of noun phrases. Finds names and phrases in the text.
	Pronouns
	Knows the definition, features and types of pronouns. Finds pronouns and types of pronouns in the text.
	Adjective and adjective phrases
	Knows the definition, properties and types of adjectives. Finds adjectives and types of adjectives in the text.
	Adverbs
	Knows definition of adverbs and types of adverbs. Finds the types of adverbs and adverbs in the text.
	Verbs
	Knows the definition and characteristics of the verbs, distinguishes name and verb and finds verbs in the text.
	Additional verbs
	What is an additional verb? knows. Understands the properties of the verbs. Finds your additional verb in the text.
	verbs
Defines the verbs and knows their properties. Finds verbs in the text.	
Preposition	
Knows what a preposition is?, understands the properties of the preposition, knows the types of prepositions, finds prepositions in the text.	
Conjunction	
Knows what a conjunction is?, understands the properties of the conjunction, knows the types of conjunction, finds conjunction in the text.	

Written and verbal expression genres		
Knows the types of written expression, knows the definition and properties of form articles, resume, biography, petition, report, minutes, letter articles, reads sample articles.		
Knows the definition and characteristics of articles, essays, anecdotes, criticism, interviews, memoirs / memoirs, travel / travel articles, read sample articles.		
Understands the importance of effective speaking skills, learns the characteristics of a good speaker.		
Knows the definition and characteristics of the types of verbal expression such as conference, panel, panel and debate.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Phonology	P1, P3
3	Sentence Types: Sentences according to their meaning	P1, P3
4	Sentence Types: Sentences by structure	P1, P3
5	Types of words: noun and noun phrases	P1, P3
6	Pronouns	P1, P3
7	Adjective and adjective phrases	P1, P3
8	Adverbs	P1, P3
9	Verbs	P1, P3
	Midterm Exam	
10	Additional actions	P1, P3
11	Verbs	P1, P3
12	Preposition	P1, P3
13	Conjunction	P1, P3
14	Written and verbal expression types	P1, P3
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1. Aşağıdaki atasözlerinin hangisinde ünsüz benzeşmesinin örneği yoktur? A) İrmaktan geçerken at değiştirilmez. B) Herkesin geçtiği köprüden sen de geç. C) Her şeyin yokluğu yokluktur. D) İyi olacak hastanın hOctober ayağına gelir. E) Değirmen iki taştan, muhabbet iki baştan.	
Answer Key	1. D	

Source Books		
Supplementary Resources and Reading List	<p>Prof. Dr. Hanifi Vural, Türk Dili, Taşhan Kitap, Tokat, 2012.</p> <p>Prof. Dr. Hanifi Vural, Türk Dili, Taşhan Kitap, Tokat, 2012.</p> <ol style="list-style-type: none">1. Prof. Dr. Muharrem Ergin, Türk Dil Bilgisi, Bayrak Yayınları, İstanbul, 1999.2. Prof. Dr. Tahsin Banguoğlu, Türkçenin Grameri, TDK Yayınları, Ankara, 1998.3. Prof. Dr. Mustafa Özkan vd.; Yükseköğretimde Turkish Language Yazılı ve Sözlü Anlatım, Filiz Kitabevi, İstanbul, 2006.4. Prof. Dr. Mehmet Kaplan, Dil ve Kültür, Dergâh Yayınları, İstanbul, 2011.5. Ertem, Rekin - İsa KJanuaryaplan, Üniversitelerde Turkish Languageve Kompozisyon6. Serdar Odacı vd., Üniversiteler için Dil ve Anlatım, Palet Yay., Konya, 2009.7. "Türkçe Sözlük", TDK Yayınları, Ankara, 2013.8. "Yazım Kılavuzu", TDK Yayınları, Ankara, 2012.	

AID104 Writing Skills 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to teach students different types of articles, to write and interpret given sentences with other words. In addition, it is to ensure that students can summarize the given text in a well-planned paragraph and rewrite it with their own sentences, teach English punctuation rules, identify and correct sentence fragments, recognize English sentence types and learn the skills necessary to edit a given article.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	The basic structure of an article: Basic principles
	Can learn the components of a well-planned article including hook, thesis statement, connectin info, topic sentences and concluding paragraph etc.
	Types of articles: Comparison Article and Practise
	Can write a well-planned article by comparing between two given elements.
	Types of articles: Comparison Article and Practise
	Can write a well-planned article by comparing between two given elements.
	Types of essays: Narrative Essays and Practice
	Can learn and write a well-organized narrative essay.
	Types of essays: Narrative Essays and Practice
	Can learn and write a well-organized narrative essay
	Types of essays: Cause-Effect Essays
	Learns and practises the components of the cause-effect essays
	Types of essays: Cause-Effect Essays
	Learns and practises the components of the cause-effect essays
	Types of Essays: Argumentative Essays
	Learns the basic structure of argumentative essays and practises this types of essays
	Types of Essays: Argumentative Essays
	Learns the basic structure of argumentative essays and practises this types of essays
	Adjective Clauses and Particles
Learns the usage, position and functions of adjective clauses in sentences.	

Adverbial Clauses and Their Usage		
Learns the usage, position and functions of adverbial clause in sentences.		
Making Outline		
Learns to make an outline of an article.		
Making Outline		
Can successfully make an outline of any types of writing.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	The basic structure of an article: Basic principles	P1, P2, P3, P4
3	Comparison Essays and Practise	P1, P2, P3, P4
4	Comparison Essays and Practise	P1, P2, P3, P4
5	Narrative Essays and Practise	P1, P2, P3, P4
6	Narrative Essays and Practise	P1, P2, P3, P4
7	Cause- Effect Essays and Practise	P1, P2, P3, P4
8	Cause- Effect Essays and Practise	P1, P2, P3, P4
9	Argumentative Essays and Practise	P1, P2, P3, P4
	Midterm Exam	
10	Argumentative Essays and Practise	P1, P2, P3, P4
11	Adjective Clauses and Particles	P1, P2, P3, P4
12	Adverbial Clauses and Their Usage	P1, P2, P3, P4
13	Making Outline	P1, P2, P3, P4
14	Making Outline	P1, P2, P3, P4
	Final Exam	
	Make – Up Exams	

Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	<ol style="list-style-type: none"> 1. Read the following passages and paraphrase them by putting them into your own words. 2. Below is a compare-contrast essay about the Irish and Scottish literature. The Introductory paragraph is missing. Read the essay and write a well-organised introductory paragraph.
Answer Key	<ol style="list-style-type: none"> 1. Students are expected to rewrite the given texts with their own words, taking into account the points to be considered while paraphrasing. 2. The article provided is a comparison article without an introductory paragraph. In this direction, students are expected to write an article consisting of 7-8 sentences, an article thesis statement, and paragraph integrity and consistency.
Source Books	<ul style="list-style-type: none"> • Oshima, Alice. & Hogue, Ann. (2006). Writing Academic English. UK: Pearson Longman. • Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2020). <i>Great writing 2: Great paragraphs</i>. Cengage Learning.
Supplementary Resources and Reading List	<ul style="list-style-type: none"> • Taylor, Gordon. (1989). The Student’s Writing Guide for the Arts and Social Sciences. New York: Cambridge University Press. • http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/academic_english.html • owl@purdue.edu • https://owl.english.purdue.edu/owl/resource/560/01/ • http://rdc.libguides.com/apa

AID106 Listening and Pronunciation 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	Students will develop basic listening and phonology skills, such as sound differences and the phonological transcription of problem sounds, and high-level listening skills through content-focused activities enriched with writing and reading exercises. Analyzing authentic listening materials and speaking phrases taken from different contexts; phonological transcription of sound differences and problem sounds ; high level listening skills; basic listening and speaking skills such as vowels, consonants, word stress and intonation; phonological transliteration for learning and producing .

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Vowels, Double Vowels, and Consonants
	Can make a general evaluation about the vowels, double vowels and consonants.
	Word stress, primary and secondary stress overview
	Two syllables tries to stress correctly in words and homonyms.
	Sentence stress
	Can read sentences with emphasis on all words
	Can correctly emphasize pronouns and abbreviations in sentences.
	Can distinguish unstressed words in sentences.
	Conjunctions
	Can do pronunciation and phonological translation about conjunctions.
	Sound Derivation
	Recognizes sound events related to sound generation
	Voice Simulations
	Recognizes sound events such as sound analogies.
	Sound drops
	Knows and pronounces sound events related to sound drops
	Toning
	Knows intonation and emphasis.
	Text to Phonetic Alphabet Translation
Can switch from text to phonetic alphabet and make translations	

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Vowels, Double Vowels, and Consonants	P1, P2, P3, P4
3	Word stress, primary and secondary stress overview	P1, P2, P3, P4
4	Sentence stress	P1, P2, P3, P4
5	Conjunctions	P1, P2, P3, P4
6	Sound Derivation	P1, P2, P3, P4
7	Voice Simulations	P1, P2, P3, P4
8	Sound drops	P1, P2, P3, P4
9	Toning	P1, P2, P3, P4
	Midterm Exam	
10	Text to Phonetic Alphabet Translation	P1, P2, P3, P4
11	Text to Phonetic Alphabet Translation	P1, P2, P3, P4
12	Pronunciation Activities	P1, P2, P3, P4
13	Pronunciation Activities	P1, P2, P3, P4
14	Pronunciation Activities	P1, P2, P3, P4
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		

Answer Key	
Source Books	<p>English Pronunciation in Use Elementary, Mark Hancock. CUP 2006</p> <p>Pride and Prejudice. Jane Austen. Stage 5 with audio CD. BCP</p> <p>Cambridge Advanced Learner's Dictionary</p> <p>Avery, P., & Ehrlich, S. (1992). <i>Teaching American English pronunciation</i> (p. 77). Oxford: Oxford University Press.</p>
Supplementary Resources and Reading List	<ul style="list-style-type: none"> • Craven, Miles. (2009). Real Listening and Speaking. UK: Cambridge University Press. • Lynch, T. (2004). Study Listening: A Course in Listening to Lectures and Note Taking. • Mann, M. (2014). Improve Your Skills: Listening & Speaking for Advanced Student's Book with Key Pack. • http://www.bbc.com/ • http://www.pbs.org/weta/washingtonweek/ • http://www.classicfm.com/ • http://www.npr.org/ • http://www.wbur.org/ • https://www.ted.com/ • https://podcasts.ox.ac.uk/ • https://www.englishclub.com/ • http://www.eslnotes.com/ • http://archive.boston.com/jobs/globe/articles/121904_party.html • http://www.merriam-webster.com/ • http://www.collinsdictionary.com/ • http://dictionary.cambridge.org/ • http://www.ala.org/yalsa/aboutyalsa

AID108 Oral Communication Skills 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	<p>Oral Communication Skills II is a course created for the students who can easily use advanced English grammar structures and daily dialogues. During the semester, students will attend to different communicative activities. The effects of national culture and micro cultures on communication will also be discussed. Students will be encouraged to evaluate their own and their classmates' performance. Lessons also cover problems with pronunciation, stress, and intonation in English. Each student will be asked to keep a diary explaining their individual pronunciation and listening problems and what strategies they used in these matters. The focus will be on public speaking skills. The lesson is mainly planned for speaking in the classroom. Students will be encouraged to listen in their individual work.</p>
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Informative vs. How to Presentations
	Gains the ability to make an academic presentation in front of the public.
	Recognizes different types of presentations and prepare them.
	Pronunciation: Understanding conversation, pronouncing punctuation
	Learns the basic principles of making speech understandable.
	Pronunciation: Grouping words / Showing that you want to continue
	Learns grouping words in speech and pronunciation rules indicating continuation.
	Pronunciation: Telling a story / Understanding small talk
	Learns the rules of pronunciation in event narration and daily speech.
	Pronunciation: Quoting speech / Introduction to emphatic stress / Emphasising added details-important words
	Learns the various rules of emphasis.
	Pronunciation: Emphasising corrections-contrasting alternatives /
	Learns to emphasize correctly in showing verification-alternative.
	Pronunciation: Asking and checking tones
	Can use correct intonations when asking questions and checking information.
	Pronunciation: Tones in asking for information
	Can use appropriate intonations when asking questions to learn information.
	Pronunciation: Tones in NEW information

Learns the rules of intonation while giving new information.		
Pronunciation: Tones in OLD information		
Learns the intonation difference in known messages.		
Pronunciation: Continuing or finishing tones		
Can distinguish the correct intonations used while continuing and ending the dialogue in listening.		
Pronunciation: Agreeing or disagreeing tones		
He may use appropriate intonation to agree or challenge a statement.		
Pronunciation: High tones		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Informative vs. <i>How to</i> Presentations	P1, P2, P3, P4
3	Pronunciation: Understanding conversation, pronouncing punctuation	P1, P2, P3, P4
4	Pronunciation: Grouping words/Showing that you want to continue	P1, P2, P3, P4
5	Pronunciation: Telling a story/ Understanding small talk	P1, P2, P3, P4
6	Pronunciation: Quoting speech/ Introduction to emphatic stress/ Emphasising added details-important words	P1, P2, P3, P4
7	Pronunciation: Emphasising corrections-contrasting alternatives/	P1, P2, P3, P4
8	Pronunciation: Asking and checking tones	P1, P2, P3, P4
9	Pronunciation: Tones in asking for information	P1, P2, P3, P4
	Midterm Exam	
10	Pronunciation: Tones in NEW information	P1, P2, P3, P4
11	Pronunciation: Tones in OLD information	P1, P2, P3, P4
12	Pronunciation: Continuing or finishing tones	P1, P2, P3, P4
13	Pronunciation: Agreeing or disagreeing tones	P1, P2, P3, P4
14	Pronunciation: High tones	P1, P2, P3, P4

		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		<p>This semester, you have watched several movies. One of the movies was 12 Angry Men. Discuss the following questions in groups of 5. You have 15 minutes. The teacher will record the discussion and interrupt only to clarify your answers. You are free to begin with any questions, ask further questions to or object to/agree with the comments of your peers.</p> <p><u>Discussion Questions on 12 Angry Men:</u></p> <ul style="list-style-type: none"> • Why did the majority of the jurors decide that the defendant was guilty? • How would you have voted if you were one of the jurors? • What was the turning point of the story? What were the main elements of the movie plot? • Why is the story focused on the discussion of the jurors instead of the courtroom trial? 	
Answer Key		<p>When evaluating such open-ended discussion-based questions, student performance will be focused on 6 criteria:</p> <ul style="list-style-type: none"> • Speaking Fluency: An adequate speaking rate, the use of strategies that make speech understandable • Communicative Skills: The ability to convey abstract and more complicated ideas, self-comprehensibility, etc. • Using the buildings correctly: Using the structures correctly and appropriately, being able to diversify the used structures • Words: Different words, verbs, adjectives, etc. ability to use • Pronunciation: Correct intonation, pronunciation, emphasis • Content: Explaining the subject, giving answers to the question asked, speech organization in the transference, speech integrity and consistency, using appropriate conjunctions and transitions 	
Source Books		Hancock, M. (2003). <i>English pronunciation in use</i> . UK: CUP.	
Supplementary Resources and Reading List		<ul style="list-style-type: none"> • Craven, Miles. (2009). <i>Real Listening and Speaking</i>. UK: Cambridge University Press. • Lynch, T. (2004). <i>Study Listening: A Course in Listening to Lectures and Note Taking</i>. • Mann, M. (2014). <i>Improve Your Skills: Listening & Speaking for Advanced Student's Book with Key Pack</i>. • Porter, P. A. & Grant, M. (1992). <i>Communicating Effectively in English: Oral Communication for Non-Native Speakers</i>. 2nd ed. Belmont, CA: Wadsworth • http://www.bbc.com/ • http://www.pbs.org/weta/washingtonweek/ • http://www.classicfm.com/ • http://www.npr.org/ 	

	<ul style="list-style-type: none">• http://www.wbur.org/• https://www.ted.com/• https://podcasts.ox.ac.uk/• https://www.englishclub.com/• http://www.eslnotes.com/• http://archive.boston.com/jobs/globe/articles/121904_party.html• http://www.merriam-webster.com/• http://www.collinsdictionary.com/• http://dictionary.cambridge.org/
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AID110 The Structure of English Language

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The course includes advanced language structures such as word classes, sentence elements, sentence types and sentence parts, which are frequently used in advanced texts; evaluating problematic English grammar structures in terms of their functions and uses by using context and error analysis methods; descriptive review of advanced English grammar structures. It also aims to teach the use of these structures in different contexts.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction to grammar
	Can produce advanced text by using grammatical structures in context.
	Grammar term knowledge. What is the correct grammar? Grammar varieties
	Can produce advanced text by using grammatical structures in context.
	Why should we teach grammar? Why should we teach in context?
	Will be able to analyze grammatical structures in English.
	Oral written grammar types (general explanation)
	Can analyze grammatical structures in English.
	Time and appearance in context Reading sample text
	Can establish a relationship between form and text types in English.
	Time and appearance in context (continued) Reading sample text
	Can establish a relationship between form and text types in English.
	Modality in Context (Sample text)
	Can establish a relationship between form and text types in English.
	Mode and time relationship
	Can establish a relationship between form and text types in English.
	Modes
	Can analyze grammatical structures in English.
	Discourse signs conjunctions
Can analyze grammatical structures in English.	
Discourse signs conjunctions	

Can produce advanced text by using grammatical structures in context.		
Discourse signs conjunctions		
Can produce advanced text by using grammatical structures in context.		
An overview		
General repetition of the topics covered throughout the semester.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Introduction to grammar	P1, P2, P3, P4
3	Grammar term knowledge. What is the correct grammar? Grammar varieties	P1, P2, P3, P4
4	Why should we teach grammar? Why should we teach in context?	P1, P2, P3, P4
5	Oral written grammar types (general explanation)	P1, P2, P3, P4
6	Time and appearance in context Reading sample text	P1, P2, P3, P4
7	Time and appearance in context (continued) Reading sample text	P1, P2, P3, P4
8	Modality in Context (Sample text)	P1, P2, P3, P4
9	Mode and time relationship	P1, P2, P3, P4
	Midterm Exam	
10	Modes	P1, P2, P3, P4
11	Discourse signs conjunctions	P1, P2, P3, P4
12	Discourse signs conjunctions	P1, P2, P3, P4
13	Discourse signs conjunctions	P1, P2, P3, P4
14	An overview	P1, P2, P3, P4
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the	

	final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	1)Then we went to a secondhand shop and bought a new cooker and a new fridge. Analyze the sentence given above.
Answer Key	1) The given sentence will be analyzed with the tree diagram system.
Source Books	Parrot, M. (2001). <i>Grammar for English language teachers</i> MarianneCelce-Murcia (1999). <i>The Grammar Book: An ESL/EFL Teacher's Course</i>
Supplementary Resources and Reading List	-

AID102 Reading Skills 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of the course is to enable students to strategically read academic and non-academic texts and to acquire vocabulary at an academic level.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction to the course.
	Obtains information about the course.
	Hop, Skip...and Software
	Can pre-evaluate the text, analyze the text and apply reading strategies.
	My Husband, the Outsider
	Can pre-evaluate the text, analyze the text and apply reading strategies.
	Beyond Rivalry
	Can pre-evaluate the text, analyze the text and apply reading strategies.
	Who Lives Longer?
	Can pre-evaluate the text, analyze the text and apply reading strategies.
	The Mindset of the Health
	Can evaluate the factors affecting reading skill.
	Small Wonders
	Can pre-evaluate the text, analyze the text and apply reading strategies.
	Assisted Suicide: Multiple Perspectives
	Can pre-evaluate the text, analyze the text and apply reading strategies.
	Trading Flesh around the Globe
	Can pre-evaluate the text, analyze the text and apply reading strategies.
	The Gift of the Life: When One Body Save Another
Can pre-evaluate the text, analyze the text and apply reading strategies.	
Playing with Fire	
Can pre-evaluate the text, analyze the text and apply reading strategies.	
Wilder Places for Wild Things	

	Can pre-evaluate the text, analyze the text and apply reading strategies.	
	A Nuclear Graveyard	
	Can pre-evaluate the text, analyze the text and apply reading strategies.	
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	Hop, Skip...and Software	P1, P2, P3, P4
3	My Husband, the Outsider	P1, P2, P3, P4
4	Beyond Rivalry	P1, P2, P3, P4
5	Who Lives Longer?	P1, P2, P3, P4
6	The Mindset of the Health	P1, P2, P3, P4
7	Small Wonders	P1, P2, P3, P4
8	Small Wonders	P1, P2, P3, P4
	Midterm Exam	
9	Assisted Suicide: Multiple Perspectives	P1, P2, P3, P4
10	Trading Flesh around the Globe	P1, P2, P3, P4
11	The Gift of the Life: When One Body Save Another	P1, P2, P3, P4
12	Playing with Fire	P1, P2, P3, P4
13	Wilder Places for Wild Things	P1, P2, P3, P4
14	A Nuclear Graveyard	P1, P2, P3, P4
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	-	
Answer Key	-	
Source Books	L. C. Smith & N. N. More, topics for Today, Thomson&Heinle	
Supplementary Resources and Reading List		

KYR102 Career Planning 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	Career Planning course enables students to recognize the business world, different sectors and the needs of these sectors and aims to raise awareness among students about the importance of career planning in the process of preparing for the business world. The course enables students to discover their personal competencies and understand the expectations of the business world. It helps them to develop their knowledge and skills in line with the requirements of the relevant sectors.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	General introduction of the course and the concept of career
	Can define the concept of career.
	Can define the concept of career development.
	Can understand the importance of career development.
	Can define the concept of career management.
	Can understand the goals of career management.
	Can define the concept of career planning.
	Can understand the stages of career planning.
	Can define the concept of career plateau.
	Can define the concept of career path.
	Can define the concept of career anchor.
	Can define the concept of career shock.
	National and international exchange programs
	Can recognize the Mevlana exchange program.
	Knows the application conditions for Mevlana exchange program.
	Can recognize the Erasmus + exchange program.
	Knows the application conditions for Erasmus + exchange program.
	Can recognize the Farabi exchange program.
	Knows the application requirements of the Farabi exchange program.
	Basic communication skills
	Knows the advantages of using social media.

Understands the issues to be considered in the use of social media.

Understands effective communication techniques.

Understands the importance of language learning.

Understands the importance of networking.

Understands the importance of self-confidence in communication.

Can understand the importance of humor in communication.

Sector days (Non-Governmental Organizations)

Understands the duties and responsibilities of non-governmental organizations.

Understands the place and importance of non-governmental organizations in society.

Understands the importance of the tasks taken in social responsibility projects in the career path.

Soft-Skills

Understands the importance of time management.

Understands the importance of stress management in business life.

Improves problem solving skills.

Understands the importance of taking responsibility in business life and its effect on career path.

Understands the importance of analytical thinking.

Understands the advantages of looking at events with a critical perspective.

Understands the importance of teamwork in business life.

Understands the importance of approaching events with a positive perspective in business life.

Understands the importance of decision-making ability in career path.

Sector days (Public Sector)

Recognizes the public sector.

Understands the business and operations in the relevant public sector.

Understands career opportunities in the public sector.

Knows the conditions of accessing career opportunities in the relevant public sector.

Understands the advantages and disadvantages of career in public.

Diction and body language

Understands the importance of diction in effective communication.

Understands the importance of body language in effective communication.

Understands the importance of diction and body language in job interviews.

Understands the importance of the necessary expressions for effective speaking.

Understands the importance of word stress.

Understands the importance of dominating the space during the speech.

Understands the relationship between the target audience and the form of address.

Preparing a CV and cover letter

Understands the importance and purpose of writing a resume.

Understands which sections an effective resume should consist of.

Knows the points to pay attention while filling out the sections in the CV.

Understands the importance and purpose of preparing a cover letter.

Knows the points to be considered in preparing an effective cover letter.

Sector days (Private Sector)

Knows the private sector.

Understands the business and operations in the relevant private sector.

Understands career opportunities in the private sector.

Knows the conditions of accessing career opportunities in the relevant private sector.

Understands the advantages and disadvantages of a career in the private sector.

Effective interview techniques

Understands the importance of the interview in the recruitment process.

Knows the points to pay attention before the interview.

Knows the points to pay attention during the interview phase.

Knows the common questions that may be encountered in the interview.

Knows the professional questions that may be encountered during the interview.

Sector days (Academy)

Recognizes the academic life.

Gains knowledge of the academic staff and positions.

Knows the terms of accessing career opportunities at the academy.

Understands the advantages and disadvantages of an academic career.

Sector days (Entrepreneurship)

Knows the concept of entrepreneurship.

Understands that entrepreneurship is also a career path.

Knows the basic characteristics of being an entrepreneur.

Evaluates individual entrepreneurship ability.


Gains knowledge of incentives and supports provided to entrepreneurs.

Course evaluation and project details

Makes the general evaluation of the course.

Analyzes the results of the applications in the course.

Creates its own career path.		
Gains knowledge of the obstacles that may arise in the career path.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	P2, P4, P7, P8
2	General introduction of the course and the concept of career	P2, P4, P7, P8
3	National and international exchange programs	P2, P4, P7, P8
4	Basic communication skills	P2, P4, P7, P8
5	Sector days (Non-Governmental Organizations)	P2, P4, P7, P8
6	Soft-Skills	P2, P4, P7, P8
7	Sector days (Public Sector)	P2, P4, P7, P8
8	Diction and body language	P2, P4, P7, P8
	Midterm Exam	
9	Preparing a CV and cover letter	P2, P4, P7, P8
10	Sector days (Private Sector)	P2, P4, P7, P8
11	Effective interview techniques	P2, P4, P7, P8
12	Industry days (Academy)	P2, P4, P7, P8
13	Sector days (Entrepreneurship)	P2, P4, P7, P8
14	Course evaluation and project details	P2, P4, P7, P8
	Final Exam	
	Make – Up Exams	
Evaluation	Assessment of this course, attendance (10%), Professional CV and cover letter preparation (10%), profile creation in career platforms (10%), interview simulation (10%), participation in career center activities (20%), career counselor interviews (10%) and the classic final exam (30%), which will be prepared based on the reference books and the topics covered in the course. The weighted average of participation in career center events, career counselor interviews and final exam will constitute the final exam grade (60%).	
Sample Questions	1) By defining the concept of career path; create your own career path. 2) Discuss the career importance of networking efforts.	
Answer Key	1) The career path is the process of designing personal training and development experiences to meet one's future work responsibilities and assignments. English Teacher -> Research Assistant -> Asst. Prof. Dr -> Associate Professor -> Professor Doctor 2) Networking efforts will enable us to grow our communication network and reach larger segments and express ourselves. In this way, more individuals will be aware of the successes we have achieved in our career life, and our ability to start a job in a position and / or wage that matches our abilities will increase.	

Source Books	Couse book prepared by TOGU KARMER	
Supplementary Resources and Reading List		Erdoğan, N. (2003). Kariyer Geliştirme, Nobel Akademik Yayıncılık, Ankara.

III. SEMESTER COURSES

MB504 Instructional Technologies

Lecturer	Asst. Prof. Dr. Tuğba KOCADAĞ ÜNVER
E-mail	tugba.kocadag@gop.edu.tr
Course Hours	Wednesday 10.15-12.00
Classroom	BL2
The Aim of the Course	The aim of this course is to enable the student to comprehend the importance and necessity of designing materials in order to make the teaching process more effective, and to design and evaluate various teaching materials.

Subjects and Learning Outcomes	
The Learning Outcomes of the Course	Basic concepts (Education, learning, learning principles, teaching, education and training program, technology, education and training technology, communication, teaching material and teaching tools and materials)
	Knows the basic concepts
	Can use basic concepts appropriately
	Information technologies in education
	Identifies Information Technologies in Education
	Understands the importance of Information Technologies in Education
	Classification of teaching process and instructional technologies
	Explains the relationship between the teaching process and the classification of instructional technologies
	Knows the processes related to classification
	Theoretical approaches to instructional technologies
	Learns about theories
	Knows the relationships and classifications between theories
	New directions in learning approaches
	Understands the relationships between learning approaches
	Understands the effects of new developments on approaches
	Current literacy
	Understands the concept of literacy
	Knows the Current Literacy features and applications
	Instructional technologies as tools and materials
	Understands the use of instructional technologies as a tool
	Knows and applies examples of using instructional technologies as a tool
	Midterm
	Design of teaching materials
	Knows teaching material design principles
	Explains and designs instructional material design principles in an example
	Designing thematic teaching material
	Knows the concept of thematic teaching material
	Designs thematic teaching material
	Create a domain-specific object warehouse
	Knows the concept of object warehouse, its properties and applications
	Examines and builds a domain-specific object warehouse implementation
	Teaching material evaluation criteria
Knows the Instructional Material evaluation criteria	
Creates criteria by classification	
Examination of field-specific activities and material samples	
Examines examples	
Classifies and evaluates examples	
E-Learning	
Knows what the types are	
Can explain the relationship between e-learning and material design	

General Exam		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week
2	24.09.2025	Basic concepts (Education, learning, learning principles, education, education and training program, technology, education and training technology, communication, Dalen's life cone, teaching material and teaching tools and materials)
3	01.10.2025	Information technologies in education
4	08.10.2025	Classification of teaching process and instructional technologies
5	15.10.2025	Theoretical approaches to instructional technologies
6	22.10.2025	New directions in learning approaches
7	29.10.2025	Current literacy
8	05.11.2025	Instructional technologies as tools and materials
	8.11.2025-16.11.2025	Midterm Exam
9	19.11.2025	Design of teaching materials
10	26.11.2025	Designing thematic teaching material
11	03.12.2025	Create a domain-specific object warehouse
12	10.12.2025	Teaching material evaluation criteria
13	17.12.2025	Examination of field-specific activities and material examples
14	24.12.2025	E-Learning
	29.02.2025-08.01.2026	Final Exam
		Make – Up Exams
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1. Which of the following is not one of the limitations of overhead projectors? a. Inability to program b. Difficulty of use c. Not suitable for individual study d. Requires production process e. Adhering to the overhead projector	
Answer Key	1-c	
Source Books	Lecture notes of teaching Online resources to be provided during the term Websites related to the subject	

**Supplementary Resources
and Reading List**



Information Technologies, Instructional Technologies, Materyal Geliştirme İçin
Web 2.0 Araçları 1

[Necmi Eşgi , Tuğba Kocadağ Ünver](#)
[NOBEL YAYIN DAĞITIM](#)



Zeynep Tatlı. (2020). Kavram Öğretiminde Web 2.0. Ankara:
PEGEM AKADEMİ.






[S. Sadi Seferoğlu](#) PEGEM AKADEMİ YAYINCILIK

MB505 Principles and Methods of Teaching

Lecturer	Prof. Dr. Fevzi DURSUN
E-mail	fevzi.dursun@gop.edu.tr
Course Hours	Wednesday 13.15-15.00
Classroom	CD9
The Aim of the Course	The aim of this course is to provide pre-service teachers to gain the basic concepts of teaching principles and methods, and to understand the methods and techniques.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Basic concepts
	Explains the concept of education
	Explains the concepts of learning, teaching and teaching
	Explains the general aims of Turkish national education.
	Knows the basic principles of Turkish national education.
	Teaching principles
	Explains the concept of teaching principle.
	Lists the teaching principles.
	Gives examples of teaching principles
	Can answer questions about teaching principles.
	Learning approaches
	Explains the features of behavioral approach.
	Explains the features of classical and operant conditioning theories.
	Explains the features of the cognitive approach.
	Explains the features of constructivist-constructivist approach.
	Learning and teaching related models
	Knows the main learning and teaching models
	Can compare different learning and teaching models.
	Explains sample applications related to learning and teaching models.
	Can answer questions about learning and teaching models.
	Learning strategies-teaching strategies
	Explains the concept of learning strategies.
	Knows what learning strategies are.
	Explains the concept of teaching strategies.
	Knows what teaching strategies are.
	Planned continuation of teaching
	Knows what planning is in teaching.
	Understands the rationale and importance of planning in education.
	Explains the benefits of planned study in education.
Explains the documents to be prepared before making a plan.	
Plan types, sample plan work	
Gives information about plan types.	
Knows how and when to make plans.	
Shows the efforts and preparations required to plan.	
Makes lesson plans.	
Education programs	
Explains the concepts of curriculum and curriculum.	
Explains the properties of gain (goals).	
Indicates the levels of different taxonomies and acquisitions.	
Explains content editing approaches.	
Educational situations and assessment	
Explains what will affect the Educational situation.	
Understands the evaluation element of the curriculum.	

Explains what is the pilot implementation of the curriculum.		
Can answer questions about educational situations.		
Classification of teaching methods and techniques, narrative method-discussion method		
Understands the classification of methods and techniques.		
Lists the factors affecting method selection.		
Explains the features of expression and discussion method.		
Explains the characteristics of the techniques related to the method of discussion.		
Problem Solving, Case Study and Demonstration Methods		
States the features of problem solving method.		
Explains the properties of the case study method.		
Explains the characteristics of the demonstration method.		
Knows sub-techniques related to problem solving, case study and demonstration method and can answer related questions.		
Teaching techniques		
Expresses the characteristics of teaching techniques.		
Can answer questions about teaching techniques.		
Indicates which method the teaching techniques can be related to.		
Explains which teaching strategies can be related to teaching techniques.		
Higher-order thinking skills and concept maps		
Knows high level thinking techniques.		
Understands the benefits of concept maps.		
Answers questions about higher order thinking skills and concept maps.		
Can make a general evaluation of a term and gain a perspective on teaching principle methods.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1 15.09.2025-19.09.2025	Orientation Week	
2 24.09.2025	Basic concepts	P2, P7, P13
3 01.10.2025	Teaching principles	P2, P7, P13
4 08.10.2025	Learning approaches	P2, P7, P13
5 15.10.2025	Learning and teaching related models	P2, P7, P13
6 22.10.2025	Learning strategies-teaching strategies	P2, P7, P13
7 29.10.2025	Planned continuation of teaching	P2, P7, P13
8 05.11.2025	Plan types, sample plan work	P2, P7, P13
8.11.2025-16.11.2025	Midterm Exam	
9 19.11.2025	Education programs	P2, P7, P13
10 26.11.2025	Educational situations and assessment	P2, P7, P13
11 03.12.2025	Classification of teaching methods and techniques, narrative method-discussion method	P2, P7, P13
12 10.12.2025	Problem Solving, Case Study and Demonstration Methods	P2, P7, P13
13 17.12.2025	Teaching techniques	P2, P7, P13
14 24.12.2025	Higher-order thinking skills and concept maps	P2, P7, P13
29.02.2025-08.01.2026	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1. The environment in which the child lives affects his learning process. Therefore, attention should be paid to this environment while the teaching process continues and it should be used in the learning process. What teaching principle does the situation described above relate to? a) affordability b) near and far c) simple to complex	

	d) openness e) from concrete to abstract
Answer Key	1-e
Source Books	 <p>Tayyip Duman, Dilşat Peker Ünal (editör) (2019) Principles and Methods of Teaching. PegemA, Ankara</p>
Supplementary Resources and Reading List	 <p>Demirel, Ö. (2008). Principles and Methods of Teaching: Öğretim sanatı (14. Baskı) Ankara: Pegem A Yayıncılık.</p>  <p>Doğanay, Ahmet (editör) (2013) Principles and Methods of Teaching. PegemA, Ankara.</p>

AİD201 Approaches to English Language Learning and Teaching

Lecturer	Asst. Prof. Dr. Serpil AZAP
E-mail	serpil.azap@gop.edu.tr
Course Hours	Thursday
Classroom	BD17
The Aim of the Course	This course aims to make students understand different approaches to foreign language teaching in history.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction of the course and materials, approach, method and technical concepts
	Gains the ability to plan lectures together.
	Grammar-Translation Method Comparison with its source, basic principles, in-class applications and applications of communicative method.
	Can evaluate and apply the method presented in terms of benefits and limitations
	Direct Method: Its emergence, basic principles and innovations brought to the field, current practices
	Can evaluate and apply the method presented in terms of benefits and limitations
	Auditory-Lingual Methods: Emergence in Europe and America, in-class applications and comparison with both grammar-translation and communicative methods
	Can evaluate and apply the method presented in terms of benefits and limitations
	The Silent Way: Founders, Main principles and in-class applications
	Can evaluate and apply the approach presented in terms of benefits and limitations
	The Natural Approach: Founders, Main principles and in-class applications
	Can evaluate and apply the methods presented in terms of their benefits and limitations.
	De-suggestopedia: Founders, Main principles and in-class applications
	Can evaluate and apply the approaches presented in terms of their benefits and limitations.
	Total Physical Response Method: Founders, main principles and in-class applications
	Can evaluate and apply the methods presented in terms of their benefits and limitations.
	Communicative Language Learning: Founders, main principles and in-class applications
	Can evaluate and apply the methods presented in terms of their benefits and limitations.
	Cooperative Learning: founders, main principles and in-class applications
Can evaluate and apply the approach and method presented in terms of benefits and limitations.	
Task-based language teaching approach: Basic principles and innovations in the field, current practices	
Can evaluate and apply the methods presented in terms of their benefits and limitations.	

Multiple Intelligences Theory: founders, main principles and in-class applications			
Can evaluate and apply the approaches presented in terms of their benefits and limitations.			
In-class applications			
Evaluates different methods and approaches in terms of their benefits and limitations and can plan them in terms of language teaching.			
Weeks / Date	The Subjects of the Course		Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	-
2	25.09.2025	Introduction of the course and materials Approach, method and technical concepts	P7, P8, P13, P14, P15
3	02.10.2025	Grammar-Translation Method	P7, P8, P13, P14, P15
4	09.10.2025	Direct Method	P7, P8, P13, P14, P15
5	16.10.2025	Auditory-Lingual Methods	P7, P8, P13, P14, P15
6	23.10.2025	The Silent Way	P7, P8, P13, P14, P15
7	30.10.2025	The Natural Approach	P7, P8, P13, P14, P15
8	06.11.2025	De-suggestopedia	P7, P8, P13, P14, P15
	8.11.2025-16.11.2025	Midterm Exam	
9	20.11.2025	Total Physical Response Method	P7, P8, P13, P14, P15
10	27.11.2025	Communicative Language Learning	P7, P8, P13, P14, P15
11	04.12.2025	Cooperative Learning.	P7, P8, P13, P14, P15
12	11.12.2025	Task-based language teaching approach.	P7, P8, P13, P14, P15
13	18.12.2025	Multiple Intelligences Theory	P7, P8, P13, P14, P15
14	25.12.2025	In-class applications	P7, P8, P13, P14, P15
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	<p>For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. In addition, during the semester, students are expected to create sample lesson plans related to the topics learnt and to make sample applications using the cooperative learning method. These applications will be reflected in the midterm and final exams as 50%.</p> <p>The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.</p>		
Sample Questions	-		
Answer Key	-		

Source Books	Harmer, J. (2011). The practice of English language teaching 4th ed. London: Pearson/Longman. Chapter 3: Background issues in language learning (pp. 49-61).
Supplementary Resources and Reading List	-

AİD203 English Literature 1

Lecturer	Asst. Prof. Dr. Uğur ADA
E-mail	ugur.ada@gop.edu.tr
Course Hours	Wednesday 15.15-17.00
Classroom	BD16
The Aim of the Course	The aim of this course is to enable students to comprehend the main features of literary periods and works in English literature along with basic literary terms.
Subjects and Learning Outcomes	
The Learning Outcomes of the Course	A general introduction to literature
	Explains literature in general and its main features
	Defines the main literary terminology in English literature
	Anglo-Saxon Period
	Have information about the periods in English literature and their characteristics and important literary personalities in English literature
	Makes connections between important events and works in British History
	Analysis of Beowulf
	Interprets literary texts
	Analyzes the works in English literature in terms of language use, word selection, use of description tools, subject selection, work structure, themes and types of works.
	Presentation and class discussion on Beowulf
	Reads and presents various literary works in English literature and prepare creative projects suitable for the quality of the works.
	Anglo-Norman Period
	Learns about the periods in English literature and their characteristics and important literary personalities in English literature.
	Makes connections between important events and works in British History
	Analysis of Sir Gawain and Green Knight
	Interprets literary texts
	Analyzes works in English literature in terms of language use, word selection, use of description tools, subject selection, work structure, themes and types of works.
	Presentation and class discussion on Sir Gawain and Green Knight
	Reads and presents various literary works in English literature and prepare creative projects suitable for the quality of the works.

Chaucer Period			
Have information about the periods in English literature and their characteristics and important literary personalities in English literature			
Makes connections between important events and literary works in British History			
Analysis of the General Prologue chapter of The Canterbury Tales			
Interprets literary texts			
Analyzes works in English literature in terms of language use, word selection, use of description tools, subject selection, work structure, themes and types of works.			
Reads and presents various literary works in English literature and prepare creative projects suitable for the quality of the works.			
Analysis of The Wife of Bath's Tale of The Canterbury Tales			
Interprets literary texts			
Analyzes works in English literature in terms of language use, word selection, use of description tools, subject selection, work structure, themes and types of works.			
Presentation and class discussion on The Canterbury Tales			
Reads and presents various literary works in English literature and prepare creative projects suitable for the quality of the works.			
Tudor Period			
Have information about the periods in English literature and their characteristics and important literary personalities in English literature			
Makes connections between important events and works in British History			
End of term evaluation - class discussion			
Comments on the development of English literature and compare periods			
	Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	
2	24.09.2025	A General Introduction to Literature	P1, P10, P16
3	01.10.2025	Anglo-Saxon Period	P1, P10, P16
4	08.10.2025	Analysis of Beowulf	P1, P10, P16
5	15.10.2025	Presentation and class discussion on Beowulf	P1, P10, P16
6	22.10.2025	Anglo-Norman Period	P1, P10, P16
7	29.10.2025	Analysis of Sir Gawain and Green Knight	P1, P10, P16
8	05.11.2025	Presentation and class discussion on Sir Gawain and Green Knight	P1, P10, P16

	8.11.2025-16.11.2025	Midterm Exam	
9	19.11.2025	Chaucer Period	P1, P10, P16
10	26.11.2025	Analysis of the General Prologue chapter of The Canterbury Tales	P1, P10, P16
11	03.12.2025	Analysis of The Wife of Bath's Tale of The Canterbury Tales	P1, P10, P16
12	10.12.2025	Presentation and class discussion on The Canterbury Tales	P1, P10, P16
13	17.12.2025	Tudor Period	P1, P10, P16
14	24.12.2025	End of term evaluation - class discussion	P1, P10, P16
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		<ol style="list-style-type: none"> 1. What are types of poetry in Old English period? Give examples to each. 2. Read the quotation below from <i>Beowulf</i>. Describe the scene in detail. 	
Answer Key		<ol style="list-style-type: none"> 1. In this question, students are asked to write and give examples of poetry types and sub-genres, mainly Christian and Non-Christian in the Anglo Saxon period 2. In this question, students are given a quote from Beowulf and asked to explain this quote. 	
Source Books		<ul style="list-style-type: none"> • Long, William J. (2016), <i>English Literature Its History and Its Significance for the Life of the English Speaking World</i>, United States: Harpress Publishing • Burgess, Anthony. (2006). <i>English Literature</i>, UK: PearsonLongman. 	
Supplementary Resources and Reading List		<ul style="list-style-type: none"> • Gültekin, Lerzan, (1998), <i>A Short History of English Literature</i>, Lecture Notes, Sivas: Cumhuriyet Üniversitesi Yayınları • Rogers, Pat, (1987), <i>The Oxford illustrated history of English literature</i>, Oxford [Oxfordshire]: Oxford University Press. 	

AİD205 Linguistics 1

Lecturer	Asst. Prof. Dr. Hande ÇETİN
E-mail	hande.cetin@gop.edu.tr
Course Hours	Monday
Classroom	BD16
The Aim of the Course	The main aims of the course is to are to teach the basic distinctions, concepts, and especially the structural dimension of the language (sound, morphology, syntax) in traditional and contemporary language studies; to develop awareness of the relationship between these knowledge and foreign language teaching and

Subjects and Learning Outcomes		
The Learning Outcomes of the Course	Introduction: What is Linguistics?	
	Learns what linguistics and its sub-branches are and what subjects they work on.	
	Can evaluate structural studies in language teaching and apply them effectively based on different levels of language.	
	Has a more holistic and scientific perspective on language.	
	What is Morphology: Examining Word Structure and Formations	
	Learns new word derivation processes in English.	
	'Inflectional' and 'Derivational' Morphology in English	
	Learns word derivation types in languages, especially English. Can examine words according to their occurrence.	
	Phonetics	
	Learns the anatomy of sound formation.	
	Learns the sounds used in speaking in English and their phonetic representation.	
	Vowels (Vowel Voices in English)	
	Learns the vowel sounds and their features in English.	
	Vowel and Consonant Sounds in Other Languages	
	Can compare vowels and consonants between English and other languages, learn the differences and similarities.	
	Phonology	
	Recognizes sound sequences and distinctive features of sounds in English.	
	Distribution and Distribution Types	
	Learns the relationships between sounds in English and their types and reasons.	
	Syllables and Syllable Rules in English	
	Knows and analyzes syllable types and syllable structure in English.	
	Pronunciation of Various Structures in English / False roots	
	Learns the pronunciation of special structures such as compound words in English.	
Learns the type of relationship between similar vowel words that exist in different languages.		
Syntax		
Can examine the sentence sequence in English and show the structures in a sentence.		
Word String-Diversity in Languages		
Can analyze according to word order between English and other languages.		
Clauses, Phrases and Structures		
Can show the basic structural elements in sentences and phrases in English.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week
2	22.09.2025	Introduction: What is Linguistics?
3	29.09.2025	What is Morphology: Examining Word Structure and Formations

4	06.10.2025	'Inflectional' and 'Derivational' Morphology in English	P1, P3, P12, P15, P16
5	13.10.2025	Compound Words in English	P1, P3, P12, P15, P16
6	20.10.2025	Phonetics	P1, P3, P12, P15, P16
7	27.10.2025	Vowels (Vowel Voices in English)	P1, P3, P12, P15, P16
8	03.11.2025	Vowel and Consonant Sounds in Other Languages	P1, P3, P12, P15, P16
	8.11.2025-16.11.2025	Midterm Exam	
9	17.11.2025	Distribution and Distribution Types	P1, P3, P12, P15, P16
10	24.11.2025	Syllables and Syllable Rules in English	P1, P3, P12, P15, P16
11	01.12.2025	Pronunciation of Various Structures in English / False roots	P1, P3, P12, P15, P16
12	08.12.2025	Syntax	P1, P3, P12, P15, P16
13	15.12.2025	Word String-Diversity in Languages	P1, P3, P12, P15, P16
14	22.12.2025	Clauses, Phrases and Structures	P1, P3, P12, P15, P16
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		
Sample Questions	<ul style="list-style-type: none"> • Fill in the blanks with the missing words. <ol style="list-style-type: none"> 1. is an arbitrary pairing of sound and meaning. 2. are words that can't be broken down into smaller units. • List the morphemes in each word below, and state whether each morpheme is free (F) or bound (B). <i>Example: creating → create (Free); -ing (Bound)</i> <ol style="list-style-type: none"> 1. seaward 2. poetic • For each word below, draw a word tree. <ol style="list-style-type: none"> 1. activity 		
Answer Key	<ul style="list-style-type: none"> • This question is a fill-in-the-blank question. Students are required to write the appropriate word for the given sentences. The answer is usually one word. • In this question, students are expected to examine the morphemes in the given words. After separating the words as suffixes and roots, they must specify the morphemes in the words as independent or dependent. • In this question, students are expected to show roots and suffixes by drawing word trees for the given words. 		
Source Books	<ul style="list-style-type: none"> • Hudson, G. (2000). <i>Essential introductory linguistics</i>. UK: Blackwell Publishing. • Akmajian, A., Farmer, A. K., Bickmore, L., Demers, R. A., & Harnish, R. M. (2017). <i>Linguistics: An introduction to language and communication</i>. MIT press. 		
Supplementary Resources and Reading List	<ul style="list-style-type: none"> • Yule, G. (2016). <i>The study of language</i>. Cambridge university press. • Fromkin, V., Rodman, R., & Hyams, N. (2018). <i>An introduction to language</i>. Cengage Learning. 		

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| | <ul style="list-style-type: none">• Kocaman, A. (ed) (2006). Dilbilim: Temel Kavramlar, Sorunlar, Tartışmalar. Dil Derneği Y., Ankara. |
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AİD207 Critical Reading and Writing

Lecturer	Asst. Prof. Dr. ŞEYMA KÖKCÜ
E-mail	seyma.kokcu@gop.edu.tr
Course Hours	Thursday
Classroom	BD16
The Aim of the Course	The main purpose of the course is to analyze the types of writing that are frequently encountered in the academic context and to develop the students' ability to create a complete academic article / report by focusing on topics such as summarizing, paraphrasing, direct quoting and applying the rules of quotation, starting from the paragraph, using external sources.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Pre-writing: Preparing to write, choosing the topic and limiting the topic, Going from the headings to the draft, Avoiding Plagiarism
	Can plan the necessary preparations before the writing activity.
	Writing Process: Structure of the paragraph: Definition of the paragraph, Parts of the paragraph, Identifying the subject sentence and Writing a Subject Sentence.
	Can carry out the writing activity and manage this process.
	Examining Texts: Understanding the purpose and genre, Choosing key points, Taking notes, Explanation, Summarizing, Combining sources
	Examines the texts that will be source for the writing activity.
	Reading and Annotation: Planning the text, Editing Paragraphs, Signing in, Main text, Concluding
	Can edit the main text during writing activity.
	Writing Stages 1: Academic Writing Elements
	Knows the stages of writing and can use the stages in the writing activity process.
	Writing Stages 2: Definition, Argument, Cause & Effect, Consistency, Comparison
	Knows the stages of writing and can use the stages in the writing activity process.
	Writing Stages 3: Discussion, Sampling, Generalization, Introductory paragraphs, Citing and Quoting, Re-expression and repetition
	Knows the stages of writing and can use the stages in the writing activity process.
	Accuracy in Academic Writing: Abbreviations, Academic words, Articles, Time selection, Verbs (formality, tenses, passivity), Adverbs, Conjunctions
	Considers elements such as grammar, spelling and punctuation in the writing activity.
Academic Writing Models: Official Letters, CV, Reporting, Getting ideas from other sources, Comparative articles, Discussion articles	
Learns about different writing activities.	

Writing Your Own Academic Writing: Choosing a topic, Limiting the topic, Determining the Writing Model, Drafting		
Can perform original writing activities.		
Reading, Taking notes and writing the Introduction, Peer review		
Becomes able to practice on writing activity.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025 Orientation Week	-
2	25.09.2025 Pre-writing: Preparing to write, choosing the topic and limiting the topic, Going from the headings to the draft, Avoiding Plagiarism	P8, P10, P16
3	02.10.2025 Writing Process: Structure of the paragraph: Definition of the paragraph, Parts of the paragraph, Identifying the subject sentence and Writing a Subject Sentence.	P8, P10, P16
4	09.10.2025 Examining Texts: Understanding purpose and genre, Choosing key points, Taking notes, Explanation, Summarizing, Combining sources	P8, P10, P16
5	16.10.2025 Reading and Making Notes: Planning the text, Editing Paragraphs, Signing in, Main text, Concluding	P8, P10, P16
6	23.10.2025 Writing Stages 1: Academic Writing Elements	P8, P10, P16
7	30.10.2025 Writing Stages 2: Definition, Argument, Cause & Effect, Consistency, Comparison	P8, P10, P16
8	06.11.2025 Writing Stages 3: Discussion, Sampling, Generalization, Introductory paragraphs, Citing and Quoting, Re-expression and repetition	P8, P10, P16
	8.11.2025-16.11.2025 Midterm Exam	
9	20.11.2025 Accuracy in Academic Writing: Abbreviations, Academic words, Articles, Time selection, Verbs (formality, tenses, passivity), Adverbs, Conjunctions	P8, P10, P16
10	27.11.2025 Academic Writing Models: Official Letters, CV, Reporting, Getting ideas from other sources, Comparative articles, Discussion articles	P8, P10, P16
11	04.12.2025 Writing Your Own Academic Writing: Choosing a topic, Limiting the topic, Determining the Writing Model, Drafting	P8, P10, P16
12	11.12.2025 Reading, Taking notes and writing the Introduction, Peer review	P8, P10, P16
13	18.12.2025 Reading, Taking notes and writing the Introduction, Peer review	P8, P10, P16
14	25.12.2025 Reading, Taking notes and writing the Introduction, Peer review	P8, P10, P16
	29.02.2025-08.01.2026 Final Exam	
	Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the

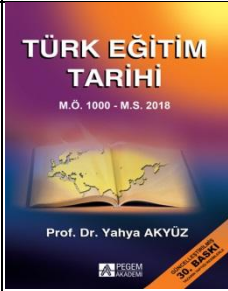
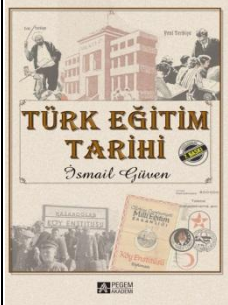
	final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	-
Answer Key	-
Source Books	Bailey, S. (2011). Academic writing : a handbook for international students . Routledge
Supplementary Resources and Reading List	Zemach, D. E. & Rumisek, L. A. (2006). Academic writing: From paragraph to Essay. McMillan

IV. SEMESTER COURSES

MB506 History of Turkish Education

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to enable students to understand important events in the history of Turkish education and to suggest solutions to today's Educational problems.
Subjects and Learning Outcomes	
The Learning Outcomes of the Course	Introduction to Turkish education history
	Understands what is the purpose of Turkish education history
	Understands when the history of Turkish education started.
	Can explain the periods of Turkish education history.
	Can explain which subjects the history of Turkish education covers
	Turkish education history before the Turks converted to Islam
	Understands the basic characteristics of the education period before Turks became Muslims.
	Understands the general characteristics of education in Huns.
	Understands the general characteristics of education in Göktürks.
	Knows the general characteristics of education in Uyghurs.
	Turkish education history in the period after the Turks converted to Islam-Karakhanids
	Comprehends the basic characteristics of the education period after Turks became Muslim.
	Understands the general characteristics of the education of the Karakhanids.
	Comprehends the place of Avicenna in Turkish education history
	Comprehends the place of Balasagunlu Yusuf (Yusuf Has Hacıp) and Kaşgarlı Mahmut in Turkish education history.
	Turkish education history in the Seljuk and Anatolian principalities period
	Explains the general Educational characteristics of the period of Anatolian Seljuks and principalities.
	Can compare the slope of this semester with the European education of the period.
	Understands the place of Nizamülk and Mevlana Celalettin Rumi in Turkish education history.
	Understands the place of Yunus Emre, Hacı Bektaş-I Veli, Aşık Pasha (ahilik) and Nasreddin Hodja in Turkish education history
	Turkish Educational history during the Ottoman and the Second Principalities
	Knows the general Educational characteristics of the Ottomans.
	Comprehends the place of conqueror and Süleymaniye madrasas in Turkish education history.
	Comprehends the reasons for the deterioration of education in madrasahs.
	Understands the structure of primary education (Primary school), Educational organization and Hacı Bayram Veli, the importance of printing in the Ottomans.
	Turkish education history in the period of innovation movements in the Ottomans - Turkish education history in the Tanzimat period
	Comprehends the characteristics of the education of this period and the importance of new schools opened.
	Can understand what the compulsory primary education means.
	Can summarize the general characteristics of the Tanzimat period education.
	Knows the features of renewal in the Tanzimat period, the contributions of Namık Kemal, Selim Sabit Efendi, and the importance of the Usul-i Cedid movement.
Turkish Educational history in the First Constitutional and autocracy period	
Understands the importance of the Basis of Law in terms of Turkish education history	
Understands the general features of Turkish education history in the period of absolutism.	
Understand the characteristics of Atatürk's teachers.	

Comprehends the place of Münif Pasha, Sait Pasha, Ahmet Mithat Efendi and Ahmet Rıza Bey in the history of Turkish education in the period of absolutism.		
Turkish Educational history in the second constitutional period and autocracy		
Comprehends the general features of education in this period.		
Comprehends the efforts regarding teacher training efforts in this period.		
Comprehends the importance of the magazines published by their teachers this term.		
Understands the place and importance of Emrullah Efendi, Satı Bey, Tevfik Fikret, Ethem Nejat, Mehmet Akif, Ziya Gökalp, Ömer Seyfettin, Prince Sebahattin and İsmail Hakkı Baltacıoğlu		
Independence War-era Republic of Turkey (after 1923) history of Turkish education		
Understands the basic characteristics of education in the War of Independence.		
Understands the importance of the 1921 Education Congress:		
Understands the general characteristics of the education period of the Republic of Turkey.		
Explains the importance of the law of tawheed-i education.		
Republic of Turkey (after 1923) history of Turkish education		
Understands the place of Atatürk in Turkish education history.		
Understands the policy and efforts of teacher training in the Republic period (Yahya Akyüz -page: 380-399)		
Understands the teacher training in village institutes		
Understands the importance of Republican era educators Mustafa Necati, Hasan Ali Yücel and İsmail Hakkı Tonguç in Turkish education history		
Education problems in the Republican era until today		
Understands the historical development of the teacher training problems.		
Understands the historical change in the status of the teacher.		
Understands the inequality of opportunity and opportunity in education and the problem of rote learning.		
Understands the relationship between globalization and education.		
Organization of the Ministry of National Education from the Ottoman Empire to the present day		
Can compare the subjects of education in the European Union and developed countries with the education of our country.		
Can make a general evaluation of Turkish education history.		
Understands the historical development of the ministry of education (İsmail Güven page 407)		
Can make the general evaluation of the term.		
General review and preparation for exams		
Summarizes the topics examined during the period.		
Understands the information about important people in Turkish education history.		
Can analyze events in Turkish Educational history (recall good and negative examples).		
Can guess the questions that may be asked about the subjects.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Introduction to Turkish education history	P8
3	Turkish education history before the Turks converted to Islam	P8
4	Turkish education history in the period after the Turks converted to Islam-Karakhanids	P8
5	Turkish education history in the Seljuk and Anatolian principalities period	P8
6	Turkish Educational history during the Ottoman and the Second Principalities	P8
7	Turkish education history in the period of innovation movements in the Ottomans - Turkish education history in the Tanzimat period	P8
8	Turkish Educational history in the First Constitutional and autocracy period	P8
9	Turkish Educational history in the second constitutional period and autocracy	P8
	Midterm Exam	
10	Liberation War-era Republic of Turkey (after 1923) history of Turkish education	P8
11	Republic of Turkey (after 1923) history of Turkish education	P8

12		Education problems in the Republican era	P8
13		Organization of the Ministry of National Education from the Ottoman Empire to the present day	P8
14		General review and preparation for exams	P8
		Final Exam	
		Make – Up Exams	
Evaluation		Bu dersin değerlendirmesi, kaynak kitaplar ve derste yürütülen tartışmalar esas alınarak hazırlanacak olan bir ara sınav (vize) ve bir dönem sonu sınavı (final) aracılığıyla yapılacaktır. Ara sınavın ortalamaya katkısı % 40; dönem sonu sınavının ise % 60'tır. Geçme notu 100 üzerinden 60'tır.	
Sample Questions		1. Which sentence best expresses the purpose of Turkish education history? A) To examine the education systems of old Turkish societies B) To examine and research Educational institutions in old Turkish communities C) Taking lessons from the past in solving educational problems D) To examine the important events of Turkish societies in the history E) Searching and finding successful sample practices in history	
Answer Key		1-c	
Source Books			Yazar: Yahya Akyüz (2015). History of Turkish Education. Ankara: Pegem Akademi.
Supplementary Resources and Reading List			İsmail Güven (2015) History of Turkish Education: Ankara: Pegem akademi.

MB507 Research Methods in Education


Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to develop the students' knowledge about science, the nature of scientific knowledge, their ability to access scientific information, their ability to understand and use scientific knowledge, and their ability to conduct scientific research at basic level.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Overview of scientific research and education, basic concepts, principles
	Defines the concept of science
	Can explain the functions of science
	Knows the types of science
	Gives examples of the types of science
	Can explain the properties of science
	Defines the concept of scientific method
	Lists the stages of the scientific method
	Can explain the features of the scientific method
	Defines the concept of research
	Knows the types of research
	Can explain basic and applied research
	Can explain the qualities of the research
	Can explain wrong attitudes towards research with examples.
	Can explain ethical behavior in science
	Can explain unethical behavior in science
	Can compare researches in natural and social sciences
	Prepares a research proposal can explain the necessary processes
	Understands the importance of research education
	Can explain the aims of research education
	Explains the situation in research education with examples
	Research Process and Techniques-Introduction
	Answers the question: What is the research problem?
	Explains the criteria used in problem selection with examples.
	Understands the importance of variables in defining a research problem.
	Can explain variable types with examples
	Can determine the problem status of an article he / she examines
	Can explain the types of variables by determining the variables that are the subject of the problem in a thesis / article he examined.
	Answers the question: What defines the purpose of the research
	Classifies research objectives according to the types of expression
	Answers the question: What defines a hypothesis
Can explain types of hypotheses with examples	
Decides what kind of hypothesis it is by determining the hypothesis in a thesis / article he has examined.	
Knows the points to be considered while revealing the importance of the research	
Evaluates the importance of a thesis / article he / she has examined, considering the necessary issues.	
Knows what characteristics the limitations of research should have	
Can examine and evaluate the limitations in a thesis / article he has examined in line with the features he should have.	

Knows what kind of definitions should be included under the title of definitions in research.
Knows the difference between functional definition and conceptual definition
Evaluates the definitions under the title of definitions in a thesis / article he has examined according to the characteristics they should have.
Research Process and Techniques-Method (Research Model-1)
Can explain the method section of the research with its subtitles.
Knows what the research model is
Defines the scanning model, one of the research models, together with its basic features.
Explains the types of scanning models in research with examples.
Describes the trial model from research models with its basic features
Answers the question: What is causation and what are the necessary conditions?
Explains the types of trial models in research with examples
Can explain the control states of variables in research with examples
Research Process and Techniques-Method (Research Model-2)
Explains the types of trial models in research with examples
Can compare trial environments according to their characteristics
Defines internal validity
Can explain the factors affecting internal validity
Defines external validity
Can explain the factors affecting external validity
Evaluates the thesis / article samples he / she has examined according to the features that they should have in terms of research model
Research Process and Techniques-Method (Population and Sample-1)
Analyzes what defines the universe
Analyzes what defines a sample
Analyzes what defines sampling
Can list the sampling steps
Research Process and Techniques-Method (Population and Sample-2)
Can explain sampling types with examples
Can explain possible errors in sampling
Evaluates the thesis / article samples he / she has examined according to the characteristics of the population and sample.
Research Process and Techniques-Method (Data and Collection-1)
Analyzes what defines data
Can explain data types with examples
Analyzes what defines assessment
Can explain the types of assessment with examples
Can explain the types of scales with examples
Explains assessment errors with examples
Can explain the features that assessment tools should have
Research Process and Techniques-Method (Data and Collection-2)
Can explain common data collection processes
Understands the observation technique, one of the data collection techniques, in terms of the features it should have
Understands the interview technique, one of the data collection techniques, in terms of the features it should have.
Understands the correspondence technique, one of the data collection techniques, in terms of the features it should have.
Research Process and Techniques-Method (Data and Collection-3)
Comprehends the documentary scanning technique, one of the data collection techniques, in terms of the features it should have.
Can compare data collection techniques with each other
Evaluates the data collection techniques used in the thesis / article samples he / she examined in terms of the properties they should have.
Research Process and Techniques-Method (Data Analysis and Interpretation)
Answers the questions: What is the processing of data? What are its features?
Answers the question: What are the features of data analysis?
Can explain the place and importance of statistics in research

Can explain types of statistics with examples
Understands the meaning and purpose of hypothesis testing in predictive analysis
Can explain the statistical techniques used in testing the probability in terms of situations in which they are used.
Defines interpretation of the data
Can illustrate possible mistakes in analyzing data
Evaluates the data analysis techniques used in the thesis / article samples he / she examined in terms of the properties they should have.
Research Process and Techniques - Findings and Interpretation
Examines what defines a finding
Can explain the types of findings with examples
Examines what defines interpretation
Can explain the types of comments with examples
Understands the importance of limitations in interpreting the findings
Evaluates the findings and interpretation section in the thesis / article samples he / she examined in terms of the features it should have.
Research Process and Techniques - Results, Discussion and Suggestions - 1
Knows how to express research results
Understands the importance of associating the relevant literature with the relevant literature while ranking the research results.
Knows the types of suggestions given in line with research results
Can explain types of suggestions with examples
Research Process and Techniques - Results, Discussion and Recommendations - 2
Knows what characteristics the summary of the research should have when the research is complete
Can list the requirements of bibliography in research
Can evaluate the sample references in terms of required features
Knows what kind of information / documents should be included in the appendix part of the research.
Evaluates the results, discussions and suggestions in the thesis / article samples he / she examined in terms of the characteristics they should have.
Can write a research proposal

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Overview of scientific research and education, basic concepts, principles	P7, P8
3	Research Process and Techniques-Introduction	P7, P8
4	Research Process and Techniques-Method (Research Model-1)	P7, P8
5	Research Process and Techniques-Method (Research Model-2)	P7, P8
6	Research Process and Techniques-Method (Population and Sample-1)	P7, P8
7	Research Process and Techniques-Method (Population and Sample-2)	P7, P8
8	Research Process and Techniques-Method (Data and Collection-1)	P7, P8
9	Research Process and Techniques-Method (Data and Collection-2)	P7, P8
	Midterm Exam	
10	Research Process and Techniques-Method (Data and Collection-3)	P7, P8
11	Research Process and Techniques-Method (Data Analysis and Interpretation)	P7, P8
12	Research Process and Techniques - Findings and Interpretation	P7, P8
13	Research Process and Techniques - Conclusion, Discussion and Suggestions-1	P7, P8
14	Research Process and Techniques - Conclusion, Discussion and Suggestions-2	P7, P8
	Final Exam	
	Make – Up Exams	

Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	1. In which of the following are the functions of science given correctly? a) Understanding, Scanning, Test b) Basic, Applied, Control c) Understanding, Explanation, Control d) Scanning, Test, Case study e) Recognition, Testing, Reporting
Answer Key	1-c
Source Books	 <p>-Karasar, Niyazi (2012). Bilimsel Araştırma Yöntemi. Ankara: Nobel Akademi</p> <p>-Büyüköztürk, Ş., Çakmak Kılıç E., Akgün Ö. E., Karadeniz Ş. ve Demirel F. (2014). Bilimsel Araştırma Yöntemleri, Ankara, Pegem Yayınları.</p>
Supplementary Resources and Reading List	– Karasar, Niyazi (2012). Araştırmalarda Rapor Hazırlama. Ankara: Nobel Akademi

AİD202 Curriculum Design in English Language Teaching

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The main aim of this course is to enable prospective teachers the knowledge of a foreign language program, its components and systematic program development.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Basics of Language Curriculum Development
	Evaluates the language curriculum historically.
	Program Components
	Can give information about the main elements of the language teaching program.
	Needs Analysis
	Can perform a needs analysis to create a language teaching program.
	Aims and Objectives
	Can determine the aims and objectives of the language teaching program.
	Assessment
	Can include assessment tools that can be used in language teaching program.
	Materials
	Can determine the materials that can be used in the language teaching program.
	Teaching
	Can design the teaching process in language teaching program.
	Program Evaluation
	Evaluates language teaching programs.
	Language Teaching Programs in Turkey: History at a Glance
	Can view language teaching programs in Turkey from a historical perspective.
	English Program in Turkey Underlying Approaches & CEFR
Learns about the approaches that form the basis of their language teaching programs in Turkey.	
English Teaching Programs in Turkey: An Investigation of Primary and Secondary English Program (2-8)	
Learns about the Primary and Secondary English Program in Turkey.	
English Teaching Programs in Turkey: An Investigation of Secondary Education English Program (9-12)	

	Learns about high school English Program in Turkey.	
	programs implemented in Turkey	
	Learns about English teaching program in Turkey.	
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	Basics of Language Curriculum Development	P7, P8, P11, P14
3	Program Components	P7, P8, P11, P14
4	Needs Analysis	P7, P8, P11, P14
5	Aims and Objectives	P7, P8, P11, P14
6	Assessment	P7, P8, P11, P14
7	Materials	P7, P8, P11, P14
8	Teaching	P7, P8, P11, P14
9	Program Evaluation	P7, P8, P11, P14
	Midterm Exam	
10	Language Teaching Programs in Turkey: History at a Glance	P7, P8, P11, P14
11	English Program in Turkey Underlying Approaches & CEFR	P7, P8, P11, P14
12	English Teaching Programs in Turkey: An Investigation of Primary and Secondary English Program (2-8)	P7, P8, P11, P14
13	English Teaching Programs in Turkey: An Investigation of Secondary Education English Program (9-12)	P7, P8, P11, P14
14	Programs implemented in Turkey	P7, P8, P11, P14
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the	

	students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	
Answer Key	
Source Books	Brown, J.D. (1995).The Elements of Language Curriculum. Heinle & Heinle Publishers
Supplementary Resources and Reading List	Richards, J.C. (2001). Curriculum Development in Language Teaching. CUP.

AID204 English Literature 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to enable students to comprehend the main features of literary periods and works in English literature along with basic literary terms.

D The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Overview of the first term
	Repeats the general characteristics and major works of the Anglo-Saxon, Norman, Chaucer and Tudor periods
	Defines the main literary terminology in English literature
	Elizabethan Literature
	Has information about the periods in English literature and their characteristics and important literary personalities in English literature
	Makes connections between important events and works in British History
	Beginning of Drama in England
	Has information about the features of the works by following the development of drama since Middle Ages
	Makes connections between important events and works in British History
	Drama in the Elizabethan Period
	Follows the development of drama in the Elizabethan era and has information about the main playwrights and their works.
	Makes connections between important events and works in British History
	Reads and presents various literary works in English literature and prepare creative projects suitable for the quality of the works.
	Puritan Period
	Has information about the periods in English literature and their characteristics and important literary personalities in English literature
	Makes connections between important events and works in British History
	Analysis of John Milton's Paradise Lost
	Interprets literary texts
	Analyzes works in English literature in terms of language use, word selection, use of description tools, subject selection, work structure, themes and types of works.
Presentation and class discussion on Paradise Lost	

Reads and presents various literary works in English literature and prepare creative projects suitable for the quality of the works.
Analysis of John Bunyan's Pilgrim's Progress
Interprets literary texts
Analyzes works in English literature in terms of language use, word selection, use of description tools, subject selection, work structure, themes and types of works.
Presentation and class discussion on Pilgrim's Progress
Reads and presents various literary works in English literature and prepare creative projects suitable for the quality of the works.
Restoration Period
Learns about the periods in English literature and their characteristics and important literary personalities in English literature
Makes connections between important events and works in British History
Analysis of John Dryden's Mac Flecknoe
Interprets literary texts
Analyzes works in English literature in terms of language use, word selection, use of description tools, subject selection, work structure, themes and types of works
Reads and present various literary works in English literature and prepare creative projects suitable for the quality of the works.
Restoration period drama
Follows the development of drama in the Elizabethan era and has information about the main playwrights and their works
Makes connections between important events and works in British History
Analyzes of restoration plays
Analyzes short excerpts from restoration comedies and understand the genre's features
End of term evaluation - class discussion
Comments on the development of English literature and compare periods

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	General review of the first semester	P1, P10, P16
2	Elizabethan Literature	P1, P10, P16
3	Beginning of Drama in England	P1, P10, P16
4	Drama in the Elizabethan Period	P1, P10, P16
5	Puritan Period	P1, P10, P16
6	Analysis of John Milton's Paradise Lost	P1, P10, P16

7		Presentation and class discussion on John Milton's Paradise Lost	P1, P10, P16
8		Analysis of John Bunyan's Pilgrim's Progress	P1, P10, P16
9		Analysis of John Bunyan's Pilgrim's Progress	P1, P10, P16
		Midterm Exam	
10		Restoration Period	P1, P10, P16
11		Analysis of John Dryden's Mac Flecknoe	P1, P10, P16
12		Restoration period drama	P1, P10, P16
13		Restoration period drama	P1, P10, P16
14		End of term evaluation - class discussion	P1, P10, P16
		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		<ol style="list-style-type: none"> 1. What are the four periods of Shakespeare’s work? Name the chief plays of each period. 2. Read and analyse the quotation below from <i>Paradise Lost</i> by John Milton 	
Answer Key		<ol style="list-style-type: none"> 1. In this question, students are asked to write four periods in Shakespeare's literary life, the general characteristics of this period and the main works of the periods. 2. In this question, students are asked to quote a work from Paradise Lost and explain this quote. 	
Source Books		<ul style="list-style-type: none"> • Long, William J. (2016), <i>English Literature Its History and Its Significance for the Life of the English Speaking World</i>, United States: Harppress Publishing • Burgess, Anthony. (2006), <i>English Literature</i>, UK: Pearson Longman. 	
Supplementary Resources and Reading List		<ul style="list-style-type: none"> • Gültekin, Lerzan, (1998), <i>A Short History of English Literature</i>, Lecture Notes, Sivas: Cumhuriyet Üniversitesi Yayınları • Rogers, Pat, (1987), <i>The Oxford illustrated history of English literature</i>, Oxford [Oxfordshire]: Oxford University Press. 	

AID206 Linguistics 2

Lecturer		
Office Number		
E-mail		
Course Hours		
Classroom		
The Aim of the Course	The main aims of the course is to teach the basic distinctions and concepts of the students in traditional and contemporary language studies, especially the structural dimension of the language (sound, morphology, syntax, semantics)and to develop awareness about the relationship of these knowledge with foreign language teaching.	
The Learning Outcomes of the Course	Subjects and Learning Outcomes	
	Semantics	
	Can examine the meaning formation in language at the level of words and sentences.	
	Learns the basic theories put forward on the formation of meaning in the field of linguistics.	
	Examining Meaning in Languages	
	Knows the elements that make an expression meaningful and correct.	
	Language Variation: Languages around the World	
	Knows the factors that affect the diversity of a language.	
	Knows the ethnic, regional and socio-economic factors that affect the changes in the language.	
	Learns the types of language that occur in this plane.	
	Language Variation: Intra-Lingual Variation	
	Learns the different uses of a language in itself,	
	Knows languages that have the characteristics of more than one language such as Creole and Pidgin, which are formed by inter-language interaction.	
	Language Change	
	Learns the historical development of a language and the effective elements.	
	Conflicting directions of language change	
	Learns the effective factors in language survival or disappearance. Learns what has been done to protect the extinct languages.	
	Pragmatics: Models of Communication	
	Learns that expressions have different meanings in different contexts.	
	Brings examples of factors affecting the use of language in daily life.	
	Pragmatics: Speech Acts	
	Learns the relationship between language and actions.	
	Psycholinguistics: The Deaf and Language: Sign Language	
	Understands the psychological and neurological factors that affect language use.	
	Learns the basic theories that try to explain perception and cognitive processes in the field of linguistics.	
	Learns the basic features of sign language.	
Reading Principles and Teaching		
Learns the relationship between sounds and reading in languages and the properties of languages at this point.		
Wild and Isolated Children and the Critical Age for Language Learning		
Learns the role of social interaction in language learning with historical examples, knows the critical age concept in language learning.		
Animals and Language Learning		
Learns questions such as whether there is language among animals, if so, what are its features, through examples		
Language and the Brain		
Learns the parts of the brain related to language use and their functions.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching

1		Orientation Week	
2		Semantics	P1, P3, P12, P15, P16
3		Examining Meaning in Languages	P1, P3, P12, P15, P16
4		Language Variation: Languages around the World	P1, P3, P12, P15, P16
5		Language Variation: Intra-Lingual Variation	P1, P3, P12, P15, P16
6		Language Change	P1, P3, P12, P15, P16
7		Conflicting directions of language change	P1, P3, P12, P15, P16
8		Pragmatics: Models of Communication	P1, P3, P12, P15, P16
9		Midterm Exam	
		Pragmatics: Speech Acts	P1, P3, P12, P15, P16
10		Psycholinguistics: The Deaf and Language: Sign Language	P1, P3, P12, P15, P16
11		Reading Principles and Teaching	P1, P3, P12, P15, P16
12		Wild and Isolated Children and the Critical Age for Language Learning	P1, P3, P12, P15, P16
13		Animals and Language Learning	P1, P3, P12, P15, P16
14		Language and the Brain	P1, P3, P12, P15, P16
		Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		
Sample Questions	<ol style="list-style-type: none"> Fill in the blanks with <u>only one word</u>. <ul style="list-style-type: none"> Danish speakers can understand Swedish, but Swedish speakers cannot understand Danish. This shows _____ intelligibility. _____ is also known as trade language, vehicular language or bridge language. Write <u>3 semantic presupposition</u> for the sentence below. (15 points) <ul style="list-style-type: none"> Mary’s step-brother has bought three houses in Paris last month Write the type of the relationship among the given words. <ol style="list-style-type: none"> Hen-Cow-Tigress 		
Answer Key	<ol style="list-style-type: none"> The first question is a gap-filling question. Students are asked to insert the appropriate word according to the situation in the given expressions. Students will make 3 semantic inferences for the given sentence. For example, an inference that can be made from the sentence given in this question might be the sentence "Mary's mother or father married again." This question will examine the type of relationship between words. Since those mentioned in the three words given between hen-cow-tigress refer to a "feminine" creature, there is an "overlap", meaning a semantic intersection. 		
Source Books	<ul style="list-style-type: none"> Hudson, G. (2000). <i>Essential introductory linguistics</i>. UK: Blackwell Publishing. Akmajian, A., Farmer, A. K., Bickmore, L., Demers, R. A., & Harnish, R. M. (2017). <i>Linguistics: An introduction to language and communication</i>. MIT press. 		

	<ul style="list-style-type: none">• Steinberg, D.D. and Sciarini, V. (2006). <i>An introduction to psycholinguistics</i>. UK: Pearson.
Supplementary Resources and Reading List	<ul style="list-style-type: none">• Yule, G. (2016). <i>The study of language</i>. Cambridge university press.• Fromkin, V., Rodman, R., & Hyams, N. (2018). <i>An introduction to language</i>. Cengage Learning.• Kocaman, A. (ed) (2006). <i>Dilbilim: Temel Kavramlar, Sorunlar, Tartıřmalar</i>. Dil Derneđi Y., Ankara.

AID208 Language Acquisition

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of the course is to examine children's native language acquisition processes, to provide information about the nature of the language in general and the processes that take place in the brain.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction, course requirements, syllabus
	Can plan lessons and manage the lesson process together.
	Introduction to first language acquisition: Basic concepts
	Gains basic knowledge of mother tongue acquisition.
	First language acquisition theories: Behavioral approach, Nativity approach, Communicative approach
	Gains knowledge of mother tongue acquisition theories.
	Explaining second language acquisition: Behaviorism, Nativity, Current psycholinguistics theories, Communicative approach
	Explains the second language acquisition process according to different approaches.
	Factors affecting second language acquisition
	Explains the factors affecting the second language acquisition process.
	Nature of student language, Developmental structures, Error analysis
	Can monitor individual language development.
	Interlanguage and social aspects of it
	Explains the concept of the interlanguage and examines social aspects of the concept.
	Discourse aspect of the interlanguage language
	Examines the concept of the interlanguage in terms of discourse.
	Teaching and second language acquisition
	Explains the relationship between teaching and second language acquisition.
	Multiple approaches to second language acquisition
Gains knowledge on second language acquisition approaches.	
A rethink of popular ideas in language acquisition	
Can make up-to-date evaluations on mother tongue and second language acquisition.	

Teaching and second language acquisition		
Explains the relationship between teaching and second language acquisition.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	Introduction, course requirements, curriculum	P1, P6, P7, P12, P13
3	Introduction to first language acquisition: Basic concepts	P1, P6, P7, P12, P13
4	First language acquisition theories: Behavioral approach, Nativity approach, Communicative approach	P1, P6, P7, P12, P13
5	Explaining second language acquisition: Behaviorism, Nativity, Current psycholinguistic theories, Communicative approach	P1, P6, P7, P12, P13
6	Factors affecting second language acquisition	P1, P6, P7, P12, P13
7	Nature of student language, Developmental structures, Error analysis	P1, P6, P7, P12, P13
8	Interlanguage and social aspects of it	P1, P6, P7, P12, P13
9	Discourse aspect of the interlanguage language	P1, P6, P7, P12, P13
	Midterm Exam	
10	Examining learning and teaching in second language classes	P1, P6, P7, P12, P13
11	Teaching and second language acquisition	P1, P6, P7, P12, P13
12	Teaching and second language acquisition	P1, P6, P7, P12, P13
13	Multiple approaches to second language acquisition	P1, P6, P7, P12, P13
14	A rethink of popular ideas in language acquisition	P1, P6, P7, P12, P13
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		

Answer Key	
Source Books	Spada and Lightbown, (2006). How languages are learned. Oxford: Oxford University Press. Ellis, R. (1997). Second Language Acquisition. Oxford: Oxford University Press
Supplementary Resources and Reading List	Gass, S. & Selinker, L. (2008). Second Language Acquisition: An Introductory course. Mahwah: LEA.

V. SEMESTER COURSES


MB511 Classroom Management

Lecturer	Assoc. Prof. Dr. Emel TÜZEL İŞERİ
E-mail	emel.tuzel@gop.edu.tr
Course Hours	Wednesday 15.15-17.00
Classroom	Bd11
The Aim of the Course	The aim of this course is to enable teacher candidates to comprehend all aspects of the classroom management and gain effective classroom management skills.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	General principles of classroom management
	Knows what the concept of class means.
	Knows the concept of management.
	Can define the concept of classroom management.
	Understands the aims of classroom management.
	Can evaluate the basic factors affecting classroom management.
	Can explain basic classroom management approaches.
	The factors affecting classroom management
	Can evaluate the effects of student factor on classroom management.
	Can evaluate the effects of teacher factor on classroom management.
	Can evaluate the effects of programme factor on classroom management.
	Can evaluate the effects of school factor on classroom management.
	Can evaluate the effects of family factor on classroom management.
	Evaluates the effects of environmental factors on classroom management
	Evaluates the effects of distant environmental factors on classroom management.
	Physical arrangement of the classroom environment
	Understands the effect of the physical arrangement of the classroom on classroom management.
	knows what the temperature should be like in the classroom
	Knows how lighting should be in the classroom.
	Understands the effect of cleanliness of the classroom on classroom management.
	Can evaluate the effect of class size on classroom management.
	Understands the effects of physical environment elements on classroom management.
	Knows how the equipment should be in the classroom.
	Realizes the importance of colors used in the classroom.
	Can analyze the layout of the rows analytically.
	Gains awareness of alternative classroom settings.
	Group dynamics and integration in classroom management
	Understands the individual and group relationship.
	Knows the characteristics of social groups.
	Understands the effect of group work on performance.
Can design group work for different activities.	
Understands what needs to be considered for successful group work.	
Rules and rule making	
Knows the importance of classroom routines and rules for an effective learning environment.	
Understands how to agree on rules without conflict of interest and control.	
Understands how to create and maintain classroom routines and rules.	
Class discipline I	
Realizes the importance of disciplinary problems for Educational environments.	
Understands the concept of discipline in all aspects.	
Internalizes the positive discipline understanding.	
Be aware of the concept of common discipline.	
Can evaluate the sources of disciplinary problems.	

Class discipline II
Understands the reasons of disciplinary problems arising from classroom structure, student, program and teacher.
Realizes that overly controlled behaviors create problems in addition to his overly uncontrolled behaviors in the classroom.
Understands the basic points of different classroom discipline models.
Communication in the teaching process
Realizes that education is basically a communication activity.
Understands the basic elements of the communication process and their equivalents in the classroom.
Can transfer basic information about interpersonal verbal, non-verbal and written communication to students and other stakeholders.
Understands effective communication behaviors.
Realizes the obstacles to effective communication.
Time management in the classroom
Realizes that time is a very important scarce resource.
Understands the basic points of time management approaches.
Understands how time can be managed in the classroom.
Knows the measures that can be taken to manage time effectively before and during the lesson.
Realizes the obstacles to effective use of time in the classroom.
Management of in-class teaching activities
Realizes the contribution of planning instructional activities effectively to classroom management.
Understands what can be carried out for the management of teaching before the lesson.
Understands what can be done for the management of teaching during the implementation of the course.
Motivation in the classroom
Knows what the concept of motivation means.
Understands the features of motivated behavior.
Realizes the importance of motivation in education.
Understands how students can be motivated internally and externally.
Understands the basic points of various motivation theories.
can think about the do's and don'ts about motivating students.
Undesirable behavior and prevention techniques
Realizes the effect of unwanted student behavior on classroom management
Understands the criteria of unwanted behavior
Can think about the outside and inside reasons of undesirable behavior.
Understands the techniques of preventing unwanted behavior.
General evaluation and feedback
Can make evaluations on effective classroom management.

	Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	-
2	24.09.2025	General principles of classroom management	P2, P4, P6, P8
3	01.10.2025	The factors affecting classroom management	P2, P4, P6, P8
4	08.10.2025	Physical arrangement of the classroom environment	P2, P4, P6, P8
5	15.10.2025	Group dynamics and integration in classroom management	P2, P4, P6, P8
6	22.10.2025	Rules and rule making	P2, P4, P6, P8
7	29.10.2025	Class discipline I	P2, P4, P6, P8
8	05.11.2025	Class discipline II	P2, P4, P6, P8
	8.11.2025-16.11.2025	Midterm Exam	
9	19.11.2025	Communication in the teaching process	P2, P4, P6, P8
10	26.11.2025	Time management in the classroom	P2, P4, P6, P8
11	03.12.2025	Management of in-class teaching activities	P2, P4, P6, P8
12	10.12.2025	Motivation in the classroom	P2, P4, P6, P8
13	17.12.2025	Undesirable behavior and prevention techniques	P2, P4, P6, P8
14	24.12.2025	General evaluation and feedback	P2, P4, P6, P8
	29.02.2025-08.01.2026	Final Exam	

	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1. What is the main pupose of classroom management a) To ensure discipline in the classroom b) To ensure that academic learning takes place at the highest level c) To enable effective use of time d) To enable following the rules e) To ensure that students have a goog time.	
Answer Key	1-b	
Source Books		Çınar, İkrām (Ed.) (2017). Classroom Management. Ankara: Eğiten Kitap. Chapters: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11 and 12.
Supplementary Resources and Reading List	– Gordon, Thomas (2004). Etkili öğretmenlik eğitimi. İstanbul: Sistem Yayıncılık. – Bolat, Özgür (2016). Beni ödülle cezalandırma. Ankara: Doğan Kitap.	

MB510 Morality and Ethics in Education

Lecturer	RA Dr. Saadet Aylin YURTERİ
E-mail	saadetaylin.yagan@gop.edu.tr
Course Hours	Monday 15.15-17.00
Classroom	BD15
The Aim of the Course	The objectives of this course are to raise awareness about the basic foundations of morality and ethics, and to explain the concepts, subjects and approaches towards morality and ethics.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Basic concepts and theories of morality and ethics
	Can explain the concepts related to morality and ethics.
	Basic concepts of ethics and morality in education
	Can describe the relationship between school, education, morality and ethics.
	Ethical principles and rules, professional ethics and morality
	Can explain the relationship between morality and ethics and education.
	Teaching profession with its social, cultural, moral and ethical aspects
	Can learn about the ethical rules of the teaching profession.
	Education and learning rights
	Can learn about the Educational rights of individuals.
	Ethical principles in education, training, learning and evaluation process
	Can learn about the ethical rules in all stages of the education process.
	Ethical principles in dealing with education stakeholders
	Can learn the ethical rules between school administrators, parents and students and teachers.
	Ethical responsibilities of education / school administrators, parents and students
	Can learn about the responsibilities of education stakeholders on ethics.
	Unethical behaviors in professional life
	Gains information about behaviors that are not in compliance with ethical rules.
	Public administration, education and ethics regulations regarding teacher in Turkey
Can learn about legal regulations on ethics.	
Unethical behavior in school and education, ethical dilemmas, problems and solutions	
Can bring solutions to problems related to morality and ethics in education.	
Ethics education and ethics committees at school	
Can assume responsibilities in ethics committees.	

Principal and teacher as an ethical leader			
Acquires attitudes and behaviors in accordance with ethical rules.			
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	-
2	22.09.2025	Basic concepts and theories of morality and ethics	P4, P8
3	29.09.2025	Basic concepts of ethics and morality in education	P4, P8
4	06.10.2025	Ethical principles and rules, professional ethics and morality	P4, P8
5	13.10.2025	Teaching profession with its social, cultural, moral and ethical aspects	P4, P8
6	20.10.2025	Education and learning rights	P4, P8
7	27.10.2025	Ethical principles in education, training, learning and evaluation process	P4, P8
8	03.11.2025	Ethical principles in dealing with education stakeholders	P4, P8
8.11.2025-16.11.2025		Midterm Exam	
9	17.11.2025	Ethical responsibilities of education / school administrators, parents and students	P4, P8
10	24.11.2025	Unethical behaviors in professional life	P4, P8
11	01.12.2025	Public administration, education and ethics regulations regarding teacher in Turkey	P4, P8
12	08.12.2025	Unethical behavior in school and education, ethical dilemmas, problems and solutions	P4, P8
13	15.12.2025	Ethics education and ethics committees at school	P4, P8
14	22.12.2025	Principal and teacher as an ethical leader	P4, P8
29.02.2025-08.01.2026		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions			
Answer Key			
Source Books		C., S., Yaran, <i>Ahlak ve Etik</i> , Rağbet Yayınları. M. Koçyiğit & E. Tekel, <i>Ethics in Education</i> , Nobel Akademik Yayıncılık.	
Supplementary Resources and Reading List		-	

AİD301 Teaching English to Young Learners 1

Lecturer	Asst. Prof. Dr. Serpil AZAP
E-mail	serpil.azap@gop.edu.tr
Course Hours	Thursday
Classroom	BD15
The Aim of the Course	This course aims to equip students with the theoretical and practical aspects of Teaching English to Young Learners. More specifically, the course addresses issues related to characteristics of young children, theories of learning, teaching-learning activities, the classroom methods and techniques to be used when teaching English to young learners, and assessment of young language learners.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction & Defining young learners: Who is the young learner? Developmental stages, Characteristics (Cognitive and affective)
	Identify young learners' cognitive and affective characteristics
	Learning theories: Piaget, Vygotsky
	Explain learning theories related to language teaching to children.
	Learning theories: Bruner, Bruner vs Piaget
	Explain learning theories related to language teaching to children.
	Materials: what are language teaching materials?
	Explain materials used for young learners; textbooks, authentic materials, stories, games etc.
	Lesson planning: How to Write a Lesson Plan
	Know how to write a detailed lesson plan
	Theme-based Teaching: Environmental Education
	Know theme-based teaching and the integration of environmental issues to young learner language classrooms
	Classroom Management with young learners
	Know how to handle learning and teaching process with children such as classroom management
	Skills and Aspects: Vocabulary
	Have a theoretical background in teaching vocabulary to children.
	Skills and Aspects: Grammar
	Have a theoretical background in teaching speaking to children.
	Skills and Aspects: Reading
Have a theoretical background in teaching reading to children.	
Mini-Lesson Presentations	

Give lectures by considering the characteristics of the target audience and the language teaching process.			
Mini-lesson Presentations			
Give lectures by considering the characteristics of the target audience and the language teaching process.			
Mini-lesson Presentations			
Give lectures by considering the characteristics of the target audience and the language teaching process.			
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching	
1	15.09.2025-19.09.2025	Orientation Week	-
2	25.09.2025	Introduction & Defining young learners: Who is the young learner? Developmental stages, Characteristics (Cognitive and affective)	P5, P15
3	02.10.2025	Learning theories: Piaget, Vygotsky	P5, P15
4	09.10.2025	Learning theories: Bruner, Bruner vs Piaget	P5, P15
5	16.10.2025	Materials: what are language teaching materials?	P5, P15
6	23.10.2025	Lesson planning: How to write a lesson plan	P5, P15
7	30.10.2025	Theme based teaching and learning	P5, P15
8	06.11.2025	Classroom Management with young learners	P5, P15
	8.11.2025-16.11.2025	Midterm Exam	
9	20.11.2025	Skills and Aspects: Vocabulary	P5, P15
10	27.11.2025	Skills and Aspects: Reading	P5, P15
11	04.12.2025	Skills and Aspects: Writing	P5, P15
12	11.12.2025	Mini-lesson Presentations	P5, P15
13	18.12.2025	Mini-lesson Presentations	P5, P15
14	25.12.2025	Mini-lesson Presentations	P5, P15
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Değerlendirme	<p>For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. In addition, during the semester, students are expected to create sample lesson plans related to the topics learnt and to make sample applications using the cooperative learning method. These applications will be reflected in the midterm and final exams as 50%.</p> <p>The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.</p>		
Sample Questions	What is story-based learning?		
Answer Key	Story-based learning is a learning approach that enables students to reach the information themselves through stories of which basic points are determined by the teacher.		

Source Books	Haznedar B. & Uysal H.H.(Eds.) (2013). Handbook for teaching foreign languages to young learners in primary schools. Anı Yayıncılık.
Supplementary Resources and Reading List	<p>Linse, C. T. (2006). Practical English Language Teaching: Young Learners. McGraw-Hill.</p> <p>Cameron, L. (2001). Teaching languages to young learners. Cambridge University Press.</p> <p>Linse, C.T. (2005). Practical English language teaching: Young learners. McGraw-Hill.</p> <p>Nunan, D. Teaching English to young learners. Anaheim University Press.</p> <p>Shin, J.K & Crandall, J. (2014). Teaching young learners English. Heinle.</p> <p>Garton, S. & Copland, F. (2019). The Routledge Handbook of Teaching English to Young Learners. Routledge.</p>

AİD303 Teaching English Language Skills 1

Lecturer	Asst. Prof. Dr. Şeyma Kökcü
E-mail	seyma.kokcu@gop.edu.tr
Course Hours	Wednesday-Thursday
Classroom	BD11
The Aim of the Course	The aims of the course is to teach different stages and techniques of listening, speaking, pronunciation and vocabulary teaching, to develop language awareness and to teach skills for groups of learners of different ages and language proficiency; to teach the principles and techniques of lesson planning suitable for different proficiency levels.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction to the course and negotiation of syllabus
	Gains the ability to collaborate, plan and apply.
	Teaching and motivation
	Learn the techniques that students can motivate for language teaching.
	Methodological concepts and review of language teaching methods and approaches
	Learn and use the listening, speaking, pronunciation and vocabulary stages and different types of techniques.
	Task-based learning in teaching language skills
	Have the theoretical and practical background that will enable the skills to be learned with a communicative approach in the language class.
	Communicative approach to teaching listening
	learn and use the listening teaching stages and different types of techniques.
	Planning and practicing listening activities for various age groups and proficiency levels
	Prepare lesson plans for different ages and proficiency levels.
	Planning and practicing listening activities for various age groups and proficiency levels
	Prepare lesson plans for different ages and proficiency levels.
	Introduction to teaching pronunciation
	Learn and use the teaching stages of pronunciation and different types of techniques.
	Planning and practicing pronunciation activities for various age groups and proficiency levels
	Prepare lesson plans for different ages and proficiency levels.
	Teaching vocabulary
Learn the stages of word teaching.	
Planning vocabulary activities for language learners at various age and proficiency levels	
Learn and use different kinds of techniques related to teaching vocabulary.	

Practicing vocabulary teaching in language classroom at various age and proficiency levels			
Prepare lesson plans for different ages and proficiency levels.			
Evaluation of the course books in terms of above –mentioned language skills.			
Evaluate foreign language textbooks in terms of teaching language skills.			
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching	
1	15.09.2025-19.09.2025	Orientation Week	-
2	24.09.2025	Introduction to the course and negotiation of syllabus	P5, P12, P13, P14, P15
3	01.10.2025	Teaching and motivation	P5, P12, P13, P14, P15
4	08.10.2025	Methodological concepts and review of language teaching methods and approaches	P5, P12, P13, P14, P15
5	15.10.2025	Task-based learning in teaching language skills	P5, P12, P13, P14, P15
6	22.10.2025	Communicative approach to teaching listening	P5, P12, P13, P14, P15
7	29.10.2025	Planning and practicing listening activities for various age groups and proficiency levels	P5, P12, P13, P14, P15
8	05.11.2025	Planning and practicing listening activities for various age groups and proficiency levels	P5, P12, P13, P14, P15
	8.11.2025-16.11.2025	Midterm Exam	
9	19.11.2025	Introduction to teaching pronunciation	P5, P12, P13, P14, P15
10	26.11.2025	Planning and practicing pronunciation activities at various age and proficiency levels	P5, P12, P13, P14, P15
11	03.12.2025	Teaching vocabulary	P5, P12, P13, P14, P15
12	10.12.2025	Planning vocabulary activities for language learners at various age and proficiency levels	P5, P12, P13, P14, P15
13	17.12.2025	Practicing vocabulary teaching in language classroom at various age and proficiency levels	P5, P12, P13, P14, P15
14	24.12.2025	Evaluation of the course books in terms of above –mentioned language skills.	P5, P12, P13, P14, P15
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the		

	final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	What is motivation?
Answer Key	The inner power that initiates the movement and behaviour of the individual. It is defined as the forces within the organism and the environment that provide energy to behaviour. It is the preparation of the individual to act with his / her inner strength.
Source Books	Çubukçu, F., (2012) (Ed.). Teaching skills. Ankara: Nobel. Peköz, N. B., (2009). Teaching language skills (ELT Book Series)
Supplementary Resources and Reading List	-

AİD305 Language and Literature Teaching 1

Lecturer	Asst. Prof. Dr. Uğur ADA
E-mail	ugur.ada@gop.edu.tr
Course Hours	Wednesday
Classroom	BD11
The Aim of the Course	The main aim of the course is to examine examples of short stories and novels chosen from English literature and to use these works in English language teaching.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	The use of literature in language teaching
	The values, social structures, roles, traditions, customs, beliefs etc. in the main and target languages and cultures can be compared.
	General characteristics of the short story as a literary genre
	To be able to distinguish the different features of the short story from other literary genres.
	Analysis of a short story
	Examine the works from a thematic perspective and determine the rhetoric.
	The use of short story in English language teaching
	Examine the theory and practice aspects of literature and language teaching in short story genre.
	General characteristics of the novel as a literary genre
	To be able to distinguish the different features of the novel from other literary genres.
	Analysis of a novel
	Examine the works from a thematic perspective and determine the rhetoric.
	The use of novel in English language teaching
	Examine the theory and practice aspects of literature and language teaching in novel genre.
	Analysis of a short story
	Examine the works from a thematic perspective and determine the rhetoric.
	The use of short story in English language teaching
	Examine the theory and practice aspects of literature and language teaching in short story genre.
	Analysis of a novel
	Examine the works from a thematic perspective and determine the rhetoric.
	The use of novel in English language teaching
	Examine the theory and practice aspects of literature and language teaching in novel genre.
Literary texts and the teaching of language skills	
Use literary texts in teaching speaking, listening, writing and reading skills.	

Literary texts and cultural values			
Examine the culture teaching methods in the areas specified by using short stories and novels.			
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	-
2	24.09.2025	The use of literature in language teaching	P5, P12, P13, P14, P15
3	01.10.2025	General characteristics of the short story as a literary genre	P5, P12, P13, P14, P15
4	08.10.2025	Analysis of a short story	P5, P12, P13, P14, P15
5	15.10.2025	The use of short story in English language teaching	P5, P12, P13, P14, P15
6	22.10.2025	General characteristics of the novel as a literary genre	P5, P12, P13, P14, P15
7	29.10.2025	Analysis of a novel	P5, P12, P13, P14, P15
8	05.11.2025	The use of novel in English language teaching	P5, P12, P13, P14, P15
8.11.2025-16.11.2025		Midterm Exam	
9	19.11.2025	Analysis of a short story	P5, P12, P13, P14, P15
10	26.11.2025	The use of short story in English language teaching	P5, P12, P13, P14, P15
11	03.12.2025	Analysis of a novel	P5, P12, P13, P14, P15
12	10.12.2025	The use of novel in English language teaching	P5, P12, P13, P14, P15
13	17.12.2025	Literary texts and the teaching of language skills	P5, P12, P13, P14, P15
14	24.12.2025	Literary texts and cultural values	P5, P12, P13, P14, P15
29.02.2025-08.01.2026		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the	

	students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	What is short story?
Answer Key	Short story is a literary genre with a fully developed theme but significantly shorter and less detailed narrative than the novel.
Source Books	J. Collie & S.Slater, Literature in the Language Classroom, Cambridge.
Supplementary Resources and Reading List	G.Lazar, Literature and Language Teaching, Cambridge. C. A. Brumfit & R. A. Carter, Literature and Language Teaching, Oxford.


VI. SEMESTER COURSES

MB509 Assessment and Evaluation in Education

Lecturer	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of the course is to teach students the basic concepts of measurement and evaluation, the principles of measurement tool development, the necessary skills in the interpretation of measurement results and statistical methods used for item analysis.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Basics of Evaluation and Evaluation in Education
	Defines the terms of education, learning and teaching.
	Defines the concepts of evaluation, evaluation and determination.
	Explain the place and importance of evaluation and evaluation in the teaching process.
	Define the concepts of variable, unit and scale.
	Gives examples of the use of evaluation and evaluation in teaching activities
	Tells the type of a given variable.
	Explains the decisions based on evaluation results with examples.
	Traditional evaluation and evaluation tools
	Tells the steps of cognitive domain behavior.
	Classifies evaluation tools according to the behavior to be measured.
	Explains the traditional evaluation and evaluation tools.
	Explains the points to be considered in oral exams.
	Explain the traditional evaluation and evaluation tools by considering the differences between them.
	Designs one written exam, test, matching item and true or false item from traditional evaluation and evaluation tools.
	Prepares the answer keys for the vehicles she designs
	Alternative assessment and evaluation tools - Cognitive Domain
	Writes questions in accordance with the cognitive domain steps.
	Explains the preparation and application of alternative evaluation and evaluation tools for the cognitive field.
	Keeps a learning diary in the Assessment and Evaluation course.
	Writes a performance task on a topic of own choosing.
	develops a holistic rubric for performance task.
	Prepare a project assignment on a subject of own choosing.
	Develop an analytical rubric for the project assignment.
	Makes a concept map on a subject chosen by herself/himself.
	Prepare a diagnostic branched tree on a subject of choice.
	Hypothetically fills in and scores the diagnostic branched tree s/he has prepared.
	Prepare a structured grid on a topic of her/his own choosing.
	Fills in hypothetically the structured grid she/he has prepared and scores.
	Prepares a structured interview form on a topic of her/his choice
	Prepares a checklist to be used when observing a subject of her/his own choosing.
Transforms the test project homework into a Power Point presentation.	
Prepares a poster of an article she chooses written on a subject in the curriculum.	
Evaluates an alternative assessment and evaluation tool prepared on a particular subject in terms of its compliance with the principles that are valid in its preparation.	
Alternative assessment and evaluation tools - Affective and Psycho-motor Field	
Tells the steps of affective domain behavior.	
Tells the steps of psycho-motor field behavior.	
Explains what performance evaluation is.	
Explains the purposes for which interest inventories, personality tests and attitude scales are used.	
Prepares a self-assessment form, peer and group assessment form on a specific subject.	

Plans a drama activity on a subject chosen by herself/himself..
Explains the importance of developing affective learning outcomes in teaching.
Explains the importance of gaining personal and social skills in teaching.
Classification of Educational Objectives and Preparation of Test Plan
Knows the features to be considered while planning the teaching process.
Can explain the types of Educational aims with examples
Can explain the levels of teaching aims with examples.
Lists the characteristics of each class regarding the classification of the Cognitive Field Teaching Goals.
Can decide which class of cognitive domain aim is class aim.
Lists the characteristics of each class regarding the classification of Affective Field Teaching Goals.
List the characteristics of each class regarding the classification of Psychomotor Field Teaching Goals.
Will be able to list the characteristics that teaching objectives should have.
Prepares a table of indications for a subject chosen from the curriculum.
Reliability
Explains the term error in measurement.
Explains the types of errors.
Explain the sources of error in Assessment.
Calculates the standard error of Assessment.
Explains the effect of standard error on the reliability of the measurements.
Explains reliability as one of the qualifications sought in measurement tools.
Describes reliability in terms of stability, consistency, sensitivity and error-free.
Explain the differences between the methods used in calculating the reliability coefficient.
Knows reliability calculation methods based on multiple applications.
Knows reliability calculation methods based on a single application.
Knows reliability calculation methods based on item covariances.
Explains the factors affecting the reliability of the assessment tool.
Calculates the reliability of assessment tools by choosing the appropriate method.
Calculates and interprets KR-20 coefficient by applying her/his own test.
Validity
Knows the meaning of the validity of the assessments.
Explains the types of validity.
Explains how to calculate the validity of assessment tools.
Explains the ways to increase the validity of the assessment tool.
Explain the importance of preparing valid assessment tools.
Statistical operations on evaluation results
Creates the frequency distributions of the evaluation results.
Have general information about evaluation results.
Interprets the calculated central tendency and distribution evaluation relatively.
Calculates evaluation of central tendency and distribution of a group of scores.
Calculates the quarters for a group of points.
Interprets a group score by converting it to a standard z score.
Calculates a desired percentage.
Interprets by calculating the Pearson Product Moment Correlation Coefficient between two groups of points.
Interprets Spearman Rank Difference Correlation Coefficient between two groups of points by calculating.
Interprets by calculating the skewness and kurtosis coefficients of distributions.
Calculates central trend and distribution assessments for the test project.
Test Development Process and Item Statistics
Reformats the test according to the results of item and test statistics.
Creates the 10 point matrix of the test prepared in the second part.
Calculates and interprets item difficulty coefficients for test items.
Calculates and interprets item discrimination coefficients for test items.
Calculates item reliability.
Analyzes the test by using TAP.exe.
Analyzes its options based on the results of TAP.exe.
Interprets and arranges its items according to the results of TAP.exe.
Converting Learning Outcomes into Notes
Explains the Examination Regulations in primary and secondary schools in general terms.
Has information about student placement exams for secondary education.
Explains the Secondary Education Examination Regulations in general terms.
Gains knowledge of higher education student placement exam applications.


Lists the types of evaluation.		
Tells the difference of criterion and norm referenced evaluation.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Basics of Evaluation and Evaluation in Education	-
2	Traditional evaluation and evaluation tools	P2, P4, P8, P9
3	Traditional evaluation and evaluation tools	P2, P4, P8, P9
4	Alternative assessment and evaluation tools - Cognitive Domain	P2, P4, P8, P9
5	Alternative assessment and evaluation tools - Cognitive Domain	P2, P4, P8, P9
6	Alternative assessment and evaluation tools - Affective and Psychomotor Field	P2, P4, P8, P9
7	Alternative assessment and evaluation tools - Affective and Psychomotor Field	P2, P4, P8, P9
8	Reliability	P2, P4, P8, P9
9	Reliability	
	Midterm Exam	P2, P4, P8, P9
10	Validity	P2, P4, P8, P9
11	Validity	P2, P4, P8, P9
12	Statistical methods	P2, P4, P8, P9
13	Test development and item statistics	P2, P4, P8, P9
14	Converting Learning Outcomes into Notes	P2, P4, P8, P9
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1. Which of the following is a correct statement about reliability? a) Difficulty level of the items in the test does not affect reliability b) Reliability does not change as the number of items in the test increases. c) Reliability increases as the group's variability increases d) Scoring subjectivity increases reliability e) The higher the chance success, the higher the reliability	
Answer Key	1-c	
Source Books	 <p>Başol, G. (2018). Eğitimde Ölçme ve Değerlendirme. Ankara: Pegem yayıncılık</p>	
Supplementary Resources and Reading List	<p>Alatlı, B. (2019). Eğitimde Süreç ve Ürün Odaklı Değerlendirme Bıçak, B ve Koçar, H (Ed). Eğitimde Ölçme ve Değerlendirmenin Yeri ve Önemi (s. 11 – 50). İstanbul: Lisans yayıncılık.</p> <p>Demirtaşlı, R., N. (2017). Eğitimde Ölçme ve Değerlendirme. Ankara: Anı Yayınları.</p>	

MB508 Turkish Education System and School Management

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of the course is to help students understand their dimensions and gain knowledge by examining the aims 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 organization and management, staff in school administration, education and business.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	The aims and basic principles of the Turkish education system
	Understands how the aims and principles are shaped in education systems.
	Knows the general purpose and basic principles of the Turkish education system.
	Analyzes the general aims of the Turkish education system
	Evaluates the level of achieving the general goals of the Turkish education system
	Discusses whether the Turkish education system functions according to its basic principles.
	Legal foundations of the Turkish education system
	Understands the relationship between education and law.
	Knows the meaning of the concepts that lead the legal basis in education.
	Gains knowledge of national and international legal foundations, documents and their contents regarding education that make up the Turkish Education System.
	Has knowledge about the legal and legal bases of applications in the Turkish Education System.
	General structure of the Turkish education system
	Knows the concepts of organization and organization.
	Gains knowledge of the types and levels of education.
	Gains knowledge of the problems related to the types and levels of education.
	Can develop some solution suggestions about these problems.
	Organization of the Ministry of National Education
	Knows the concepts of organization and organization.
	Understands the organizational structure of the Ministry of National Education.
Knows the central organizational structure of the Ministry of National Education and the duties of service units.	
Knows the structure and duties of the provincial organization of the Ministry of National Education.	
Explains the structure and duties of the Ministry of National Education abroad.	

Management and management theories I
Knows what the management theories are.
Can look at the classification of management theories analytically.
Can evaluate the change of management theories over time.
Discusses the reflections of management theories on Educational administration.
Management and management theories II
Knows what the management theories are.
Can look at the classification of management theories analytically.
Can evaluate the change of management theories over time.
Discusses the reflections of management theories on Educational administration.
Management processes
Knows that management consists of sub-processes that follow each other.
Describes the basic features of management processes.
Understands the relationship between management processes.
Discusses the importance of management processes on education and school management.
Can evaluate the role of management processes on the effectiveness of the school.
School organization and management
Knows the basic concepts about the concept of organization, organizational types, dimensions of organization (purpose, structure, process).
Knows the organizational characteristics and specific features of the school and can distinguish the differences between them.
Understands the relationship between the concept of management, Educational administration and school management.
Can analyze the changing roles, duties and responsibilities of the school administrator.
Discusses the competencies that a school administrator should have in the information age.
Human resource management at school
Explains the definition and importance of human resources management.
Explain the history and emergence of human resources management.
Knows the place of human resources management in schools.
Can enumerate the functions of human resources management in Educational organizations.
Can understand the process of selecting and assigning human resources in MoNE.
Student affairs in school administration
Knows how registration and transfer procedures are done.
Understands how students are placed in classes and how to follow-up attendance.
Understands how students' achievements and behaviors are evaluated.
Knows how guidance and counseling services are offered.

Understands that health, safety and transportation services are provided		
Management of Educational services at school		
Knows what education and training services are carried out in schools.		
Understands the purposes and functions of guidance and counseling services.		
Evaluates the purpose and importance of social activities, social clubs and community service activities.		
Knows the establishment and duties of the parent-teacher association and school development management team		
Knows how the annual education is planned.		
Can discuss the purpose, function and importance of the board and duty works.		
Gains knowledge of the establishment and operation of the school library and the preparation of course materials.		
Evaluate the function of nurturing-supplementary courses.		
Corporate business management at school		
Understands what is required to be done in the corporate management of a school.		
Discusses the basic elements of the sustainability of the school's corporate governance.		
School-family-environment relations		
Understands the importance of school-family cooperation in the education system.		
Understands the legal basis and functions of school-family cooperation.		
Can interpret the obstacles in the formation of school-family cooperation.		
Analyzes the expectations of the parties in school-family-environment relations.		
Can develop suggestions for the establishment of school-family cooperation.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	The aims and basic principles of the Turkish education system	P2, P4, P8
3	Legal foundations of the Turkish education system	P2, P4, P8
4	General structure of the Turkish education system	P2, P4, P8
5	Organization of the Ministry of National Education	P2, P4, P8
6	Management and management theories I	P2, P4, P8
7	Management and management theories II	P2, P4, P8
8	Management processes	P2, P4, P8
9	School organization and management	P2, P4, P8
	Midterm Exam	
10	Human resource management at school	P2, P4, P8

11		Student affairs in school administration	P2, P4, P8
12		Management of Educational services at school	P2, P4, P8
13		Corporate business management at school	P2, P4, P8
14		School-family-environment relations	P2, P4, P8
		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		<p>1. Which of the following is the basic principle of national education, which states that the state will stand at an equal distance to all its citizens in the provision of education services?</p> <p>a) Secularism b) Education right c) Equality of opportunity and opportunity d) Scientific e) Generality and equality</p>	
Answer Key		1-e	
Source Books		Akın, U. (Ed.) (2019). Türk eğitim sistemi ve okul yönetimi. Ankara: Pegem. Chapters: 1-12	
Supplementary Resources and Reading List		Başaran İ. E., ve Çınkır, Ş. (2011). <i>Türk eğitim sistemi ve okul yönetimi</i> . Ankara: Ekinoks.	

AİD302 Teaching English to Young Learners 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	This course aims to equip the participants about the theoretical and practical aspects of foreign language teaching to children. Specifically, the course includes topics such as children's characteristics, learning theories, learning / teaching activities, teaching techniques and methods, and evaluating children.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction to the Course
	Gains the ability to plan and work together.
	Theoretical and Practical Aspects of English Language Curriculum
	Can describe the English curriculum and give information about its details.
	CEFR, Familiarization with CEFR, Turning a critical eye on CEFR
	Knows about CEFR, its properties, descriptors and defines its applicability.
	Turkish MoNE English Language Curriculum, Turning a critical eye on the curriculum about applicability, content, skills teaching and values education, examining sample units of the course books.
	Knows about Turkish MoNE English Language Curriculum
	Lesson planning, Preparing 5E based lesson plans
	Can plan lessons according to various characteristics of age groups
	Content and Language Integrated Learning (CLIL), Preparing CLIL-based lesson plan
	Can plan content-based lessons according to various characteristics of age groups.
	Materials for young learners, Technology Integrated materials
	Can produce materials and activities according to the needs of students in language teaching.
	Teaching vocabulary to young learners
	Have a theoretical background in teaching vocabulary to children.
	Teaching grammar to young learners
	Have a theoretical background in teaching grammar to children.
	Teaching listening to young learners
Have a theoretical background in teaching listening to children.	
Teaching speaking to young learners	
Have a theoretical background in teaching speaking to children.	

Teaching reading to young learners		
Have a theoretical background in teaching reading to children.		
Teaching writing to young learners		
Have a theoretical background in teaching writing to children.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	P5, P15
2	Introduction to the Course	P5, P15
3	Theoretical and Practical Aspects of English Language Curriculum	P5, P15
4	CEFR, Familiarization with CEFR, Turning a critical eye on CEFR	P5, P15
5	Turkish MoNE English Language Curriculum, Turning a critical eye on the curriculum about applicability, content, skills teaching and values education, examining sample units of the course books.	P5, P15
6	Lesson planning, Preparing 5E based lesson plans	P5, P15
7	Content and Language Integrated Learning (CLIL), Preparing CLIL-based lesson plan	P5, P15
8	Materials for young learners, Technology Integrated materials	P5, P15
9	Teaching vocabulary to young learners	P5, P15
	Midterm Exam	
10	Teaching grammar to young learners	P5, P15
11	Teaching listening to young learners	P5, P15
12	Teaching speaking to young learners	P5, P15
13	Teaching reading to young learners	P5, P15
14	Teaching writing to young learners	P5, P15
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	What is CEFR?	
Answer Key	CEFR is a method of presenting how well you can speak and understand a foreign language. The CEFR is not related to any specific language exam. The CEFR is a European benchmark and is specifically designed to be applied to any European	

	language. So it can be used to describe your level in English, German or Estonian (if available).
Source Books	Garton, S. & Copland, F. (2019). The Routledge Handbook of Teaching English to Young Learners. Routledge.
Supplementary Resources and Reading List	Linse, C. T. (2006). Practical English Language Teaching: Young Learners. McGraw-Hill.

AID304 Teaching English Language Skills 2

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aims of the course is to teach different stages and techniques of listening, speaking, pronunciation and vocabulary teaching, to develop language awareness and to teach skills for groups of learners of different ages and language proficiency; to teach the principles and techniques of lesson planning suitable for different proficiency levels.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Creating and finalizing the course curriculum with students
	Develops the ability to work, plan and implement together.
	Introduction to grammar teaching
	Learns the grammatical concepts.
	Grammar teaching approaches
	Learns the theoretical background related to grammar.
	Grammar teaching practices
	Learns grammatical application activities.
	Planning reading activities for different ages and proficiency levels
	Can develop lesson plans on reading skills for different ages and proficiency levels.
	Application of reading activities in the classroom
	Can apply lesson plans on reading skills for different ages and proficiency levels.
	Teaching grammar and integrating grammar with reading skills
	Prepare a lesson plan by integrating grammar teaching with reading skills.
	Teaching grammar and integrating grammar with reading skills
	Can apply the lesson plan prepared by integrating grammar teaching with reading skills.
	Integration of speaking skills in the language classroom
	Can apply activities for speaking skills in the language class.
	Teaching writing skills at different language levels
Learns the theoretical background for writing skills for different proficiency levels.	
Teaching planning and writing skills	
Develops a lesson plan for writing skills for different levels of proficiency.	

Evaluation of writing activities in published textbooks		
Can evaluate the activities prepared for writing activities.		
Integrated application of four language skills		
Learns the concepts and theoretical background related to language skills and can plan for the teaching of skills.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	Creating and finalizing the course curriculum with students	P5, P12, P13, P14, P15
3	Introduction to grammar teaching	P5, P12, P13, P14, P15
4	Grammar teaching approaches	P5, P12, P13, P14, P15
5	Grammar teaching practices	P5, P12, P13, P14, P15
6	Planning reading activities for different ages and proficiency levels	P5, P12, P13, P14, P15
7	Application of reading activities in the classroom	P5, P12, P13, P14, P15
8	Teaching grammar and integrating grammar with reading skills	P5, P12, P13, P14, P15
9	Teaching grammar and integrating grammar with reading skills	P5, P12, P13, P14, P15
	Midterm Exam	
10	Integration of speaking skills in the language classroom	P5, P12, P13, P14, P15
11	Teaching writing skills at different language levels	P5, P12, P13, P14, P15
12	Teaching planning and writing skills	P5, P12, P13, P14, P15

13		Evaluation of writing activities in published textbooks	P5, P12, P13, P14, P15
14		Integrated application of four language skills	P5, P12, P13, P14, P15
		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		Which characteristics of the students should be taken into consideration in lesson planning on skills teaching?	
Answer Key		In planning lesson on skills teaching, students should have characteristics such as age, individual competencies and experiences.	
Source Books		Çubukçu, F., (2012) (Ed.). Teaching skills. Ankara: Nobel. Peköz, N. B., (2009). Teaching language skills (ELT Book Series)	
Supplementary Resources and Reading List		-	

AID306 Language and Literature Teaching 2

Lecturer	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The main aim of the course is to examine examples of short stories and novels selected from English literature works and works whose written language is English in the original, and to use these works in English teaching.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	The place and importance of literature in language teaching
	Can compare the values, social structures, roles, traditions, customs, beliefs etc. in the main and target languages and cultures
	Poetry - General characteristics
	Can distinguish the different features of poetry from other literary genres.
	Sample poetry study
	Can examine the literary works from a thematic perspective and determine the art of speech.
	Using sample poetry in language teaching
	Realizes the integration of literature and language teaching in poetry, theory and practice.
	Sample poetry study
	Can examine the literary works from a thematic perspective and determine the art of speech.
	Using sample poetry in language teaching
	Realizes the integration of literature and language teaching in poetry, theory and practice.
	Theatre play - General characteristics
	Can distinguish the different features of theatre from other literary genres.
	Sample theatre play study
	Can examine the literary works from a thematic perspective and determine the art of speech.
	Using sample theatre play in language teaching
	Realizes the integration of literature and language teaching in poetry, theory and practice.
	Sample theatre play study
	Can examine the literary works from a thematic perspective and determine the art of speech.
	Using sample theatre play in language teaching
	Realizes the integration of literature and language teaching in poetry, theory and practice.
Applications of using poetry and theater play in language education	
Can plan, develop and implement activities on the use of literary texts in language education.	

Applications of using poetry and theater play in language education			
Can plan, develop and implement activities on the use of literary texts in language education.			
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1		Orientation Week	-
2		The place and importance of literature in language teaching	P5, P12, P13, P14, P15
3		Poetry - General characteristics	P5, P12, P13, P14, P15
4		Sample poetry study	P5, P12, P13, P14, P15
5		Using sample poetry in language teaching	P5, P12, P13, P14, P15
6		Sample poetry study	P5, P12, P13, P14, P15
7		Using sample poetry in language teaching	P5, P12, P13, P14, P15
8		Theatre play - General characteristics	P5, P12, P13, P14, P15
9		Sample theatre play study	P5, P12, P13, P14, P15
		Midterm Exam	
10		Using sample theatre play in language teaching	P5, P12, P13, P14, P15
11		Sample theatre play study	P5, P12, P13, P14, P15
12		Using sample theatre play in language teaching	P5, P12, P13, P14, P15
13		Applications of using poetry and theater play in language education	P5, P12, P13, P14, P15

14		Applications of using poetry and theater play in language education	P5, P12, P13, P14, P15
		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		Define poetry as a literary genre?	
Answer Key		Poetry is a type of literature that uses aesthetic and rhythmic features of language, such as sound aesthetics or sound symbolism and measure, to create meanings in addition to or instead of the prose meaning.	
Source Books		J. Collie & S.Slater, Literature in the Language Classroom, Cambridge.	
Supplementary Resources and Reading List		G.Lazar, Literature and Language Teaching, Cambridge. C. A. Brumfit & R. A. Carter, Literature and Language Teaching, Oxford.	

VII. SEMESTER COURSES

MBİD516 Teaching Practice I

Lecturer	Asst. Prof. Dr. Uğur ADA Asst. Prof. Dr. Serpil AZAP Asst. Prof. Dr. Elham ZARFSAZ Asst. Prof. Dr. Hande ÇETİN Asst. Prof. Dr. Şeyma KÖKCÜ RA Emine DEMİR
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Course Hours	-
Classroom	Related educational institutions
The Aim of the Course	By participating in the teaching process related to your field at Educational institutions enables you to perform the activities of planning, implementation and evaluation of teaching. Basically, this course aims to gain teaching knowledge, skills and experience.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	General information about the course
	Knows the instructions about the course
	Knows the application groups and schools.
	Visiting practice schools - Meeting with school administrators and teachers
	Recognizes the practice school
	Recognizes school administrators
	Prepares the term schedule by meeting with the application teacher

Preparing a lesson plan · Carrying out the teaching activity			
Conducts training according to the plan prepared.			
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Conducts training according to the plan prepared.			
Preparing a lesson plan · Carrying out the teaching activity			
Conducts training according to the plan prepared.			
Evaluating the teaching practice			
Evaluates with the application teacher			
Evaluates with the school management			
Analyzes the teaching activities carried out			
Evaluates the application activities related to the course.			
Submits the teaching practice file			
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	The calendar determined by the Ministry of National Education will be followed.	Orientation Week	-
2		General information about the course	P2, P4, P5, P10, P14, P15
3		Visiting practice schools - Meeting with school administrators and teachers	P2, P4, P5, P10, P14, P15

4		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
5		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
6		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
7		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
8		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
9		Midterm Exam	
		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
10		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
11		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
12		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
13		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
14		Evaluation week	P2, P4, P5, P10, P14, P15
		Final Exam	
		Make – Up Exams	
Evaluation		The evaluation of the relevant application teacher, the evaluation of the application lecturer / staff, the evaluation of the teaching practice file, the midterm and final exam success scores will be taken into consideration.	
Sample Questions			
Answer Key			
Source Books			
Supplementary Resources and Reading List			

MB513 Special Education and Inclusion

Lecturer	Asst. Prof. Dr. Neslihan CANPOLAT ÇIĞ
E-mail	neslihan.canpolat@gop.edu.tr
Course Hours	Wednesday 10.15-12.00
Classroom	CD10
Purpose of the Lesson	The purpose of this course is to enable students to acquire basic concepts related to special education, to gain an understanding of the characteristics of individuals with special needs and special talents or gifted individuals, and to develop positive attitudes towards individuals with special needs.

Subjects and Learning Outcomes	
The Learning Outcomes of the Course	Özel Eğitimin Temelleri
	Özel eğitime ilişkin temel kavramları bilir.
	Özel eğitime gereksinim duyan çocukları bilir.
	Özel eğitimi açıklar
	Türkiye’de özel eğitimin gelişimini açıklar.
	Özel eğitimin amaçlarını ve temel ilkelerini bilir.
	Özel Eğitimde Sınıflandırma, Değerlendirme ve Yerleştirme
	Özel gereksinimli bireylerin tanınmasını bilir.
	Özel gereksinimli öğrencilerin sınıflandırılmasını bilir
	Özel eğitimde değerlendirme sürecinin aşamalarını bilir.
	Özel eğitimde değerlendirme türlerini bilir.
	Öğrenci gereksinimli bireylerin yerleştirilme sürecini açıklar.
	Özel Eğitimde Aile ve İşbirliği
	Özel gereksinimli çocuk sahibi olmanın aileye etkilerini bilir.
	Ailenin gereksinimlerini ve desteklenmesini açıklar.
	Aile katılımının önemini açıklar.
	Özel timde işbirliğini bilir.
	Özel gereksinim ekibini bilir.
	Zihin Yetersizliği Olan Öğrenciler
	Zihinsel yetersizliğin tanımını bilir.
	Zihinsel yetersizliğin sınıflandırılmasını bilir.
	Zihinsel yetersizliğin nedenlerini açıklar.
	Zihinsel yetersizliği olan öğrencilerin özelliklerini bilir.
	Zihinsel yetersizliği olan öğrencilerin eğitimlerini açıklar.
	Zihinsel yetersizliği olan öğrencilerin eğitimlerinde kullanılan etkili öğretim uygulamalarını bilir.
	Otizm Spektrum Bozukluğu Olan Öğrencilerin Eğitimi
	Otizm spektrum bozukluğunun tanımını bilir.
	Otizm spektrum bozukluğunun nedenlerini açıklar.
	Otizm spektrum bozukluğu olan öğrencilerin özelliklerini bilir.
	Otizm spektrum bozukluğu olan öğrencilerin eğitimlerini açıklar.
	Dikkat Eksikliği ve Hiperaktivite Bozukluğu Olan Öğrencilerin Eğitimi
	Dikkat eksikliği ve hiperaktivite bozukluğunun tanımını yapar.
	Dikkat eksikliği ve hiperaktivite bozukluğunun sınıflandırılmasını açıklar.
	Dikkat eksikliği ve hiperaktivite bozukluğu olan bireylerin özelliklerini bilir.
	Dikkat eksikliği ve hiperaktivite bozukluğuna eşlik eden durumları bilir.
	Dikkat eksikliği ve hiperaktivite bozukluğu olan bireylerde yürütücü işlevleri açıklar.
	Öğrenme Güçlüğü Olan Öğrencilerin Eğitimi
	Öğrenme güçlüğü’nün tanımını açıklar.
	Öğrenme güçlüğü’nün sınıflandırılmasını bilir.
	Öğrenme güçlüğü’nün nedenlerini açıklar.
Öğrenme güçlüğü olan öğrencilerin değerlendirme sürecini açıklar.	
Öğrenme güçlüğü olan öğrencilerin tanılanma sürecini açıklar.	

Öğrenme gücüne eşlik eden durumları bilir.		
Duygusal Davranışsal Sorunu Olan Öğrenciler		
Duygu ve davranış sorununun tanımını bilir.		
Duygu ve davranış sorununun sınıflandırılmasını bilir.		
Duygu ve davranış sorununun yaygınlık oranını bilir.		
Duygu ve davranış sorununa yönelik etkili müdahaleleri bilir.		
İşitme Yetersizliği Olan Öğrenciler ve Eğitimleri		
İşitme yetersizliğinin tanımını açıklar.		
İşitme yetersizliğinin nedenlerini açıklar.		
İşitme yetersizliği olan öğrencilerin özelliklerini açıklar.		
İletişim yöntemlerini bilir.		
İşitme yetersizliğinin tanımlanmasını açıklar.		
İşitme yetersizliği olan bireylerin değerlendirme sürecini açıklar.		
İşitme yetersizliği olan bireylerin eğitsel yerleştirme seçeneklerini açıklar.		
Görme Yetersizliği Olan Öğrenciler		
Görme yetersizliğinin tanımını bilir.		
Görme yetersizliğinin yaygınlığını açıklar.		
Görme yetersizliğinin nedenlerini açıklar.		
Görme yetersizliği olan öğrencilerin özelliklerini bilir.		
Üstün Yetenekli ve Zekalı Olan Öğrenciler		
Üstün zeka kavramını açıklar.		
Üstün zeka kuramlarını bilir.		
Üstün yetenekli öğrencilerin özelliklerini açıklar.		
Üstün yetenekli öğrencilere yönelik eğitim stratejilerini bilir.		
Fiziksel Yetersizliği Olan Öğrencilerin Eğitimi		
Fiziksel yetersizliğin tanımını açıklar.		
Fiziksel yetersizliklerin sınıflandırılmasını ve özelliklerini bilir.		
Fiziksel yetersizliği olan öğrencilerin özelliklerini açıklar.		
Fiziksel yetersizliği olan öğrencilere yönelik eğitim yaklaşımlarını bilir.		
Kaynaştırma		
Kaynaştırmanın tanımını bilir.		
Kaynaştırma eğitiminde rol alan öğeleri ve sürece etkilerini bilir.		
Kaynaştırmanın yararlarını açıklar.		
Kaynaştırma uygulamalarının tarihsel gelişimi ve yasal dayanaklarını bilir.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025 Uyum haftası	-
2	24.09.2025 Özel Eğitimin Temelleri	P2, P4, P5, P14, P15
3	01.10.2025 Özel Eğitimde Sınıflandırma, Değerlendirme ve Yerleştirme	P2, P4, P5, P14, P15
4	08.10.2025 Özel Eğitimde Aile ve İşbirliği	P2, P4, P5, P14, P15
5	15.10.2025 Zihin Yetersizliği Olan Öğrenciler	P2, P4, P5, P14, P15
6	22.10.2025 Otizm Spektrum Bozukluğu Olan Öğrencilerin Eğitimi	P2, P4, P5, P14, P15
7	29.10.2025 Dikkat Eksikliği ve Hiperaktivite Bozukluğu Olan Öğrencilerin Eğitimi	P2, P4, P5, P14, P15
8	05.11.2025 Öğrenme Güçlüğü Olan Öğrencilerin Eğitimi	P2, P4, P5, P14, P15
	8.11.2025-16.11.2025 Ara Sınav	
9	19.11.2025 Duygusal Davranışsal Sorunu Olan Öğrenciler	P2, P4, P5, P14, P15

10	26.11.2025	İşitme Yetersizliği Olan Öğrenciler ve Eğitimleri	P2, P4, P5, P14, P15
11	03.12.2025	Görme Yetersizliği Olan Öğrenciler	P2, P4, P5, P14, P15
12	10.12.2025	Üstün Yetenekli ve Zekalı Olan Öğrenciler	P2, P4, P5, P14, P15
13	17.12.2025	Fiziksel Yetersizliği Olan Öğrencilerin Eğitimi	P2, P4, P5, P14, P15
14	24.12.2025	Kaynaştırma	P2, P4, P5, P14, P15
	29.02.2025-08.01.2026	Dönem Sonu Sınavı	
		Bütünleme Sınavı	
Evaluation		Bu dersin değerlendirmesi, kaynak kitaplar ve derste yürütülen tartışmalar esas alınarak hazırlanacak olan bir ara sınav (vize) ve bir dönem sonu sınavı (final) aracılığıyla yapılacaktır. Ara sınavın ortalamaya katkısı % 40; dönem sonu sınavının ise % 60'tır. Geçme notu 100 üzerinden 60'tır.	
Sample Questions		1)Özel eğitim nedir? 2) Zihinsel yetersizliğin nedenleri nelerdir? 3) Kaynaştırmanın yararlarını açıklayınız.	
Answer Key		1)İkinci hafta sınıf ortamında “Özel Eğitimin Temelleri ” başlığı altında yapılacak tartışmalar ışığında cevaplandırılacaktır. 2) Beşinci hafta sınıf ortamında “Zihin Yetersizliği Olan Öğrenciler” başlığı altında yapılacak tartışmalar ışığında cevaplandırılacaktır. 3) On dördüncü hafta sınıf ortamında “Kaynaştırma” başlığı altında yapılacak tartışmalar ışığında cevaplandırılacaktır.	
Source Books		Kitap adı: Özel Eğitim Yazar/Editör: Asst. Prof. Dr. Sertan TALAS Yayınevi: Nobel Yayıncılık	
Supplementary Resources and Reading List		Diken, H. İbrahim (2016). Özel Eğitim. Ankara: Pegem Akademi	

GK900 Community Service

Lecturer	Asst. Prof. Dr. Şeyma KÖKCÜ
E-mail	seyma.kokcu@gop.edu.tr
Course Hours	Friday
Classroom	BD1
The Aim of the Course	The purpose of community service practices is to determine the current problems of the society and to prepare projects to produce solutions, to participate in scientific events such as panels, conferences, congresses, symposiums as an audience, speaker or organizer, to participate voluntarily in various projects within the framework of social responsibility, to implement community service activities in schools.
Subjects and Learning Outcomes	
The Learning Outcomes of the Course	Contribution to society and social responsibility areas
	Gives examples of the subjects and fields that it is responsible for society.
	Explains in which social subjects and fields s/he will use Professional knowledge and skills
	Discusses the duties and responsibilities regarding the development of society.
	Social responsibility project development skills
	Explains the stages of project preparation.
	Understands the importance of cooperation in project development.
	Explains whom s/he will be communicate with during Project preparation and application
	Social responsibility project development skills
	Explain the stages of project preparation.
	Understands the importance of cooperation in project development.
	Explains whom s/he will be communicate with during Project preparation and application
	Examining sample social responsibility projects
	Evaluates sample projects in terms of project development stages.
	Discusses the outputs of sample projects in terms of contribution to society.
	Social responsibility project preparation
	Makes needs analysis to develop projects according to social needs in line with their interests and abilities.
	Determine the purpose, outputs and pervasive effects of your project.
	Collaborates with institutions to develop projects.
	Attaches importance to teamwork and cooperation in project development.
	Social responsibility project preparation
	Makes needs analysis to develop projects according to social needs in line with their interests and abilities.
	Determine the purpose, outputs and pervasive effects of your project.
	Collaborates with institutions to develop projects.
	Attaches importance to teamwork and cooperation in project development.
	Implementing social responsibility projects
	Follows the implementation steps of the projects developed individually / with the team.
	Continues to cooperate with related people and institutions during the implementation phase of the project.
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Continues to cooperate with related people and institutions during the implementation phase of the project.	

Evaluating social responsibility projects implemented		
Evaluates the outputs and widespread impact of the implemented projects within the framework of their purpose.		
Evaluating social responsibility projects implemented		
Evaluates the outputs and widespread impact of the implemented projects within the framework of their purpose.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week
		-
2	26.09.2025	Contribution to society and social responsibility areas
		P2, P4, P5, P9, P14, P15
3	03.10.2025	Social responsibility project development skills
		P2, P4, P5, P9, P14, P15
4	10.10.2025	Social responsibility project development skills
		P2, P4, P5, P9, P14, P15
5	17.10.2025	Examining sample social responsibility projects
		P2, P4, P5, P9, P14, P15
6	24.10.2025	Social responsibility project preparation
		P2, P4, P5, P9, P14, P15
7	31.10.2025	Social responsibility project preparation
		P2, P4, P5, P9, P14, P15
8	07.11.2025	Implementing social responsibility projects
		P2, P4, P5, P9, P14, P15
	8.11.2025-16.11.2025	Midterm Exam
9	21.11.2025	Implementing social responsibility projects
		P2, P4, P5, P9, P14, P15
10	28.11.2025	Implementing social responsibility projects
		P2, P4, P5, P9, P14, P15
11	05.12.2025	Implementing social responsibility projects
		P2, P4, P5, P9, P14, P15
12	12.12.2025	Implementing social responsibility projects
		P2, P4, P5, P9, P14, P15
13	19.12.2025	Evaluating social responsibility projects implemented
		P2, P4, P5, P9, P14, P15
14	26.12.2025	Evaluating social responsibility projects implemented
		P2, P4, P5, P9, P14, P15
	29.02.2025-08.01.2026	Final Exam
		Make – Up Exams
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		
Answer Key		
Source Books	Aksoy, B., Çetin, T. & Sönmez, Ö. F. (2009). Community Service, Pegem A Yayıncılık. Coşkun, H. (2009). Community Service, Ankara: Anı Yayıncılık.	
Supplementary Resources and Reading List	Kuzucu, K. & Kamer, S. T. (2009). Community Service, Pegem a Yayıncılık. Ali Gürsan Saraç (2019). Community Service. Nobel Akademik Yayıncılık	

AİD401 Course Content Development in English Language Teaching

Lecturer	Asst. Prof. Dr. Zafer SUSOY
E-mail	zafer.susoy@gop.edu.tr
Course Hours	Thursday
Classroom	“Sanat Eğitimi” Classroom
The Aim of the Course	The objectives of the course is to give information about the theory and principles of course material design for teaching English, the format for the selection of course materials, the adaptation and development of materials for language teaching, and current techniques for developing language materials.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Using corpus data in the classroom
	Can use corpus in classroom activities.
	Using concordance in classroom
	Can use concordance in classroom activities.
	Telling tails: Grammar, the spoken language and materials development
	Can develop materials on grammar and spoken language and prepare a lesson plan.
	A framework for materials writing
	Prepare course materials for classroom activities.
	Analysing language teaching materials
	Evaluates the ready-made course materials about language teaching.
	Analysing language teaching materials
	Dil öğretimiyle ilgili hazır ders materyallerini değerlendirebilir.
	The evaluation of communicative tasks
	Can evaluate the materials for improving communication skills.
	What do teachers really want from coursebooks?
	Can make evaluations on textbooks.
	Seeing what they mean: Helping L2 readers to visualise
	Can enable students to embody knowledge in activities carried out to develop language skills.
	Autonomy and development
Can plan activities that will improve students' individual learning skills.	
Lozanov and teaching text	
Gains knowledge of language teaching technique and can perform applications in the classroom.	
Access-self materials	

Be able to evaluate course materials accessible by teachers.			
Access-self materials			
Be able to evaluate course materials accessible by teachers.			
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching	
1	15.09.2025-19.09.2025	Orientation Week	-
2	25.09.2025	Using corpus data in the classroom	P7, P12, P13, P14, P15
3	02.10.2025	Using concordance in classroom	P7, P12, P13, P14, P15
4	09.10.2025	Telling tails: Grammar, the spoken language and materials development	P7, P12, P13, P14, P15
5	16.10.2025	A framework for materials writing	P7, P12, P13, P14, P15
6	23.10.2025	Analysing language teaching materials	P7, P12, P13, P14, P15
7	30.10.2025	Analysing language teaching materials	P7, P12, P13, P14, P15
8	06.11.2025	The evaluation of communicative tasks	P7, P12, P13, P14, P15
	8.11.2025-16.11.2025	Midterm Exam	
9	20.11.2025	What do teachers really want from coursebooks?	P7, P12, P13, P14, P15
10	27.11.2025	Seeing what they mean: Helping L2 readers to visualise	P7, P12, P13, P14, P15
11	04.12.2025	Autonomy and development	P7, P12, P13, P14, P15
12	11.12.2025	Lozanov and teaching text	P7, P12, P13, P14, P15
13	18.12.2025	Access-self materials	P7, P12, P13, P14, P15
14	25.12.2025	Access-self materials	P7, P12, P13, P14, P15
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of the midterm exam to the average is 20%; the final exam is 40%, and the students' presentations are 40%. The passing grade is 60 out of 100.		

	The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	Explain a language teaching method that can be used to improve course content in English teaching?
Answer Key	Suggestopedia: It is a teaching method developed by Bulgarian psychotherapist Georgi Lozanov. It aims to enable students to receive language education in a relaxed environment. The primary aim of the teacher is to facilitate the foreign language learning process for students to use in daily communication. Another aim of the teacher is to enable students to speak in the target language and to step up this process.
Source Books	Tomlinson, B. (1998). Materials development in language teaching. Cambridge: CUP.
Supplementary Resources and Reading List	Yalın, Halil İbrahim (2000). Instructional Technologies ve Materyal Geliştirme. Ankara: Nobel Yayın.

AİD403 Translation

Lecturer	Asst. Prof. Dr. Zafer SUSOY
E-mail	zafer.susoy@gop.edu.tr
Course Hours	Thursday
Classroom	“Sanat Eğitimi” Classroom
The Aim of the Course	The aim of this course is to show students how they can use various techniques in translation.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction to translation, dictionary usage, importance of research in translation
	Learns that there are basic skills of effective reading and text structure analysis while translating.
	Study on grammar and translation differences between Turkish and English languages
	Can distinguish the differences between grammar and sentence structure between English and Turkish languages.
	Study on common mistakes in translations between Turkish and English languages
	Understands the importance of context in translation, avoids literal translation.
	Translation practices on idioms and group verbs
	Learns the equivalents of idioms and verbs of Turkish and English and recognizes such words.
	Translation practices on proverbs and short quotes
	Learns the equivalents of Turkish and English proverbs and established quotations and can recognize such expressions.
	Translation practices on formal and informal terms
	Solves language and terminology problems in official and informal texts and translates them correctly.
	Studies on cross-cultural differences in translation
	Learns the cultural effects on meaning.
	Studies on semantic variations in translation
	Learns that similar structures and words can be used in different meanings while translating.
	Simple and everyday media text translation applications
	Understands the importance of quality in translation, solves language and terminology problems, and recognizes translation methods.
	Difficulties encountered in translation Title Translation Conformity in Language Usage Styles
Knows the difficulties that the translator may face and learns what can be done against them.	
Regional language uses and translation Translation of use of hard languages	
Learns how to use regional languages.	
Words that have no equivalent in translation Spoken language translation	
Knows how to translate words that have no equivalent in translation and can make spoken language translation.	
Translation of humor	

Translation of compelling sentences (long and compound sentences)			
Can translate humorous expressions and complex structures.			
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	-
2	25.09.2025	Introduction to translation, dictionary usage, importance of research in translation	P12, P13, P16
3	02.10.2025	Study on grammar and translation differences between Turkish and English languages	P12, P13, P16
4	09.10.2025	Study on common mistakes in translations between Turkish and English languages	P12, P13, P16
5	16.10.2025	Translation practices on idioms and group verbs	P12, P13, P16
6	23.10.2025	Translation practices on proverbs and short quotes	P12, P13, P16
7	30.10.2025	Translation practices on formal and informal terms	P12, P13, P16
8	06.11.2025	Studies on cross-cultural differences in translation	P12, P13, P16
8.11.2025-16.11.2025		Midterm Exam	
9	20.11.2025	Studies on semantic variations in translation	P12, P13, P16
10	27.11.2025	Simple and everyday media text translation applications	P12, P13, P16
11	04.12.2025	Difficulties encountered in translation Title Translation Conformity in Language Usage Styles	P12, P13, P16
12	11.12.2025	Regional language uses and translation Translation of use of hard languages	P12, P13, P16
13	18.12.2025	Words that have no equivalent in translation Spoken language translation	P12, P13, P16
14	25.12.2025	Translation of humor Translation of compelling sentences (long and compound sentences)	P12, P13, P16
29.02.2025-08.01.2026		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		Please translate the text below into English. Each sentence will be 5 points.	
Answer Key		In the exams of this course, students will be asked questions asking them to translate the text given in this way into English. The texts given will be 10-20 sentences. While evaluating the translations, attention will be paid to factors such as compliance with English spelling and grammar rules, correct English equivalents of the idioms, translation with attention to the context, and correct translation of the terms. A translation made by following these points will be given full points.	

Source Books	Mirici, İ. & Saka, Ö. (2017). Uygulamalı Translation rehberi. Ankara: Siyasal Kitabevi.
Supplementary Resources and Reading List	Bozkurt, B. & Erol, B. (1982). Çeviri. Ankara: Hacettepe Üniversitesi Bilim Merkezi Yayını. Boztaş, İ. (1995). Translationnin yabancı dil öğretimine katkıları. ERTEN, A. (1993). Translationde Kültürel Etkenler, <i>Translationbilim Uygulamaları</i> . Hacettepe Üniversitesi Yay. Ankara.

Preparing a lesson plan · Carrying out the teaching activity		
Conducts training according to the plan prepared.		
Preparing a lesson plan · Carrying out the teaching activity		
Conducts training according to the plan prepared.		
Preparing a lesson plan · Carrying out the teaching activity		
Conducts training according to the plan prepared.		
Evaluation Week		
Evaluates with the application teacher		
Evaluates with the school management		
Analyzes the teaching activities carried out		
Evaluates the application activities related to the course.		
Submits the teaching practice file		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	General information about the course	P2, P4, P5, P10, P14, P15
3	Visiting practice schools - Meeting with school administrators and teachers	P2, P4, P5, P10, P14, P15
4	Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
5	Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
6	Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
7	Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
8	Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
9	Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
	Midterm Exam	
10	Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
11	Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15

1 2		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
1 3		Preparing a lesson plan · Carrying out the teaching activity	P2, P4, P5, P10, P14, P15
1 4		Evaluation week	P2, P4, P5, P10, P14, P15
		Final Exam	
		Make – Up Exams	
	Evaluation	The evaluation of the relevant application teacher, the evaluation of the application lecturer / staff, the evaluation of the teaching practice file, the midterm and final exam success scores will be taken into consideration.	
	Sample Questions		
	Answer Key		
	Source Books		
	Supplementary Resources and Reading List		

MB518 Guidance at Schools

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to inform students about the basic concepts and principles of counseling and guidance, the history, field and branches of psychological counseling and guidance, research and evaluation methods used, the counseling process, theories of psychological counseling, ethical and legal issues in counseling and guidance, to develop skills and understanding.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Student Personality Services and Guidance in Contemporary Education
	Explains the importance of Student Personality services and guidance in Contemporary Education.
	Explains the differences between traditional education and contemporary education.
	Purpose, scope and principles of guidance
	Explains the purpose of guidance
	Describes the scope of guidance
	Explains the principles of guidance
	Explains the reasons for the emergence of guidance
	Disciplines Contributing to Guidance
	Explains the contribution of psychology to counseling.
	Explains the contribution of sociology to counseling.
	Explains the contribution of social psychology to counseling.
	Explains the contribution of the economy to guidance.
	Explains the contribution of Anthropology to Guidance
	Explains the contribution of Educational science to Counseling.
	Main Types of Counseling and Guidance Services
	Explains the guidance according to the service areas.
	Describes guidance according to its basic functions
	Explains the guidance according to the number of individuals.

Explains the guidance according to the teaching steps
Explains the guidance according to the problem areas
Guidance Services in Schools, Services
Knows to distinguish direct and indirect student-oriented service areas in psychological counseling and guidance.
Explains the psychological counseling service among the services directly aimed at students.
Explains the orientation service from the services directly to the student
Explains the student recognition service, which is one of the services directly aimed at students.
Describes the information gathering and information service directly from student services.
Explains orientation and placement service from direct student services
Describes the monitoring service, which is one of the services directly aimed at the student.
Explains how to prepare a psychological counseling and guidance program in the school, which is an indirect service area for students,
Explains the consultancy service which is an indirect service field for the student
Explains the counseling service to parents, which is an indirect service area for students.
Explains the service of relations with the environment, which is an indirect service area for students.
Explains the research and evaluation service which is an indirect service field for the student.
Educational Guidance
Explain the purpose, definition and scope of Educational guidance.
Explain the areas where Educational guidance is concentrated.
Knows the principles of individualized teaching.
Explains type theory and learning types.
Knows effective and efficient study methods.
Explains learning styles.
Vocational guidance
Knows the definition of vocational guidance and explains its importance
Explains professional development according to Ginzberg
Explains professional development according to Super
Explains professional development according to Holland
Explains professional development according to Bandura
Explains the decision making process and career choice.
Explains the theoretical approaches regarding the decision making process.

	Explains the stages of the decision making process.
	Explains the stages of the decision making process.
	Knows the points to be considered in vocational guidance.
	Personal Guidance
	Explains personal guidance and its importance
	Explains the scope of personal guidance services
	Explains social skills training
	Explains teachers' responsibilities in terms of personal guidance.
	Some Basic Theories on Which Psychological Counseling is Based
	Knows some basic theories on which psychological counseling is based
	Explains the psychoanalytic theory
	Explains the behavioral approach
	Explains the approach that gets speed from the client
	Explains the rational emotional approach
	Recognition of the Individual and Techniques of Recognizing the Individual
	Knows the purpose, importance and function of individual recognition
	Explains the basic principles and understandings in recognizing the individual.
	Knows psychological tests and technical features
	Explains the ethical rules for using tests
	Describes the maximum performance tests
	Explains the behavioral tests
	Explains techniques of self-expression among non-test techniques
	Explains observation techniques
	Explains sociometric techniques
	Explain Batch File Technique From Other Techniques
	Describes the timeline
	Describes home visits
	Describes the case study
	Explains parent meetings
	Special Education and Guidance
	Explains the definitions for individuals who differ in terms of their developmental qualities.

	Describes the special education situation in Turkey	
	Explains the principles of special education	
	Can group the disabled	
	Explain what can be done in schools regarding disability	
	Explain what psychological counselors can do about disability	
	Explain what teachers can do about disability	
	Development of School Counseling and Guidance Program	
	Explains the model of comprehensive counseling and guidance programs.	
	Explains the conceptual basis of a comprehensive counseling and guidance program.	
	Explains the premises of a comprehensive counseling and guidance program	
	Explains the preparation of comprehensive counseling and guidance programs.	
	Explains the implementation of a comprehensive psychological counseling and guidance program	
	Describes how to evaluate a comprehensive counseling and guidance program	
	Organization and Personnel in Psychological Counseling and Guidance	
	Explains the organization of Psychological Counseling and Guidance services at school level.	
	Explains the duties of psychological counselors at school	
	Explains the establishment and duties of the school guidance and counseling services executive commission.	
	Explains who the executive commission of school guidance and counseling services consists of	
	Explains the duties of the school principal	
	Explain the duties of the classroom guidance teachers.	
	Explains the organization of psychological counseling guidance services at the provincial / district level.	
	Explain the duties of the psychological counselors working in guidance research centers	
	Explain the duties of psychologists working in guidance research centers	
	Guidance and psychological counseling services explain the formation and duties of the provincial advisory commission.	
	Explains the organization of psychological counseling and guidance services at the level of the Ministry of National Education.	
		Course & Program Outcomes Matching
1	Orientation Week	-

2	Student Personality Services and Guidance in Contemporary Education	P2, P4, P5, P6
3	Purpose, scope and principles of guidance	P2, P4, P5, P6
4	Disciplines Contributing to Guidance	P2, P4, P5, P6
5	Main Types of Counseling and Guidance Services	P2, P4, P5, P6
6	Guidance Services in Schools, Services	P2, P4, P5, P6
7	Educational Guidance	P2, P4, P5, P6
8	Vocational guidance	P2, P4, P5, P6
9	Personal Guidance	P2, P4, P5, P6
	Midterm Exam	
10	Some Basic Theories on Which Psychological Counseling is Based	P2, P4, P5, P6
11	Recognition of the Individual and Techniques of Recognizing the Individual	P2, P4, P5, P6
12	Special Education and Guidance	P2, P4, P5, P6
13	Development of School Counseling and Guidance Program	P2, P4, P5, P6
14	Organization and Personnel in Psychological Counseling and Guidance	P2, P4, P5, P6
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	<p>1. Which of the following is an option suitable for aiming for self-actualization in psychological counseling and guidance?</p> <p>A) To assist the student in making decisions</p> <p>B) Every individual has an innate tendency to realize their potential</p> <p>C) To ensure that students are compatible with society</p> <p>D) To be respectful to the decisions of individuals</p>	

	E) To support individual development in all areas
Answer Key	1- b
Source Books	 <p>Kaya, A., Dinç Yurtal, F., Kaygusuz, C. ve ark. (2011), Psikolojik Danışma ve Rehberlik (7. Edition), (Eds. Alim Kaya), Ankara; Anı Yayıncılık.</p>
Supplementary Resources and Reading List	Yeşilyaprak, B., (2015), Eğitimde Rehberlik Hizmetleri (24. Ed.), Ankara; Nobel Akademi Yayıncılık.

AID402 Exam Preparation in English Language Teaching

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of the course is to teach the types of exams and assessment methods used in language skills teaching for different age groups and language levels; principles for measuring and evaluating language skills; preparation of samples and examining exam evaluation studies.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Creating and finalizing the course curriculum with students
	Develops the ability to work, plan and implement together.
	Basic concepts of exam preparation: validity, reliability, usefulness and backwash effect etc.
	Learns about key concepts and current issues related to evaluation.
	Alternatives in the language assessment process
	Learns about the advantages and disadvantages of different evaluation types.
	Various types of exams for the assessment and evaluation of English language students
	Learns about different types of evaluation.
	Evaluating grammar knowledge
	Can prepare exams to evaluate grammar.
	Evaluating vocabulary knowledge
	Can prepare exams to evaluate vocabulary knowledge
	Evaluating reading skills
	Can prepare exams to evaluate reading skills
	Evaluating listening skills
	Can prepare exams to evaluate listening skills
	Evaluating speaking skills
	Can prepare exams to evaluate speaking skills
	Evaluating pronunciation and translation skills
Can prepare exams to evaluate pronunciation and translation skills	
Highly important exams in English language teaching	
Learns about different types of assessments (standard, informal, formal teaching assessments).	
In-class evaluation	

	Can identify and develop English assessment tools for predetermined teaching goals.	
	Development of language portfolio and passport	
	Can create a language portfolio for students.	
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	Creating and finalizing the course curriculum with students	P12, P13
3	Basic concepts of exam preparation: validity, reliability, usefulness and backwash effect etc.	P12, P13
4	Alternatives in the language assessment process	P12, P13
5	Various types of exams for the assessment and evaluation of English language students	P12, P13
6	Evaluating grammar knowledge	P12, P13
7	Evaluating vocabulary knowledge	P12, P13
8	Evaluating reading skills	P12, P13
9	Evaluating listening skills	P12, P13
	Midterm Exam	
10	Evaluating speaking skills	P12, P13
11	Evaluating pronunciation and translation skills	P12, P13
12	Highly important exams in English language teaching	P12, P13
13	In-class evaluation	P12, P13
14	Development of language portfolio and passport	P12, P13
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	Describe the language portfolio?	
Answer Key	The European Language Portfolio is a tool for recording and reporting your informal intercultural experiences and your lifelong language experiences at school, vocational education and workplace. The European Language Portfolio is your own, as well as allowing you to immediately see your language competencies for employers and educators through case studies.	


Source Books	Hughes, A. (1989) Testing for language teachers. Cambridge: Cambridge University Press.
Supplementary Resources and Reading List	-

ELECTIVE GENERAL CULTURE COURSES

SGK913 Art and Aesthetics

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to introduce students to the basic concepts of art and aesthetics and to gain a perspective on the social history of art.
Subjects and Learning Outcomes	
The Learning Outcomes of the Course	Basic concepts of philosophy of art and aesthetics
	Defines the concept of art
	Defines the concept of beauty
	Associates the concepts of beauty and aesthetics
	Basic questions of art and aesthetics
	Defines aesthetic properties
	Recognize the concepts of aesthetic experience and aesthetic judgment.
	Aesthetic theories
	Know the theory of imitation
	Knows the formalism theory
	Knows the theory of emotion
	Knows the theory of intuitionism
	Knows the voluntarism theory
	Realizes the relationship between artist, the artwork and the audience.
	Can define art differently.
	Art epistemology, art ontology and art ethics relationship
	Recognizes the concept of art epistemology
	Recognizes the concept of art ontology
	Recognizes the concept of art ethics
	Realizes the relationship between three concepts
	Aesthetics and Art Philosophy in Antiquity
	Recognizes the ancient philosophers
	Knows the features of aesthetics and art philosophy in ancient times
	Aesthetics and Art Philosophy in the Middle Ages
	Recognizes the medieval philosophers
	Knows the features of aesthetics and art philosophy in the Middle Ages
	17th century understanding of art and aesthetics
	Recognizes the 17th century philosophers
	Knows the characteristics of 17th century aesthetics and philosophy of art
	18th century understanding of art and aesthetics
Recognizes the 18th century philosophers	
Knows the characteristics of 18th century aesthetics and philosophy of art	
Contemporary art and aesthetics I	
Recognizes Marxist aesthetics	
Discusses Tolstoy's definition of art	
Discusses Benedetto Croce's definition of artistic knowledge.	
Contemporary art and aesthetics II	
Knows Heidegger's debates on the definition of art.	
Recognizes John Dewey's definition of art	
Knows the aesthetic debates of Sartre and Merleau-Ponty.	

The social context of art, the relationship between art and daily life.		
Discusses the relation of art with society.		
Recognizes the history of art-craft concepts.		
Establishes the relationship between art and economy		
Art and postmodernism		
Discusses the concept of modern and modernism.		
Realizes that modernism is the aesthetic of industrializing society.		
Evaluates postmodernism as an anti-modernist attitude		
Discusses the concept of postmodernism in the context of art.		
Debate on the end of art.		
Discusses new concepts that have entered art		
Discusses the question, "Which concepts should be applied to make sense of today's art?"		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Basic concepts of philosophy of art and aesthetics	P1, P10
3	Basic questions of art and aesthetics	P1, P10
4	Aesthetic theories	P1, P10
5	Art epistemology, art ontology and art ethics relationship	P1, P10
6	Aesthetics and Art Philosophy in Antiquity	P1, P10
7	Aesthetics and Art Philosophy in the Middle Ages	P1, P10
8	17th century understanding of art and aesthetics	P1, P10
	Midterm Exam	
9	18th century understanding of art and aesthetics	P1, P10
10	Contemporary art and aesthetics I	P1, P10
11	Contemporary art and aesthetics II	P1, P10
12	The social context of art, the relationship between art and daily life.	P1, P10
13	Art and postmodernism	P1, P10
14	Debate on the end of art.	P1, P10
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	S1. Which of the following is not one of the problems of aesthetics? a. Is it possible to dive into the course of a landscape without any external purpose? b. Is it necessary to have knowledge in order to have an aesthetic experience with avant-garde works of art? c. What are the features of aesthetic experience? d. Can we talk about a special attitude in the perception of aesthetic objects e. Is the perceived object an object of indifference to its existence?	
Answer Key	1.e	
Source Books	İnam, Ahmet (ed.) (2012). Estetik ve sanat felsefesi. Anadolu üniversitesi yayınları.	

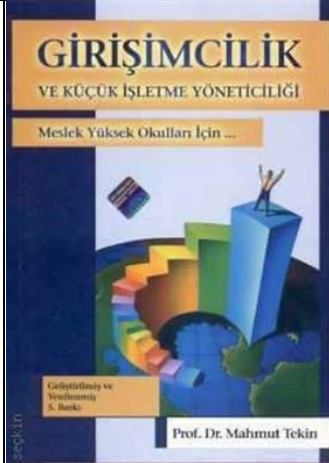
	<p>T.C. ANADOLU ÜNİVERSİTESİ YAYINI NO: 2019 İNGİLİZCE FAKÜLTESİ YAYINI NO: 194</p> <p>ESTETİK VE SANAT FELSEFESİ</p> <p><i>Yazarlar</i> Doç. Dr. Demet YAKAR (Cilt 1-3) Doç. Dr. Ali YAZICI (Cilt 4-6)</p> <p><i>Editor</i> Prof. Dr. Ahmet İNAN</p> <p> ANADOLU ÜNİVERSİTESİ</p>	
Supplementary Resources and Reading List	<p>Hilav, Selahattin (çeviren). (2019). Bu bir pipo değildir. Yapı kredi yayınları Gen, Elçin; Ergüden, Işık (çeviren).(2018). Sanat komplosu yeni sanat düzeni ve çağdaş estetik. İletişim yayınları Birkan, Tuncer (çeviren). (2018). Gecikmiş modernlik ve estetik kültür milli edebiyatın icat edilişi. Metis yayınları</p>	

SGK905 Economics and Entrepreneurship

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	This course aims to provide information about entrepreneurship concepts and process, to recognize venture opportunities, to extract the feasibility of a new business, and to develop the ability to prepare business plans such as marketing, production and finance.

Subjects and Learning Outcomes	
The Learning Outcomes of the Course	Orientation Week
	Introduction to Economics
	Knows the research field of economics
	Knows income and employment level
	Learn about price level stability and what economic growth means
	Unemployment and Inflation
	Knows about unemployment
	Knows the types of unemployment
	Learns the definition of inflation
	Learns the types of inflation
	Gross domestic product
	Knows the basic assumptions about the gross domestic product
	Knows the methods of calculating the gross domestic product
	Knows price indices and how to build them
	The concept of entrepreneurship and the importance of entrepreneurship
	Know what entrepreneurship is
	Know what the entrepreneurship is
	Understands the importance of entrepreneurship
	The Contribution of Entrepreneurship to the National Economy
	Understands how important entrepreneurship is for the country's economy
	Knows the contribution of entrepreneurship to production and employment
	Knows the importance of entrepreneurship in establishing a free market environment and ensuring perfect competition market conditions.
	Types of Entrepreneurship
	Understands the importance of creative entrepreneurship, one of the types of entrepreneurship.
	Know what opportunity entrepreneurship is
	Have information about Local, Regional and International Entrepreneurship
	Reasons to be an entrepreneur
	Knows s/he will be the boss of her own business as an entrepreneur
	Understands what kind of contributions entrepreneurship can provide in order to realize their dreams.
	Understands the possibilities of entrepreneurship to gain recognition and prestige and even to live in prosperity.
Success in Entrepreneurship	
Knows the features that make entrepreneurs successful	
Knows the talents that make entrepreneurs successful	
Understands the difficulties entrepreneurs face	
Learns how to overcome potential obstacles entrepreneurs face	
Venture Capital	
Knows the characteristics of the venture capital fund, its profitability, who make up this capital, etc.	
Understands who the venture capital fund help, how the system works, the advantages of this fund	

Generating New Business Ideas in Entrepreneurship		
Knows the importance of generating business ideas		
Have knowledge about entrepreneurship policies		
Knows what can be done to increase competitiveness in entrepreneurship		
Restructuring in Entrepreneurship		
Knows what factors should be taken into account in the restructuring of businesses		
Learns how to prepare the files related to the establishment of the business.		
Knows the process of establishing a business		
Planning and Feasibility Study in Entrepreneurship		
Knows how to do the Feasibility Study		
Knows the importance of the Feasibility Study		
Knows how the investment should be examined technically, legally, financially and economically.		
Initiative Formation Decision and Preparation of Final Project		
Can see whether the investment is economical or not as a result of previous studies		
Understands which one is more reasonable among different investments.		
Can predict the damages that the entrepreneur will suffer in case of wrong choice,		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Introduction to Economics	P9, P11
3	Unemployment and Inflation	P9, P11
4	Gross domestic product	P9, P11
5	The concept of entrepreneurship and the importance of entrepreneurship	P9, P11
6	The Contribution of Entrepreneurship to the National Economy	P9, P11
7	Types of Entrepreneurship	P9, P11
8	Reasons to be an entrepreneur	P9, P11
	Midterm Exam	
9	Success in Entrepreneurship	P9, P11
10	Venture Capital	P9, P11
11	Generating New Business Ideas in Entrepreneurship	P9, P11
12	Restructuring in Entrepreneurship	P9, P11
13	Planning and Feasibility Study in Entrepreneurship	P9, P11
14	Initiative Formation Decision and Preparation of Final Project	P9, P11
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1. Which of the following expresses a wrong judgment about the entrepreneur? a. Entrepreneurs are people who have the ability to organize production inputs. b. Entrepreneurs are willing to take risks c. Entrepreneurs try to control resources d. Entrepreneurs are people who have money e. Entrepreneurs are people who create value	
Answer Key	1.D	
Source Books	Tekin, M. Girişimcilik ve Küçük İşletme Yöneticiliği, genişletilmiş 6. Edition, Günay Ofset KONYA.	

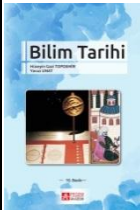
			
Supplementary Resources and Reading List	Parasız, İ (2014) Ekonominin ABC'si.14. Editon, Ezgi Kitabevi, Bursa.		

SGK903 History and Philosophy of Science

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to define philosophy and science, to examine the properties of scientific knowledge, to learn about the philosophy of science, to examine the development of scientific studies from the past to the present and to introduce the basic scientific paradigms.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Science, its history and philosophy
	Discusses the importance of learning the nature, history and philosophy of science.
	Makes the definition of the history of science as a research field.
	Explains the subject, purpose and method of philosophy of science.
	Defines science by taking into account its ontological, epistemological and methodological dimensions.
	Explains similar aspects of science and philosophy.
	Explains the different aspects of science and philosophy.
	Scientific method, properties of scientific knowledge, classification of sciences
	Categorizes the types of science.
	Categorizes the types of knowledge and distinguishes scientific knowledge from other types of knowledge.
	Explains the basic features of the scientific method.
	Explains the basic concepts related to the nature of science.
	Becomes aware of common misconceptions about the nature of science.
	integrates the basic features of scientific knowledge with its subject area.
	Relationships of science, scientism (science), ideology, ethics and religion
	Explain the concept of science (science).
	Describes science ethics and gives examples of issues that need attention
	Knows the concept of ideology and discusses the effects of the thoughts, prejudices and convictions scientists have while producing scientific knowledge on their scientific studies.
	Gives examples of the relationships between science, scientism (science), ideology, ethics, and religion.
	Science in the first civilizations (Mesopotamia)
	Knows the characteristics of the period and geography of Mesopotamian Civilization.
	Explains the purposes for which people were interested in science in Mesopotamian Civilization.
	Knows the efforts, methods, tools and equipment of scientists in Mesopotamian Civilization.
	Explains how scientific discoveries affect human life in Mesopotamian Civilization.
	Discusses the effects of scientific developments in Mesopotamian Civilization on other civilizations.
	Interprets the most striking scientific development of this period from an individual perspective.
	Science in early civilizations (Egypt, India, China)
	Knows the characteristics of the period and geography of Egyptian, Indian and Chinese Civilizations.
	Explains the purpose for which people were interested in science in Egyptian, Indian and Chinese civilizations.
Knows the efforts, methods, tools and equipment of scientists in Egyptian, Indian and Chinese Civilizations.	
Explains how scientific discoveries affect human life in Egyptian, Indian and Chinese civilizations.	
Discusses the effects of scientific developments in Mesopotamian Civilization on other civilizations.	
Interprets the most remarkable scientific developments of Egyptian, Indian and Chinese Civilizations from an individual perspective.	

Science in the Ancient Greek World
Knows the characteristics of the period and geography of the Ancient Greek Civilization.
Knows the cultural, social, political and economic aspects of the Ancient Greek Civilization.
Explains the development of science in the Ancient Greek World (Hellenistic Period, Hellenistic Period, Romans Period).
Explain the importance of Miletus School in terms of the historical development of science.
Explains the importance of the city of Alexandria in terms of the historical development of science.
Discusses the effects of scientific developments in Ancient Greek Civilization on other civilizations.
Interprets the most remarkable scientific developments in Ancient Greek Civilization with individual perspective.
Science and philosophy in Islamic cultural geography in the Middle Ages
Gives examples of scientific developments in the Islamic World in the Middle Ages.
Explains the reasons for experiencing a bright period in terms of scientific progress in the Islamic world in the Middle Ages.
Discusses the importance of the House of Wisdom (Beit El-Hikme) in terms of the historical development of science.
Explains the most striking scientific development that took place in the Islamic world in the Middle Ages from an individual point of view with its justification.
Explains the scientist who made the most striking contribution to the scientific developments in the Islamic world in the Middle Ages with an individual perspective, together with its justification.
Explains which cultures affected the scientific studies in the Islamic world in the Middle Ages.
Explains which cultures affected the scientific studies in the Islamic world in the Middle Ages.
Medieval Europe, Scholastic philosophy and science
Gives examples of the state of science studies in Europe in the Middle Ages.
Analyzes the reasons of the dark period in terms of scientific progress in Europe in the Middle Ages.
Knows what scholastic means and discusses its effect on scientific developments in Europe in the Middle Ages.
Science and philosophy in Renaissance Europe
Explains the factors affecting the birth of the renaissance.
Knows the basic features of the Renaissance period.
Gives examples of scientific developments in Renaissance Europe.
Defines the philosophical movements in Renaissance Europe.
Science and philosophy in the Enlightenment age
Explains how the age of enlightenment began.
Knows the general characteristics of the enlightenment age.
Gives examples of scientific developments in the Enlightenment age.
Gives examples of scientists who stood out in the Enlightenment age.
Defines the philosophical currents in the Enlightenment age.
Vienna and Frankfurt schools of thought
Knows how the Vienna and Frankfurt schools of thought came into being.
Explains the motto of the Vienna and Frankfurt schools of thought.
Gives examples of how critical theory works.
Science criticism in the twentieth and twenty-first centuries
Gives examples of scientific developments in the twentieth and twenty-first centuries.
Explains the perspective of scientific knowledge in the twentieth and twenty first centuries.
Gives examples of the criticism of scientific knowledge in the twentieth and twenty-first centuries.
Project presentations
Submits the research report about a person who contributes to the development of the history and philosophy of science researches the event, institution or period within the scope of the project,
Shares his research results within the scope of the project with the class through a presentation, poster or material.
Associates the person, event, institution or period s/he studies within the scope of the project with the curriculum for his subject area.
Evaluates the strengths and weaknesses of their friends' projects.

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Science, its history and philosophy	P8
3	Scientific method, properties of scientific knowledge, classification of sciences	P8
4	Relationships of science, scientism (science), ideology, ethics and religion	P8
5	Science in the first civilizations (Mesopotamia)	P8
6	Science in early civilizations (Egypt, India, China)	P8
7	Science in the Ancient Greek World	P8
8	Science and philosophy in Islamic cultural geography in the Middle Ages	P8
	Midterm Exam	
9	Medieval Europe, Scholastic philosophy and science	P8
10	Science and philosophy in Renaissance Europe	P8
11	Science and philosophy in the Enlightenment age	P8
12	Vienna and Frankfurt schools of thought	P8
13	Science criticism in the twentieth and twenty-first centuries	P8
14	Project presentations	P8
	Final Exam	
	Make – Up Exams	
Evaluation	<p>The evaluation of this course will be made through a research project (midterm) examining the person, event, institution or period that contributes to the development of the history and philosophy of science, and a final exam consisting of multiple-choice questions prepared on the basis of resource books and discussions in the course. The contribution of the midterm to the average is 40% and the final exam is 60%. The passing grade is 60 out of 100.</p> <p>PROJECT: (Report + Presentation)</p> <p>Within the scope of the project, you are expected to investigate a person, event, institution or period that contributes to the development of the history and philosophy of science and report it in the desired format. At the same time, you must present the results of your research in the classroom through a presentation, poster or material, depending on your preference. Take care to deliver your projects on time, the work of those who do not deliver their projects on time will not be evaluated.</p>	
Sample Questions	<p>1) Which of the following statements is not among the aims of learning Nature of Science and History of Science?</p> <p>a) To examine scientific developments throughout history b) To recognize some terms (such as hypothesis, theory, theory) that form the basis of scientific studies c) To understand the properties of scientific knowledge d) Understanding science and technology competition e) To know people who contribute to scientific developments</p>	
Answer Key	1) d	
Source Books	<p>Topdemir, H. G., ve Unat, Y. (2014). Bilim Tarihi. (7.Edt.). Ankara: Pegem Akademi Yayıncılık.</p> 	

	<p>Taşdelen, İ. (2013). Bilim Felsefesi (3. Edt.). Eskişehir: Anadolu Üniversitesi Yayınları.</p> 
Supplementary Resources and Reading List	<p>Taşdelen, İ. (2013). Bilim Felsefesi (3. Edt.). Eskişehir: Anadolu Üniversitesi Yayınları.</p> <p>Doğan, N., Çakıroğlu, J., Bilican K., ve Çavuş S. (2014). Bilimin Doğası ve Öğretimi. (3. Edt.). Ankara: Pegem Akademi Yayıncılık.</p> <p>Yıldırım, C. (2014). Bilim Tarihi. (18. Baskı). İstanbul: Remzi Kitabevi.</p> <p>Henry, J. (2012). Bilimsel Düşüncenin Kısa Tarihi. Akılçelen Kitaplar (Translator Ayşe Mine Şengel)</p> <p>Sezgin, F. (2018). İslam Bilim tarihi Üzerine Konferanslar. Timaş Yayınları</p>

SGK908 Human Relations and Communication

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to make the students of the faculty of education know and develop awareness about the human being effective in human relations, the characteristics of the environment and the characteristics of the person he / she lives in, and the verbal and non-verbal elements that are important in human relations.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Basic concepts of communication.
	Can explain the meaning of communication.
	Can explain the elements of communication.
	Can explain the levels of communication.
	Communication skills overview
	Can explain the communication skills in general.
	Explain the concept of respect in communication.
	Explain the concept of empathy in communication.
	Can define the concept of active listening.
	Explains the concept of self-disclosure.
	Explains the concept of I language.
	The beginning and development of human relationships
	Explains the basic factors affecting human relations.
	Can explain the beginning of human relationships.
	Explains the concept of first impression.
	Can explain the stages of human relationships.
	Can explain the types of human relationships.
	Human relations and listening in communication
	Explains the concept of active listening.
	Explains the concept of listening.
	Explains the concept of reaction.
	Human relations and empathy
	Explains the concept of empathy.
	Explains the concept of perspective taking.
	Explains the concept of egocentrism.
	Explains the concept of helping.
	Explains the development of the concept of empathy.
	Self-disclosure in human affairs
	Explains the concept of self-disclosure.
Can explain the types of self-disclosure.	
Can explain the nature of self-disclosure.	
Explains the concept of Johari window.	
Can explain the functions of self-disclosure.	
Nonverbal communication in human affairs	
Explains the concept of nonverbal communication.	
Explains the concepts of culture and body language.	
Explains the elements of nonverbal communication.	
Conflict and conflict resolution from human affairs	
Explains the concept of conflict in human relations.	

Can explain the items causing the conflict.		
Explains the methods of resolving conflicts.		
Can explain the conflict resolution process.		
Emotional intelligence in human relationships		
Explains the concept of emotion.		
Explains the concept of emotional intelligence.		
Can explain emotional intelligence models.		
Communication and ego states		
Can explain the parental ego state.		
Can explain the child ego state.		
Can explain adult ego state.		
Communication functions and barriers		
Can explain the functions of communication.		
Can explain the communication barriers.		
Can explain how to overcome communication barriers.		
Basic models explaining the functioning of communication.		
Explains Laswell's communication model.		
Explains Gerbner's general communication model.		
Explains the Newcomb model.		
Explains the Jakobson model.		
Body language		
Explains the concept of body language.		
Knows the meaning of symbols used in body language		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Basic concepts of communication.	P4, P10
3	Communication skills overview	P4, P10
4	The beginning and development of human relationships	P4, P10
5	Human relations and listening in communication	P4, P10
6	Human relations and empathy	P4, P10
7	Self-disclosure in human affairs	P4, P10
8	Nonverbal communication in human affairs	P4, P10
	Midterm Exam	
9	Conflict and conflict resolution from human affairs	P4, P10
10	Emotional intelligence in human relationships	P4, P10
11	Communication and ego states	P4, P10
12	Communication functions and barriers	P4, P10
13	Basic models explaining the functioning of communication.	P4, P10
14	Body language	P4, P10
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1- What is the name of a human-specific phenomenon that is a product of the human survival style and changes according to the developments in the way human existence, or the conversations that operate as a verbal process between human and human? A- Empathy B- Case C-Communication D-Transportation	
Answer Key	1-C	
Source Books	İnsan İlişkileri ve İletişim, Pegem Akademi	

İnsan İlişkileri ve İletişim

Edirce: Alim KAYA



— 13. Baskı —

PEŞEM
AKADEMİ

SGK917 Turkish Music

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	It aims to be able to teach and use the knowledge in the light of the concepts of traditional Turkish music sounds and frets and the interval, quartet and pentacle consisting of these strings, and to recognize these modes.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Exercises of Çargâh scale. General information about Turkish music.
	Recognizes the terms of Turkish music.
	Can hit all modalities up to 10 times.
	Exercises of Çargâh scale. Continuation of information about Turkish music
	Recognizes and voices notes on the string
	Recognizes the modifier signs used in Turkish music.
	Buselik quintet and semai rhythm and related study reading
	Recognizes the Turkish music system.
	Understands the Turkish music system.
	Semai and sofyan rhythms with Buselik pentacle and reading studies about them
	Recognizes the Buselik quintet
	Voices the Buselik quintet
	Rast quintet and Türk Aksağı method and reading studies about them
	Recognizes the Uşşak quartet.
	Vocalizes the Uşşak quartet.
	Repetition of taught fours and fives
	Recognizes Hüseyini the quintet.
	Voices Hüseyini the quintet.
	Performing the taught fours and fives
	Recognizes Kürdi the quintet.
	Voices Kürdi the quintet.
	Uşşak quartet, hüseyini pentacle and Yürük Semai rhythm and reading studies about them
	Recognizes Hejaz the quintet.
	Voices Hejaz the quintet.
	Kürdi and Hejaz pentacle and düyek method and reading studies on them
	Recognizes Rast the quintet.
	Voices Rast the quintet.
	Çargâh maqam and aksak method and reading etude in this Çargah maqam.

	Recognizes Çargah the quintet.
	Voices Çargah the quintet.
	Buselik and reading studies in this maqam
	Recognizes Çargah the quintet.
	Voices Çargah the quintet.
	Kürdi and reading studies in this maqam
	Recognizes Buselik the quintet.
	Voices Buselik the quintet.
	Repetition-vocalization of the taught fourfives
	Recognizes Uşşak the quintet.
	Voices Uşşak the quintet.

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Exercises of Çargâh scale. General information about Turkish music.	P1, P10
3	Exercises of Çargâh scale. Continuation of information about Turkish	P1, P10
4	Buselik quintet and semai rhythm and related study reading	P1, P10
5	Semai and sofyân rhythms with Buselik pentacle and reading studies about them	P1, P10
6	Rast quintet and Türk Aksağı method and reading studies about them	P1, P10
7	Repetition of taught fours and fives	P1, P10
8	Performing the taught fours and fives	P1, P10
	Midterm Exam	
9	Uşşak quartet, hüseyîni pentacle and Yürük Semai rhythm and reading studies about them	P1, P10
10	Kürdî and Hejaz pentacle and düyek method and reading studies on them	P1, P10
11	Çargâh maqam and aksak method and reading etude in this Çargah maqam.	P1, P10
12	Buselik and reading studies in this maqam	P1, P10
13	Kürdi and reading studies in this maqam	P1, P10
14	Repetition-vocalization of the taught fourfives	P1, P10
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1. How are the procedures divided? Describe (10 points). 2. Briefly describe the Tampere system and 24-sound system (10 points).	

Answer Key	<ol style="list-style-type: none">1. The schools are divided into two according to their structure and time. According to their structure, they are divided into two as simple, compound, and large and small according to their time.2. Tampere string consists of an octet divided into twelve equal parts. The 24-sound system consists of dividing an octet into 24 unequal parts.
Source Books	Geleneksel Türk Sanat Müziği Solfej ve Nazariyatı (Alper Demir) 1

ELECTIVE PROFESSIONAL KNOWLEDGE COURSES

SMB Child Psychology

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to gain competencies regarding development, factors affecting development, problems that can be seen in children and the solution of these problems during childhood from prenatal period to the end of adolescence.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Different Perspectives on Child Development
	Knows historical perspectives
	Explains the evolutionary perspective
	Evaluates the normative approaches
	Discussed Topics in Developmental Psychology
	Analyzes the influence of heredity and environment on development
	Explains the effects of first experiences and subsequent experiences on development.
	Explains the effects of individual characteristics on development.
	Knows the universal principles of development
	Research Methods in Developmental Psychology
	Knows the stages of the scientific method
	Knows data collection techniques
	Understands scientific research methods
	Evaluates research designs
	Developmental Theories
	Knows Psychoanalytic Theories
	Knows Learning Theories
	Knows Humanist Theories
	Knows Cognitive Theories
	Basic Concepts, Principles and Development Periods
	Explain the basic concepts of development.
	Knows the principles of development
	Analyzes the factors affecting the development
	Knows the stages of development
	Physical Development
	Knows the physical development characteristics of 0-3 years old
	Knows the physical development characteristics of 3-6 years old
	Knows the physical development characteristics of 7-11 years old
	Explain the factors related to physical development
	Psychomotor Development
	Explains the characteristics of motor development between 0-3 years.
Explains the motor developmental characteristics of 3-6 years.	
Explains the motor development characteristics of 7-11 years old	
Sexual Development	
Knows sexual development characteristics	
Evaluates the father's role in sexual development	
Analyzes the points to be considered when giving sexual education to children	
Evaluates sexual questions and answers to them	
Cognitive Development	

Knows Piaget's theory of cognitive development
Explains the sensory-motor period developmental characteristics
Describes the pre-operative period development characteristics
Explains concrete transactional period development features
Explains the developmental characteristics of the abstract processing period.
Evaluates the factors affecting the development of abstract thinking.
Knows Vygotsky's theory of language and cognitive development
Knows information processing theory
Explains the development of intelligence
Evaluates the impact of the school on development
Language development
Knows the basic components and rules of the language
Explains language development theories
Analyzes developmental characteristics of language development periods
Explains emotional development
Knows the concept of commitment
Explains the development of trust and insecurity
Explain the concepts of personality and temperament.
Analyzes the concepts of self development, autonomy, self-concept and self-confidence.
Community Development
Knows the concept of social cognition
Explains social development in infancy
Explains social development in primary education period
Knows the factors affecting socialization
Moral Development
Knows Jean Piaget's Theory of Mental Moral Development
Kohlberg's Theory of Mental Moral Development

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	P4, P5, P7
2	Different Perspectives on Child Development	P4, P5, P7
3	Discussed Topics in Developmental Psychology	P4, P5, P7
4	Research Methods in Developmental Psychology	P4, P5, P7
5	Developmental Theories	P4, P5, P7
6	Basic Concepts, Principles and Development Periods	P4, P5, P7
7	Physical Development	P4, P5, P7
8	Psychomotor Development	P4, P5, P7
	Midterm Exam	
9	Sexual Development	P4, P5, P7
10	Cognitive Development	P4, P5, P7
11	Language development	P4, P5, P7
12	Knows the concept of commitment	P4, P5, P7
13	Community Development	P4, P5, P7
14	Moral Development	P4, P5, P7
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1. Briefly explain the developmental theories. 2. Briefly explain the basic concepts of development. 3. Briefly describe Piaget's cognitive development stages.	


<p>Answer Key</p>	<p>1. The theories in Chapter 4 will be outlined and explained with their important concepts. 4-5 sentences about each theory are sufficient. Scoring will be done by dividing the total score to the number of theories.</p> <p>2. The five concepts of important development (growth, maturation, learning, readiness and development) mentioned in Chapter 5 are expected to be explained in 4-5 sentences. Scoring will be done by dividing the total score to the number of concepts.</p> <p>3. As stated in Chapter 9, 4 phases of Piaget's theory are written and each phase is explained with 4-5 sentences. The student who just writes the names of the stages gets one third of the total score.</p>
<p>Source Books</p>	<div data-bbox="520 495 821 927" data-label="Image"> </div> <p>Banu Yazgan İnanç, Meral Kılıç Atıcı, Mehmet Bilgin (2018). Gelişim Psikolojisi I. Ankara: Pegem Akademi.</p>
<p>Supplementary Resources and Reading List</p>	

SMB Comparative Education

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to inform teacher candidates about comparative education, to determine the education systems in different countries, the management of education systems, teacher training models, based on the process dimensions of educational organizations; to compare the education systems of countries with Turkish Education System and to enable teacher candidates a critical point of view on the subjects related with education systems.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	The Purposes and Definition of Comparative Education, Its Historical Development
	Makes the definition of comparative education.
	Explains the aims of comparative education.
	Gives information about the historical development of comparative education.
	Turkish Education System
	Gives information about the social, political and economic structure of the Turkish Education System.
	States the aims and principles of the Turkish Education System.
	Explains the administrative structure of the Turkish Education System.
	Explains the school system structuring of the Turkish Education System.
	Specifies the process dimension of the Turkish Education System.
	South Korea Education System
	Gives information about the social, political and economic structure of the South Korean Education System.
	States the aims and principles of the South Korean Education System.
	Explains the administrative structure of the South Korean Education System.
	Explains the school system structuring of South Korean Education System.
	Indicates the process dimension of the South Korean Education System.
	Makes a comparison between Turkish Education System and South Korean Education System.
	Japan Education System
	Gives information about the social, political and economic structure of the Japanese Education System.
	States the aims and principles of the Japanese Education System.
	Explains the administrative structure of Japan Education System.
	Explains the school system structuring of Japan Education System.
	Specifies the process dimension of the Japanese Education System.
	Makes a comparison between the Turkish Education System and the Japanese Education System.
	Singapore Education System
	Gives information about the social, political and economic structure of the Singapore Education System.
	States the aims and principles of the Singapore Education System.
	Explains the administrative structure of the Singapore Education System.
	Explains the school system structuring of Singapore Education System.
Specifies the process dimension of the Singapore Education System.	
Makes a comparison between Turkish Education System and Singapore Education System.	
Finnish Education System	
Gives information about the social, political and economic structure of the Finnish Education System.	
Specifies the aims and principles of the Finnish Education System.	
Explains the administrative structure of the Finnish Education System.	
Explains the school system structuring of Finnish Education System.	
Indicates the process dimension of the Finnish Education System.	
Makes a comparison between Turkish Education System and Finland Education System.	

Education system of USA
Gives information about the social, political and economic structure of the Education System of USA
States the aims and principles of the Education System of USA
Explains the administrative structure of the Education System of USA
Explains the school system structuring of the Education System of USA
Specifies the process dimension of the Education System of USA
Makes a comparison of the Education System of USA and the Turkish Education System,
Chinese Education System
Gives information about the social, political and economic structure of the Chinese Education System.
States the aims and principles of the Chinese Education System.
Explains the administrative structure of the Chinese Education System.
Explains the school system structuring of the Chinese Education System.
Specifies the process dimension of the Chinese Education System.
Makes a comparison between Turkish Education System and Chinese Education System.
Canadian Education System
Gives information about the social, political and economic structure of the Canadian Education System.
States the aims and principles of the Canadian Education System.
Explains the administrative structure of the Canadian Education System.
Explains the Canadian Education System's school system structuring.
Specifies the process dimension of the Canadian Education System.
Makes a comparison between the Turkish Education System and the Canadian Education System.
Cuban Education System
Gives information about the social, political and economic structure of the Cuban Education System.
States the aims and principles of the Cuban Education System.
Explains the administrative structure of the Cuban Education System.
Explains the school system structuring of the Cuban Education System.
Specifies the process dimension of the Cuban Education System.
Makes a comparison between the Turkish Education System and the Cuban Education System.
Education System of India
Gives information about the social, political and economic structure of the Indian Education System.
Indicates the aims and principles of the Indian Education System.
Explains the administrative structure of the Indian Education System.
Explains the school system structuring of Indian Education System.
Indicates the process dimension of the Indian Education System.
Makes a comparison between Turkish Education System and Indian Education System.
Education System in Germany
Gives information about the social, political and economic structure of the German Education System.
Specifies the aims and principles of the German Education System.
Explains the administrative structure of the German Education System.
Explains the school system structuring of the German Education System.
Specifies the process dimension of the German Education System.
Makes a comparison between the Turkish Education System and the German Education System.
General review - End of term poster exhibition
Makes comments on Education Systems.
Analyzes the similarities and differences of Turkish Education System with other countries.


Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation week	
2	The Purposes and Definition of Comparative Education, Its Historical Development	P4, P5, P7, P13
3	Turkish Education System	P4, P5, P7, P13
4	South Korea Education System	P4, P5, P7, P13
5	Japan Education System	P4, P5, P7, P13
6	Singapore Education System	P4, P5, P7, P13
7	Finnish Education System	P4, P5, P7, P13
8	Education system of USA	P4, P5, P7, P13

		Midterm Exam	
9		Chinese Education System	P4, P5, P7, P13
10		Canadian Education System	P4, P5, P7, P13
11		Cuban Education System	P4, P5, P7, P13
12		Education System of India	P4, P5, P7, P13
13		Education System in Germany	P4, P5, P7, P13
14		General review - End of term poster exhibition	P4, P5, P7, P13
		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		1-Which of the following is not one of the issues to be considered when evaluating data based on different education systems? a) Going down to the causes of difference. b) To explain the difference. c) To interpret the difference. d) Putting data side by side. e) To suggest solutions for what to do.	
Answer Key		1-D	
Source Books			Balcı, Ali. (2009). Karşılaştırmalı Eğitim Sistemleri. Ankara: PegemA Yayıncılık.
Supplementary Resources and Reading List		Demirel, Özcan. (2000) Karşılaştırmalı Eğitim sistemleri, Ankara: PegemA Yayıncılık. Erdoğan, İrfan (2000) Çağdaş Eğitim Sistemleri, Ankara: Sistem Yayıncılık. Türkoğlu, A ve diğerleri (2012) Karşılaştırmalı Eğitim Yansımaları, Ankara: PegemA Yayıncılık. Sağlam, M. (1999). Avrupa ülkelerinin eğitim sistemleri. Eskişehir: Anadolu Üniversitesi Eğitim Fakültesi Yayınları. OECD. <i>Education at a glance</i> . Paris. Erginer, A. (2009). <i>Avrupa birliği eğitim sistemleri Türkiye eğitim sistemiyle karşılaştırmalar</i> . Ankara: Pegem Akademi. UNESCO. <i>Statistical yearbook</i> . Paris. UNESCO. <i>World data on education</i> . Türkoğlu, A. (1998). <i>Karşılaştırmalı eğitim: dünya ülkelerinden örneklerle</i> . Adana: Baki Kitabevi. EURYBASE. <i>The information database on education systems in Europe</i> .	

SMB Critical and Analytical Thinking

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to teach the concepts of critical and analytical thinking, to comprehend the basic features of critical and analytical thinking, to teach critical and analytical thinking with the features of critical thinkers, and to gain critical and analytical listening, thinking and writing skills.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Basic concepts and definitions of thinking
	Explains the concept of thinking
	Explains thinking styles
	Describes the types of thinking
	Explains reasoning
	Analytical thinking
	Explains analytical thinking
	Evaluates the relationship between international exams (PISA, TIMSS) and analytical thinking.
	Critical Thinking
	Understands the basic features of critical thinking.
	Understands the importance of critical thinking.
	Understands the criteria of critical thinking.
	Characteristics of the Critical Thinker
	Understands the characteristics of a critical thinker
	Defines universal intellectual standards
	Defines universal intellectual elements
	Scope and skills of critical thinking
	Understands the cognitive and affective domain behaviors of critical thinking.
	Explains critical thinking skills.
	Critical Thinking Strategies and trend
	Understands affective and cognitive strategies in critical thinking
	Factors that affect Critical Thinking
	Evaluates factors that affect critical thinking, such as gender intelligence.
	Understands other factors affecting critical thinking.
	Critical Listening
	Understands types of listening
	Understands effective listening styles
	Understands the importance of critical listening
	Critical Reading and Writing
Understands the difference of critical reading from other types of reading.	
Evaluates the concept of critical reading	
Critical Thinking Training	
Understands the critical thinking education process	
Understands critical thinking strategies	
Techniques that can be used in Critical Thinking Education	
Understands the techniques used in critical thinking education	
Understands the teacher's role in critical thinking education	
Measuring Critical Thinking Skills	
Evaluates the critical thinking tools adapted to Turkish.	

Some Critical Thinking Tools developed in Turkey		
Assesses critical thinking tools developed in Turkey		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Basic concepts and definitions of thinking	P6, P7, P8
3	Analytical Thinking	P6, P7, P8
4	Critical Thinking	P6, P7, P8
5	Characteristics of the Critical Thinker	P6, P7, P8
6	Scope and skills of critical thinking	P6, P7, P8
7	Critical Thinking Strategies and trend	P6, P7, P8
8	Factors that affect Critical Thinking	P6, P7, P8
	Midterm Exam	
9	Critical listening	P6, P7, P8
10	Critical reading and writing	P6, P7, P8
11	Critical Thinking Training	P6, P7, P8
12	Techniques That Can Be Used in Critical Thinking Education	P6, P7, P8
13	Measuring Critical Thinking Skills	P6, P7, P8
14	Some Critical Thinking Tools developed in Turkey	P6, P7, P8
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1-Which of the following is one of the rules of thinking according to Aristotle? a-Conflictism principle b-Feeling c-Asking d- Dreaming e-Believe	
Answer Key	1-a	
Source Books		Yılmaz, K. (2019).Eleştirel ve analitik düşünme Ankara: Pegem Akademi.
Supplementary Resources and Reading List	Kurnaz, A. (2019). Eleştirel düşünme öğretimi etkinlikleri: Planlama-uygulama ve değerlendirme. Konya: Eğitim Yayınevi.	


SMB Curriculum Development in Education

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	It is aimed that the students have general information about the development of Educational programs and become acquainted with the basic theories, principles and approaches on the subject.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Basic concepts used in program development
	Defines the concept of Educational program.
	Explains the concept of curriculum development with their own expressions.
	Compares the concepts of curriculum, curriculum and curriculum.
	Discusses the relationship between education program and teaching.
	Defines the concept of implicit program.
	Establishes a relationship between curriculum, implicit curriculum, learning and teaching.
	Values planning in education.
	Historical foundations of program development
	Explains the understanding of education in the periods before Christ
	Summarizes the understanding of education in medieval Europe
	Interprets the historical development of Educational programs in the USA
	Interprets the historical development of the field of education programs in Europe
	Summarizes the historical development of the field training program in Turkey
	Compares the historical development of the field training programs in US, Europe and Turkey.
	Philosophical foundations of program development
	Explains idealism from basic philosophical approaches.
	Explains realism, one of the basic philosophical approaches.
	Explains pragmatism, one of the basic philosophical approaches.
	Explains existentialism, one of the basic philosophical approaches.
	Interprets perpetualism from educational philosophies
	Interprets essentialism from Educational philosophies
	Interprets progressivism from Educational philosophies
	Interprets re-fiction from educational philosophies
	Relates basic philosophical approaches and Educational philosophies.
	Evaluates the Educational philosophy that s/he has adopted or designed as a teacher candidate.
	Psychological foundations of program development
	Lists the main features of behavioral learning theory
	Explains the reflection of behaviorism on education programs with examples
	Lists the main features of cognitive learning theory
	Explains the reflection of cognitive learning theory on Educational programs with examples
Lists the main features of constructivist learning theory	
Explains the reflection of the constructivist approach on education programs with examples.	
Lists the main features of the humanistic approach	
Explains the reflection of humanistic approach on Educational programs with examples.	
Social and economic foundations of program development	
Establishes the relationship between socialization and education program	
Interprets the relationship between education programs and economy.	
Elements of training programs: Goals	
Explains cognitive domain goals with examples using Bloom (1956) taxonomy.	
Uses Anderson and Krathwohl (2001) taxonomy to illustrate cognitive domain goals.	
Designs cognitive domain goals related to a given topic (e.g. cooking)	

Explains affective domain targets with examples using Krathwohl's taxonomy.
Designs affective domain goals related to a given topic (e.g. environmental cleanliness)
Describes with examples of kinetic field targets using Simpson (1972) taxonomy.
Designs psychomotor field goals related to a given topic (e.g. cycling)
Elements of training programs: Content
Explains the considerations in content selection
Applies content editing principles
Evaluates the different strategies used in content editing.
Makes a table of indications for a given course unit.
Elements of Educational programs: Learning-teaching process and evaluation
Compares teaching strategies
Gives examples of teaching methods
Gives examples of teaching techniques
Describes the types of evaluation
Designs assessment situations for the cognitive domain
Designs assessment situations for the affective domain.
Designs assessment situations for the psychomotor domain.
Program development process and Needs analysis
Values the creation of working groups in program development
Prepares a program development work plan
Explains the concept of need
Evaluates needs analysis models
Lists needs assessment techniques
Curriculum design approaches
Explains subject-centered education program designs
Explains learner-centered education program designs
Explains problem-centered education program designs
Program development models
List sthe basic features of program development models used in America.
Lisst the basic features of curriculum development models used in Europe.
Lists the basic characteristics of program development model used in Turkey.
Program evaluation approaches
Explains Tyler's goal-based program evaluation model.
Explains the basic similarities of the utilitarian approach-based evaluation models (Provus's differences approach, Stufflebeam's context-input-time-output model, Stake's contingency probability model).
Explains the basic similarities of evaluation models based on intuitive / pluralist approach (Eisner's Educational criticism model, Stake's response to need model).

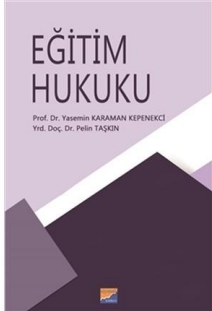
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Basic concepts used in program development	P13, P14
3	Historical foundations of program development	P13, P14
4	Philosophical foundations of program development	P13, P14
5	Psychological foundations of program development	P13, P14
6	Social and economic foundations of program development	P13, P14
7	Elements of training programs: Goals	P13, P14
8	Elements of training programs: Content	P13, P14
	Midterm Exam	
9	Elements of Educational programs: Learning-teaching process and evaluation	P13, P14
10	Program development process and Needs analysis	P13, P14

11		Curriculum design approaches	P13, P14
12		Program development models	P13, P14
13		Program evaluation approaches	P13, P14
14		Repetition of the subjects and preparation for the exam	P13, P14
		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		1) Based on the layered education model; which of the following requires a higher level of skill in a task list created according to different levels on balanced nutrition? a) Compiling newspaper articles on balanced nutrition b) Writing a self-criticism about a balanced diet c) Prepare a schedule of what you eat in a day d) Separating food types into groups e) Meeting with a nutritionist	
Answer Key		1.b	
Source Books		<p>Özcan Demirel (2014). Eğitimde program geliştirme: Kuramdan Uygulamaya. 21.Edt.. Pegem Akademi: Ankara. Merkez kütüphane yer no: 370.732/D369k</p> 	
Supplementary Resources and Reading List		Hasan Şeker (2014). Eğitimde program geliştirme: Kavramlar ve Yaklaşımlar. Anı Yayıncılık: Ankara Merkez kütüphane	

SMB Education Law

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aims of the course is to give information on subjects such as basic concepts of law and administrative law; sources of management law; rights and duties in management; The Convention on the Rights of the Child and the Declaration of Human Rights; administrative and judicial control of teachers; Basic laws establishing and regulating the Turkish Education System; duties, rights and responsibilities of education stakeholders.

Subjects and Learning Outcomes		
The Learning Outcomes of the Course	Basic concepts in Educational law	
	Explains the concept of education and the functions of education.	
	Distinguishes and explains the rules of social order	
	Explains the sources of law	
	Explains the branches of law	
	Explains the organization of the judicial system	
	Explains legal systems	
	Explains the relationship between education and law	
	Defines education law, explains its scope	
	Explains the place of education law in the legal system	
	Explains the organization of education law	
	Explains the theoretical framework of education law	
	Explains the necessity of education law education	
	Legal bases of the right to education	
	Explain the concepts of right, freedom, duty and human rights.	
	Lists and explains fundamental rights and freedoms	
	Explains the concept of right to education	
	Recognizes and interprets the national legal bases of the right to education	
	Knows the legal bases of various Educational fields	
	Recognizes and interprets the international legal bases of the right to education	
	Rights and responsibilities of education stakeholders	
	Knows and explains the rights of students	
	Knows and explains students' responsibilities	
	Knows and explains the rights of teachers	
	Knows and explains teachers' responsibilities	
	Knows and explains the rights of education administrators	
	Knows and explains the responsibilities of education administrators	
	Knows and explains the rights of education inspectors	
Knows and explains the responsibilities of education inspectors		
Knows and explains the rights of parents		
Knows and explains the responsibilities of parents		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Basic Concepts in Education Law	P4, P5, P7
3	Basic Concepts in Education Law	P4, P5, P7

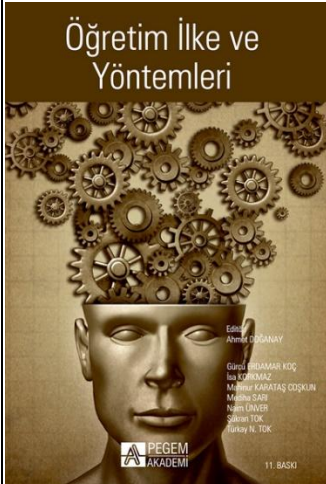
4	Basic Concepts in Education Law	P4, P5, P7
5	Basic Concepts in Education Law	P4, P5, P7
6	Legal Bases of the Right to Education	P4, P5, P7
7	Legal Bases of the Right to Education	P4, P5, P7
8	Legal Bases of the Right to Education	P4, P5, P7
	Midterm Exam	
9	Rights and Responsibilities of Education Stakeholders	P4, P5, P7
10	Rights and Responsibilities of Education Stakeholders	P4, P5, P7
11	Rights and Responsibilities of Education Stakeholders	P4, P5, P7
12	Rights and Responsibilities of Education Stakeholders	P4, P5, P7
13	Rights and Responsibilities of Education Stakeholders	P4, P5, P7
14	An overview	P4, P5, P7
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	1) Write down the functions of education. 2) Define the concept of right. 3) List the rights that students have in order.	
Answer Key	1) The functions of education are: social function, political function, economic function, individual development function. 2) The interest granted to people by law is called right. 3) The rights of students are: a) The right to enroll in Educational institutions b) The right to protect health c) The right to benefit from education and training activities d) The right to participate in e) The right to privacy f) The right to be protected from abuse and neglect g) School bullying and the right to be protected from crime. h) Other rights.	
Source Books	 <p>Yasemin Karaman Kepenekci ve Pelin Taşkın (2017). Eğitim Hukuku. Ankara: Siyasal Kitabevi.</p>	
Supplementary Resources and Reading List		

SMB Mikro Teaching

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to enable teacher candidates to acquire skills related to the teaching profession in their pre-service education. Students will be provided with information about communication skills, teaching principles, learning-teaching process required for the teaching profession, and they will be provided with micro-teaching practices to reinforce this knowledge.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Communication in the Teaching Process
	Explains the features that should be considered for an effective presentation.
	Uses body language effectively while presenting.
	Makes eye contact effectively while presenting.
	Adjusts the tone of voice appropriately when presenting
	Uses the space it is in effectively while presenting
	Tries to keep the audience's interest alive while making a presentation.
	Teaching Principles
	Explains the points to be considered for an effective teaching.
	Determines the teaching principles violated in a given case study
	Determines the teaching principles used effectively in a given case study
	Outcomes and Content
	Explains the types of teaching outcomes.
	Explains the issues to be considered while editing content in teaching.
	Teaching Methods and Techniques & Evaluation
	Lists the teaching methods and techniques frequently used in the field.
	Explains the teaching methods and techniques frequently used in the field.
	Attaches importance to evaluation in the learning and teaching process
	Explains the types of assessment in the learning teaching process.
	Micro Teaching Design
	Defines the acquisition and purpose it will teach
	Determines the appropriate content regarding the outcome to be taught
	Chooses appropriate teaching methods and materials
	Chooses appropriate assessment methods
	Introduction to Micro Teaching Practices
	Provides a clear, understandable and interesting introduction to the subject he tells
	Examines the students' prior knowledge and associates it with the subject he / she is telling while giving the subject,
	Establishes the relations between the concepts in the subject he / she describes in detail.
	Speaks fluently and clearly while presenting
	Uses methods, visuals, anecdotes, case studies, questions etc.
	Uses existing materials effectively in teaching.
Includes applications that will activate students while making presentations.	
Summarizes the subject clearly while finishing his presentation.	
Emphasizes the important points again as he finishes his presentation.	
Micro Teaching Practices	
Designs a 10-minute lesson for an achievement chosen in the field.	
Applies a 10-minute lesson towards an achievement chosen in the field.	

	Evaluates the micro teaching application that he has carried out.
	Evaluates the micro education practices of other teacher candidates.

Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Communication in the Teaching Process	P4, P5, P7, P13
3	Teaching Principles	P4, P5, P7, P13
4	Outcomes and Content	P4, P5, P7, P13
5	Teaching Methods and Techniques & Evaluation	P4, P5, P7, P13
6	Micro Teaching Design	P4, P5, P7, P13
7	Introduction to Micro Teaching Practices	P4, P5, P7, P13
8	Introduction to Micro Teaching Practices	P4, P5, P7, P13
	Midterm Exam	
9	Introduction to Micro Teaching Practices	P4, P5, P7, P13
10	Introduction to Micro Teaching Practices	P4, P5, P7, P13
11	Micro Teaching Practices	P4, P5, P7, P13
12	Micro Teaching Practices	P4, P5, P7, P13
13	Micro Teaching Practices	P4, P5, P7, P13
14	Micro Teaching Practices	P4, P5, P7, P13
	Final Exam	
	Make – Up Exams	-
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	Let's assume that you want to gain your students the “We care about nutrition, cleaning and regular dental control for dental health” unit. Design an activity to achieve this gain. Describe your activity process in items.	
Answer Key	Students are expected to create an original course design.	
Source Books	Doğanay, A. (2017) Principles and Methods of Teaching. (11. Edt.). Ankara: Pegem Yayıncılık. 	
Supplementary Resources and Reading List	Demirel, Ö. (2014). Principles and Methods of Teaching: Öğretme sanatı (20.Edt. Ankara: Pegem A Yayıncılık	


	<p>Kuran, K. (2009). Mikro öğretimin öğretmenlik meslek bilgi ve becerilerinin kazanılmasına etkisi. <i>Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi</i>, 6 (11), 384-401.</p> <p>Görgen, İ. (2003). Mikro öğretim uygulamasının öğretmen adaylarının sınıfta ders anlatımına ilişkin görüşleri üzerine etkisi. <i>Hacettepe Üniversitesi Eğitim Fakültesi Dergisi</i>, 24, 56-63.</p>
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SMB Project Preparation in Education

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to teach the process of project preparation in the field of education and to gain relevant skills.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Science, Research, Project Relationship-1
	Recognizes knowledge and types
	Distinguishes between types of information
	Gives examples of differences between types of information
	Believes in the necessity of research in accessing information
	Realizes that technology is a product of scientific advances
	Explains the place and importance of science in daily life.
	Realizes that problem situations in various areas can be projected.
	Science, Research, Project Relationship-2
	Defines the concept of science
	Can explain the functions of science
	Knows the types of science
	Gives examples of the types of science
	Can explain the properties of science
	Defines the concept of scientific method
	Lists the stages of the scientific method
	Can explain the features of the scientific method
	Defines the concept of research
	Knows the types of research
	Can explain basic and applied research
	Can explain the qualities of the research
	Can explain wrong attitudes towards research with examples.
	Can explain ethical behavior in science
	Can explain unethical behavior in science
	Explains the relationship between science, research and project
	What is the project? What are its features?
	What defines the project
	Lists the properties of the project
	Explains the necessary elements for project management
	Can explain the components of project management with examples
	Explains the roles and responsibilities of the project manager.
Understands the importance of time in project planning	
Explains the requirements for time planning	
Understands the importance of cost in project planning	
Explains the requirements for cost planning	
Understands the importance of resources in project planning	
Explains the requirements for resource planning	
Can give examples of the planning process through project examples	
Explains the importance of doing research in the project preparation process.	
Realizes the main purposes of preparing a project.	
Explains the reasons for preparing a project	

Project Process: Problem Selection
Gives examples of situations in which he / she is uncomfortable
What is the research problem?
Explains the criteria used in problem selection with examples.
Understands the importance of variables in defining a research problem.
Can explain variable types with examples
Can give examples of problem situations through project examples
Determines the subject related to the subject that is irrelevant.
What defines the purpose of the research
Can classify research objectives according to the types of expression
What defines a hypothesis
Can explain types of hypotheses with examples
Determines the hypothesis in a project he / she examines and decide what kind of hypothesis it is.
Knows the points to be considered while revealing the importance of the research
Asks questions for the solution of the problem he / she has identified.
Can give examples of hypothesis suitable for the problem through project examples
Knows what characteristics the limitations of research should have
Can examine and evaluate the limitations in the projects he / she examines in line with the features they should have.
Knows what kind of definitions should be included under the title of definitions in research.
Knows the difference between functional definition and conceptual definition
Can evaluate the definitions under the title of definitions in the projects he / she examines according to the characteristics they should have.
Project Process-Method (Research Model-1)
Can explain the method section of the research with its subtitles.
Knows what research model is
Defines the scanning model, one of the research models, together with its basic features.
Explains the types of scanning models in research with examples.
Describes the trial model, one of the research models, together with its basic features.
What is causation and what are the necessary conditions?
Explains the types of trial models in research with examples
Can explain the control states of variables in research with examples
Project Process-Method (Research Model-2)
Explains the types of trial models in research with examples
Can compare trial environments according to their characteristics
Defines internal validity
Can explain the factors affecting internal validity
Defines external validity
Can explain the factors affecting external validity
Evaluates the project samples he / she has examined according to the features that he / she should have in terms of research model.
Project Process-Method (Universe and Sample-1)
What defines the universe
What defines a sample
What defines sampling
Lists the sampling steps
Can explain sampling types with examples
Can explain possible errors in sampling
Evaluates the samples of the projects he / she has examined according to the characteristics of the universe and sample situations.
Project Process-Method (Data and Collection-1)
What defines data
Can explain data types with examples
What defines measurement
Can explain the types of measurement with examples
Can explain the types of scales with examples
Explains evaluation errors with examples
Can explain the features that measurement tools should have

Project Process: Data and Collection		
Data collection can explain common processes		
Understands the observation technique, one of the data collection techniques, in terms of the features it should have.		
Understands the interview technique, one of the data collection techniques, in terms of the features it should have.		
Understands the correspondence technique, one of the data collection techniques, in terms of the features it should have.		
Comprehends the documentary scanning technique, one of the data collection techniques, in terms of the features it should have.		
Can compare data collection techniques with each other		
Evaluates the data collection techniques used in the project examples he / she examined in terms of the properties they should have.		
Project Process-Method (Data Analysis and Interpretation)		
What is the processing of data? What are its features?		
What are the features of data analysis?		
Can explain the place and importance of statistics in research		
Can explain types of statistics with examples		
Understands the meaning and purpose of hypothesis testing in predictive analysis		
Can explain the statistical techniques used in testing the probability in terms of situations in which they are used.		
Interpretation of the data rarely defines		
Can illustrate possible mistakes in analyzing data		
Evaluates the data analysis techniques used in the project samples he / she examines in terms of the properties they should have.		
Project Process - Findings and Comments		
What defines a finding		
Can explain the types of findings with examples		
What defines interpretation		
Can explain the types of comments with examples		
Understands the importance of limitations in interpreting the findings		
Evaluates the findings and interpretation section of the project samples he / she examined in terms of the features they should have.		
Project Process - Results, Discussion and Suggestions - 1		
Knows how to express research results		
Understands the importance of associating the relevant literature with the relevant literature while ranking the research results.		
Knows the types of suggestions given in line with research results		
Can explain types of suggestions with examples		
Knows what characteristics the summary of the research should have when the research is complete		
Can list the requirements of bibliography in research		
Can evaluate the sample references in terms of required features		
Knows what kind of information / documents should be included in the appendix part of the research.		
Evaluates the results, discussions and suggestions in the project examples he / she has examined in terms of the features they should have.		
Can write a research proposal		
Reporting the Project		
Establishes the relationship between project preparation steps and project writing steps.		
Organizes the data obtained in accordance with the steps of project writing.		
Writes the project report in accordance with the steps of project writing.		
Makes his project ready for presentation.		
Exhibits his project.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	
2	Science, Research, Project Relationship-1	P8, P11

3	Science, Research, Project Relation-2	P8, P11
4	What is the project? What are its features?	P8, P11
5	Project Process: Problem Selection	P8, P11
6	Project Process-Method (Research Model-1)	P8, P11
7	Project Process-Method (Research Model-2)	P8, P11
8	Project Process-Method (Universe and Sample-1)	P8, P11
	Midterm Exam	
9	Project Process-Method (Data and Collection-1)	P8, P11
10	Project Process: Method (Data and Collection-2)	P8, P11
11	Project Process-Method (Data Analysis and Interpretation)	P8, P11
12	Project Process - Findings and Comments	P8, P11
13	Project Process - Results, Discussion and Suggestions	P8, P11
14	Reporting the Project	P8, P11
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	<p>I. There is a high relationship between variables II. Change result variable first, cause variable then value III. There are no other variables that can explain the relationship.</p> <p>1. Which or which of the above conditions must be met in order to qualify the relationship between the two variables causally?</p> <p>a) I b) II c) I and III d) II and III e) I, II and III</p>	
Answer Key	1-e	
Source Books	 <p>-Karasar, Niyazi (2012). Bilimsel Araştırma Yöntemi. Ankara: Nobel Akademi -Çolakoglu M., H. (2019). Eğitim Projeleri-Hazırlama ve Uygulama Rehberi. Ankara: Nobel Akademi</p>	
Supplementary Resources and Reading List	Olgun, H., Yavuz, A. ve Yokuş, E. (2018). Proje Hazırlama Ders Kitabı. Ankara:Meb Yayınları	

ELECTIVE MAIN COURSES

ASID901 Language and Society

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to present the relationship between language and society in different contexts for foreign language teachers.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Language and society Can develop an understanding of language and community issues.
	Language attitudes Explains the perspective of individuals and societies on language acquisition.
	Multilingualism Explains the social effects of multilingualism.
	Other countries besides English and UK Can develop awareness of English spoken in other countries other than England.
	Language policies Learns about language politics.
	Language and variability Gains knowledge of language variations.
	Language and gender Can explain the relationship between language and gender.
	Language and interaction Can explain the relationship between language and interaction.
	Interactive communication Examines the relationship between individuals, societies and cultures in the context of language.
	Language and culture Can explain the relationship between language and culture.
	Ethnography of communication Explains the relationship between communication, culture and society.
	Speech acts

	Can explain and transfer speech acts.		
	Language and education		
	Can explain the relationship between language and education		
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	-	Orientation Week	-
2	-	Language and society	P1, P10
3	-	Language attitudes	P1, P10
4	-	Multilingualism	P1, P10
5	-	Other countries besides English and UK	P1, P10
6	-	Language policies	P1, P10
7	-	Language and variability	P1, P10
8	-	Language and gender	P1, P10
	-	Language and interaction	
9	-	Midterm Exam	P1, P10
10	-	Interactive communication	P1, P10
11	-	Language and culture	P1, P10
12	-	Ethnography of communication	P1, P10
13	-	Speech acts	P1, P10
14	-	Language and education	P1, P10
	-	Final Exam	
	-	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		
Sample Questions			
Answer Key			
Source Books	McKey,S.L. & Hornberger, N.H. (1996). Sociolinguistics and Language Teaching. Cambridge University Press		
Supplementary Resources and Reading List	Holmes, J. (2013). An introduction to sociolinguistics. Routledge		

ASİD902 World English and Culture

Lecturer	Asst. Prof. Dr. Uğur ADA
E-mail	ugur.ada@gop.edu.tr
Course Hours	Thursday
Classroom	BD16
The Aim of the Course	The general aim of this course is to understand the role and importance of English as a world language.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introducing the course, obtaining resources and assigning assignments
	Develops the ability to work, plan and implement together.
	The use of English as an international language, English as a common language and different uses of English in the world
	Explains the importance and effect of English as an international language.
	Reflections of the use of English as an international language on English teaching and teacher education
	Explains the effect of the international character of English on language teaching.
	Concentric circles and pedagogical reflections of Kachru
	Explains Kachru's concentric circles and its relationship with language teaching.
	Byram's concept of savoir and intercultural communication skills. Pedagogical implications of these
	Explains Byram's concept of savoir and its relationship with language teaching.
	Whorf's concept of Linguistic relativism and its pedagogical reflections
	Explains Whorf's concept of Linguistic relativism and its relationship with language teaching.
	Developing students' awareness of the relationship between language and culture and examining the place of culture in language teaching
	Understands the importance of English in intercultural communication.
	Examining cultural elements in textbooks
	Examines various materials used in English lessons in terms of cultural elements.
	Analysis of the Educational value of cultural elements in literary works and films
	Makes certain pedagogical decisions in teaching English as a means of intercultural communication.
	Analysis the Educational value of the media in terms of cultural elements
Make certain pedagogical decisions in teaching English as a means of intercultural communication.	
In-class applications	
Can develop applications on teaching English in different cultures.	
In-class applications	

	Can develop applications on teaching English in different cultures.		
	In-class applications		
	Can develop applications on teaching English in different cultures.		
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	P1, P10
2	25.09.2025	Introducing the course, obtaining resources and assigning assignments	P1, P10
3	02.10.2025	The use of English as an international language, English as a common language and different uses of English in the world	P1, P10
4	09.10.2025	Reflections of the use of English as an international language on English teaching and teacher education	P1, P10
5	16.10.2025	Concentric circles and pedagogical reflections of Kachru	P1, P10
6	23.10.2025	Byram's concept of savoir and intercultural communication skills. Pedagogical implications of these	P1, P10
7	30.10.2025	Whorf's concept of Linguistic relativism and its pedagogical reflections	P1, P10
8	06.11.2025	Developing students' awareness of the relationship between language and culture and examining the place of culture in language teaching	P1, P10
9	8.11.2025-16.11.2025	Examining cultural elements in textbooks	P1, P10
	20.11.2025	Midterm Exam	
10	27.11.2025	Analysis of the Educational value of cultural elements in literary works and films	P1, P10
11	04.12.2025	Analysis the Educational value of the media in terms of cultural elements	P1, P10
12	11.12.2025	In-class applications	P1, P10
13	18.12.2025	In-class applications	P1, P10
14	25.12.2025	In-class applications	P1, P10
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		

Sample Questions	-
Answer Key	-
Source Books	-
Supplementary Resources and Reading List	-

ASİD903 Pragmatics and Language Teaching

Lecturer	Asst. Prof. Dr. Hande ÇETİN
E-mail	hande.cetin@gop.edu.tr
Course Hours	Thursday
Classroom	A1
The Aim of the Course	The aim of the course is to present the basic concepts of pragmatics and gain the necessary insight to study language and language-based behavior in context.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Basic Concepts I: What is Pragmatics?
	Defines and explains the concept of pragmatics.
	Basic Concepts II: Meaning, Theory of Speech Acts
	Explains the theoretical information on pragmatics.
	Basic Concepts III: Politeness, Indirectness
	Defines the concepts related to pragmatics.
	Analytical Approaches: Grice's Principles
	Explains Grice's Principles within the framework of pragmatics.
	Intercultural Pragmatics
	Explains the relationship between pragmatics and culture.
	Sublingual Pragmatics
	Explains the relationship between mother tongue and target language within the framework of pragmatics.
	Pragmatics in the classroom
	Describe the relationship between language teaching and pragmatics and explain its effects on the language teaching process.
	Topics for Learning Pragmatics in Classroom: Pragmatical and Grammatical Awareness
	Can improve their pragmatic competencies in the target language.
	Teaching Pragmatical Elements Obviously and Indirectly
	Learns about the concepts related to pragmatics.
	Pragmatical Analysis Applications in the Classroom I: Student Errors
Can understand student language and student mistakes of prospective teachers.	
Pragmatical Analysis Practices in Class II: Language Used in Teaching Materials (Natural and Constructed Language Use)	
Gains awareness of evaluating language teaching materials from a pragmatic perspective.	

Creating Opportunities for Classroom Practice			
Can plan and perform classroom practices.			
Creating Opportunities for Classroom Practice			
Can plan and perform classroom practices.			
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching	
1	15.09.2025-19.09.2025	Orientation Week	P7, P12
2	25.09.2025	Basic Concepts I: What is Pragmatics?	P7, P12
3	02.10.2025	Basic Concepts II: Meaning, Theory of Speech Acts	P7, P12
4	09.10.2025	Basic Concepts III: Politeness, Indirectness	P7, P12
5	16.10.2025	Analytical Approaches: Grice's Principles	P7, P12
6	23.10.2025	Intercultural Pragmatics	P7, P12
7	30.10.2025	Sublingual Pragmatics	P7, P12
8	06.11.2025	Pragmatics in the classroom	P7, P12
9	8.11.2025-16.11.2025	Topics for Learning Pragmatics in Classroom: Pragmatical and Grammatical Awareness	P7, P12
	20.11.2025	Midterm Exam	
10	27.11.2025	Teaching Pragmatical Elements Obviously and Indirectly	P7, P12
11	04.12.2025	Pragmatical Analysis Applications in the Classroom I: Student Errors	P7, P12
12	11.12.2025	Pragmatical Analysis Practices in Class II: Language Used in Teaching Materials (Natural and Constructed Language Use)	P7, P12
13	18.12.2025	Creating Opportunities for Classroom Practice	P7, P12
14	25.12.2025	Creating Opportunities for Classroom Practice	P7, P12
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		
Sample Questions	-		
Answer Key	-		
Source Books	Rose, K. R. & Kasper, G. (2001). Pragmatics in Language Teaching. Cambridge University Press		

Supplementary Resources and Reading List	LoCastro, V. (2003). An Introduction to Pragmatics: Social Action for Language Teachers. The University of Michigan Press Kasper, G. & Kenneth, K. R. (2002). Pragmatic Development in a Second Language. Blackwell Publishing.
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ASİD904 Coursebook Evaluation in English Language Teaching

Lecturer	Asst. Prof. Dr. Uğur ADA
E-mail	ugur.ada@gop.edu.tr
Course Hours	Friday 13.15-15.00
Classroom	CD10
The Aim of the Course	The aim of the course is to know the strengths and weaknesses of the various textbooks used in English teaching until today and to be able to select and evaluate the teaching materials suitable for today's conditions.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	What is the Introduction & Common European Framework of Reference for Languages?
	Learns about Common European Framework of Reference for Languages.
	English Curriculum in Turkey
	Learns about English Curriculum used in Turkey.
	Planning Lessons for Teaching English
	Can prepare a lesson plan for different age groups to teach English.
	Material Selection
	Prepares tools, materials and resources for English teaching.
	Properties of the constructivist curriculum and evaluation of course materials
	Examines the resources for language teaching by considering the constructivist curriculum.
	Evaluation of course materials according to the Conceptual and Functional course curriculum
	Examines the resources for language teaching by considering the conceptual and functional curriculum.
	Development and evaluation of content-based curriculum and course materials
	Can develop resources for language teaching and examine ready-made resources by considering the content-based curriculum,
	Development and evaluation of task-based curriculum and course materials
	Can develop resources for language teaching and examine ready-made resources by considering task-based curriculum.
	Sections of the curriculum
	Can plan the stages of course teaching programs.
	Needs analysis
Can develop materials according to the needs of the students.	
Planning lesson	
Can plan lessons according to various characteristics of age groups.	

Planning lesson			
Can plan lessons according to various characteristics of age groups.			
Development of measurement and evaluation materials			
Can develop assessment tools or activities according to various characteristics of age groups.			
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching	
1	15.09.2025-19.09.2025	Orientation Week	-
2	26.09.2025	What is the Introduction & Common European Framework of Reference for Languages?	P15
3	03.10.2025	English Curriculum in Turkey	P15
4	10.10.2025	Planning Lessons for Teaching English	P15
5	17.10.2025	Material Selection	P15
6	24.10.2025	Properties of the constructivist curriculum and evaluation of course materials	P15
7	31.10.2025	Evaluation of course materials according to the Conceptual and Functional course curriculum	P15
8	07.11.2025	Development and evaluation of content-based curriculum and course materials	P15
	8.11.2025-16.11.2025	Midterm Exam	
9	21.11.2025	Development and evaluation of task-based curriculum and course materials	P15
10	28.11.2025	Sections of the curriculum	P15
11	05.12.2025	Needs analysis	P15
12	12.12.2025	Planning lesson	P15
13	19.12.2025	Planning lesson	P15
14	26.12.2025	Development of measurement and evaluation materials	P15
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		
Sample Questions	-		
Answer Key	-		

Source Books	-
Supplementary Resources and Reading List	-

ASİD905 Drama in English Language Teaching

Lecturer	Asst. Prof. Dr. Hande ÇETİN
E-mail	hande.cetin@gop.edu.tr
Course Hours	Monday 13.15-15.00
Classroom	BD11
The Aim of the Course	The aim of the course is to introduce students to drama as a language teaching method.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Prepare the lesson plan and share it with students
	Can prepare and realize the teaching plan together.
	The concept of drama, its historical and etiologic development
	Can explain drama in historical and conceptual contexts.
	The stages of the lesson plan in the drama method
	Can structure the stages of the lesson plan in the drama method.
	Advantages of drama in language teaching
	Can describe the possibilities of drama method in language teaching.
	Theories and theorists of drama
	Learn about drama theories.
	Theories and theorists of drama
	Learn about drama theories.
	Drama and evaluation
	Can evaluate the language teaching process in drama activities.
	Techniques used in drama activities
	Learn about the techniques used in drama activities.
	Sample drama activities
	Can plan sample drama activities for different age groups.
	Micro-teaching practices
Can perform sample classroom drama activities for different age groups.	
Micro-teaching practices	
Can perform sample classroom drama activities for different age groups.	
Micro-teaching practices	
Can perform sample classroom drama activities for different age groups.	
Micro-teaching practices	

	Can perform sample classroom drama activities for different age groups.		
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	-
2	22.09.2025	Prepare the lesson plan and share it with students	P6, P7, P12, P13, P14, P15
3	29.09.2025	The concept of drama, its historical and etiologic development	P6, P7, P12, P13, P14, P15
4	06.10.2025	The stages of the lesson plan in the drama method	P6, P7, P12, P13, P14, P15
5	13.10.2025	Advantages of drama in language teaching	P6, P7, P12, P13, P14, P15
6	20.10.2025	Theories and theorists of drama	P6, P7, P12, P13, P14, P15
7	27.10.2025	Theories and theorists of drama	P6, P7, P12, P13, P14, P15
8	03.11.2025	Drama and evaluation	P6, P7, P12, P13, P14, P15
9	8.11.2025-16.11.2025	Techniques used in drama activities	P6, P7, P12, P13, P14, P15
	17.11.2025	Midterm Exam	
10	24.11.2025	Sample drama activities	P6, P7, P12, P13, P14, P15
11	01.12.2025	Micro-teaching practices	P6, P7, P12, P13, P14, P15
12	08.12.2025	Micro-teaching practices	P6, P7, P12, P13, P14, P15
13	15.12.2025	Micro-teaching practices	P6, P7, P12, P13, P14, P15
14	22.12.2025	Micro-teaching practices	P6, P7, P12, P13, P14, P15
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the		

	students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	-
Answer Key	-
Source Books	Adıgüzel, Ö. (2010). Eğitimde Yaratıcı Drama. Ankara: Natürel Yayınları Falmer, D. (2007). 101 Drama Games and Activities. Retrieved from www.dramaresource.com Fuentes, A. G. (2010). Break a leg! The Use of Drama in the Teaching of English to Young Learners. A Case Study.
Supplementary Resources and Reading List	-

ASID906 Material Design in English Language Teaching

Lecturer	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	It is to give information about the theory and principles of course material design for English teaching, the format for the selection of course materials, the adaptation and development of materials for language teaching, and current techniques for developing language materials.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Course material design and principles
	Can learn about the design and principles required to develop course material in language teaching.
	Use of corpus in the classroom
	Can use corpus in classroom activities.
	Use of concordance without a computer in the classroom
	Can use concordance in classroom activities
	Grammar, spoken language and material development
	Can develop materials on grammar and spoken language and prepare a lesson plan.
	Material knowledge framework
	Can prepare course material for classroom activities.
	Examination of language teaching materials
	Evaluates the ready-made course materials about language teaching.
	Examination of language teaching materials
	Evaluates the ready-made course materials about language teaching.
	Evaluation of communicative materials
	Can evaluate the materials for improving communication skills.
	English teachers' expectations from textbooks
	Can make evaluations on textbooks.
	Enabling students to visualize what they read while improving their reading ability
Can enable students to embody knowledge in activities aimed at developing language skills.	
Improving student autonomy	
Can plan activities that will improve students' individual learning skills.	
Lozanov and the teaching text	
Gains knowledge of language teaching technique and can perform applications in the classroom.	

Open Access course materials			
Can evaluate course materials accessible by teachers.			
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1		Orientation Week	-
2		Basic principles of CALL	P6, P7, P12, P13, P14, P15
3		Communicative language teaching today	P6, P7, P12, P13, P14, P15
4		Web 2.0 tools for Language teaching	P6, P7, P12, P13, P14, P15
5		Socrative	P6, P7, P12, P13, P14, P15
6		Edmodo	P6, P7, P12, P13, P14, P15
7		Schoology	P6, P7, P12, P13, P14, P15
8		Technology for teaching reading skills	P6, P7, P12, P13, P14, P15
9		Technology for teaching speaking skills	P6, P7, P12, P13, P14, P15
		Midterm Exam	
10		Technology for teaching writing skills	P6, P7, P12, P13, P14, P15
11		Technology for teaching listening skills	P6, P7, P12, P13, P14, P15
12		Technology for teaching vocabulary	P6, P7, P12, P13, P14, P15
13		Technology for teaching grammar	P6, P7, P12, P13, P14, P15
14		Use of digital stories, teaching practices with games	P6, P7, P12, P13, P14, P15
		Final Exam	
		Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the	

	students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	-
Answer Key	-
Source Books	Tomlinson, B. (1998). Materials development in language teaching. Cambridge: CUP.
Supplementary Resources and Reading List	Yalın, Halil İbrahim (2000). Instructional Technologies ve Materyal Geliştirme. Ankara: Nobel Yayın.

ASİD907 New Approaches to Teaching English

Lecturer	Asst. Prof. Dr. Elham ZARFSAZ
E-mail	elham.zarfsaz@gop.edu.tr
Course Hours	Monday 10.15-12.00
Classroom	BD11
The Aim of the Course	The aim of the course is to direct the students to form their own approaches to learning and teaching.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Starting points of English language teaching: Grammar translation and Direct Method
	Can evaluate the methods presented in terms of their benefits and limitations.
	Approaches in teaching English as a second language, academic language, special purpose language, foreign language, and international language: Behaviorism, Humanism and Nativity
	Can evaluate the methods presented in terms of their benefits and limitations.
	Eclectic approach
	Evaluates different methods and approaches in terms of their benefits and limitations and can plan them in terms of language teaching.
	Political dimension of language teaching and participatory language teaching approach
	Can evaluate the approach presented in terms of their benefits and limitations.
	Student-focused topics: Language learning strategies, collaborative learning, and multiple intelligences theory
	Can create a teaching plan by evaluating the individual differences of students in language teaching.
	The beyond method condition
	Evaluates different methods in terms of benefits and limitations and can plan them in terms of language teaching.
	Lexical Approach
	Can evaluate the approach presented in terms of their benefits and limitations.
	Using the syntax created with computer programs in language teaching
	Can evaluate the methods presented in terms of their benefits and limitations.
	Task-based language teaching
	Can evaluate the approach presented in terms of their benefits and limitations.
	Task-based language teaching applications
Can evaluate the approach presented in terms of their benefits and limitations.	
Content-based language teaching approach	
Can evaluate the approach presented in terms of their benefits and limitations.	
Content-based language teaching applications	

Can evaluate the approach presented in terms of their benefits and limitations.			
Culture in Language Teaching			
Explains and evaluates the relationship between language and culture.			
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching	
1	15.09.2025-19.09.2025	Orientation Week	-
2	22.09.2025	Starting points of English language teaching: Grammar translation and Direct Method	P6, P7, P12, P13, P14, P15
3	29.09.2025	Approaches in teaching English as a second language, academic language, special purpose language, foreign language, and international language: Behaviorism, Humanism and Nativity	P6, P7, P12, P13, P14, P15
4	06.10.2025	Eclectic approach	P6, P7, P12, P13, P14, P15
5	13.10.2025	Political dimension of language teaching and participatory language teaching approach	P6, P7, P12, P13, P14, P15
6	20.10.2025	Student-focused topics: Language learning strategies, collaborative learning, and multiple intelligences theory	P6, P7, P12, P13, P14, P15
7	27.10.2025	The beyond method condition	P6, P7, P12, P13, P14, P15
8	03.11.2025	Lexical Approach	P6, P7, P12, P13, P14, P15
	8.11.2025-16.11.2025	Midterm Exam	
9	17.11.2025	Using the syntax created with computer programs in language teaching	P6, P7, P12, P13, P14, P15
10	24.11.2025	Task-based language teaching	P6, P7, P12, P13, P14, P15
11	01.12.2025	Task-based language teaching applications	P6, P7, P12, P13, P14, P15
12	08.12.2025	Content-based language teaching approach	P6, P7, P12, P13, P14, P15
13	15.12.2025	Content-based language teaching applications	P6, P7, P12, P13, P14, P15
14	22.12.2025	Culture in Language Teaching	P6, P7, P12, P13, P14, P15
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the		

	final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	-
Answer Key	-
Source Books	West, R. (1994). Needs analysis in language teaching. <i>Language Teaching</i> , 27, 1-19. Harmer, J. (2011). <i>The practice of English language teaching</i> 4th ed. London: Pearson/Longman. Chapter 3: Background issues in language learning (pp. 49-61).
Supplementary Resources and Reading List	-

ASiD908 English Vocabulary Teaching

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The general aim of the course is to provide general methodological principles especially for vocabulary and teaching vocabulary.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Lexical approach and lexical curriculum
	Learn about the lexical approach in vocabulary teaching.
	Word types and word formation in English
	Can create dictionaries for different age groups.
	Semantics and morphology
	Can explain the concepts of semantics and morphology.
	Introducing and criticizing the traditional language teaching process (presentation-practice-production) that we call P-P-P and discussing alternative processes.
	Evaluates the approach presented in vocabulary teaching and plan lessons within the framework of this approach.
	Good lecture examples on the contextual presentation of the language, given regardless of context, and their comparison
	Can evaluate the presented approaches and plan lessons within the framework of these approaches.
	Designing and delivering integrated vocabulary lessons
	Can evaluate the approach presented and plan a lesson within the framework of this approach.
	Designing and delivering integrated vocabulary lessons
	Can evaluate the approach presented and plan a lesson within the framework of this approach.
	Designing and delivering reserved vocabulary lessons (Preparing lesson plans)
	Can evaluate the approach presented and plan a lesson within the framework of this approach.
	Designing and delivering reserved vocabulary lessons (Preparing lesson plans)
	Can evaluate the approach presented and plan a lesson within the framework of this approach.
	Presenting vocabulary learning strategies (Preparing lesson plans)
Can determine teaching strategies in line with the needs and level of the learning group.	
Presenting vocabulary learning strategies (Preparing lesson plans)	
Can determine teaching strategies in line with the needs and level of the learning group.	

Evaluation of vocabulary		
Can develop activities or tools for measuring and evaluating students' vocabulary knowledge.		
Evaluation of vocabulary		
Can develop activities or tools for measuring and evaluating students' vocabulary knowledge.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	Lexical approach and lexical curriculum	P6, P7, P12, P13, P14, P15
3	Word types and word formation in English	P6, P7, P12, P13, P14, P15
4	Semantics and morphology	P6, P7, P12, P13, P14, P15
5	Introducing and criticizing the traditional language teaching process (presentation-practice-production) that we call P-P-P and discussing alternative processes.	P6, P7, P12, P13, P14, P15
6	Good lecture examples on the contextual presentation of the language, given regardless of context, and their comparison	P6, P7, P12, P13, P14, P15
7	Designing and delivering integrated vocabulary lessons	P6, P7, P12, P13, P14, P15
8	Designing and delivering integrated vocabulary lessons	P6, P7, P12, P13, P14, P15
9	Designing and delivering reserved vocabulary lessons (Preparing lesson plans)	P6, P7, P12, P13, P14, P15
	Midterm Exam	
10	Designing and delivering reserved vocabulary lessons (Preparing lesson plans)	P6, P7, P12, P13, P14, P15
11	Presenting vocabulary learning strategies (Preparing lesson plans)	P6, P7, P12, P13, P14, P15
12	Presenting vocabulary learning strategies (Preparing lesson plans)	P6, P7, P12, P13, P14, P15
13	Evaluation of vocabulary	P6, P7, P12, P13, P14, P15
14	Evaluation of vocabulary	P6, P7, P12, P13, P14, P15
	Final Exam	
	Make – Up Exams	

Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.
Sample Questions	-
Answer Key	-
Source Books	Thornbury, S. (2002). How to teach vocabulary. Edinburgh: Pearson education ltd.
Supplementary Resources and Reading List	-

ASID909 English in Mass Communication

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of the course is to introduce English used in mass communication and to convey its differences. It is also aimed that prospective English teachers will be able to adapt mass communication language to their lessons in their future lessons thanks to the acquired knowledge.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	What is mass communication?
	Recognize the mass media.
	Newspaper and the English Language
	Can prepare a lesson plan with examples of English in mass media.
	Radio and the English Language
	Can prepare a lesson plan with examples of English in mass media.
	Magazine and English Language
	Can prepare a lesson plan with examples of English in mass media.
	Television and the English Language
	Can prepare a lesson plan with examples of English in mass media.
	Film and English Language
	Can prepare a lesson plan with examples of English in mass media.
	Advertising and English Language
	Can prepare a lesson plan with examples of English in mass media.
	Marketing and the English Language
	Can prepare a lesson plan with examples of English in mass media.
	Social media apps and English Language
	Can prepare a lesson plan with examples of English in mass media.
	New mass media and the English Language
Can prepare a lesson plan with examples of English in mass media.	
Mass media and media literacy	
Can make evaluations on the use of mass media for English teaching.	
Critical media literacy	

		Can analyze foreign language samples used in mass communication with a critical perspective	
		Mass media and course applications	
		Can apply the lesson plan prepared with English examples in mass media.	
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	-	Orientation Week	-
2	-	What is mass communication?	P12, P13, P14, P15
3	-	Newspaper and the English Language	P12, P13, P14, P15
4	-	Radio and the English Language	P12, P13, P14, P15
5	-	Magazine and English Language	P12, P13, P14, P15
6	-	Television and the English Language	P12, P13, P14, P15
7	-	Film and English Language	P12, P13, P14, P15
8	-	Advertising and English Language	P12, P13, P14, P15
	-	Midterm Exam	
9	-	Marketing and the English Language	P12, P13, P14, P15
10	-	Social media apps and English Language	P12, P13, P14, P15
11	-	New mass media and the English Language	P12, P13, P14, P15
12	-	Mass media and media literacy	P12, P13, P14, P15
13	-	Critical media literacy	P12, P13, P14, P15
14	-	Mass media and course applications	P12, P13, P14, P15
	-	Final Exam	
	-	Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions		-	
Answer Key		-	
Source Books		Ceramella, N. & Lee, E. (2008). English for the media. Cambridge University Press: Edinburg	

Supplementary Resources and Reading List	Tafani, V. (2009). Teaching English through Mass Media. Acta didacticanapocensia, 2(1), 81-95. Kress, G. (2003). Literacy in the new media age. Routledge.
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ASiD910 Evaluation of In-Class Learning

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of the course is to transfer the measurement tools and properties used in education to the students and to develop classroom assessment applications.
The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Assessment tools and properties used in education
	Gains knowledge of assessment tools and properties used in education.
	Tools based on traditional approaches: Written exams, short answer exams, true-false type tests, multiple choice tests, matching tests, verbal exams.
	Recognizes closely the traditional assessment and evaluation tools used in foreign language teaching and develops a critical perspective on them.
	Tools for getting to know the student in a versatile way
	Learns about student-oriented assessment and evaluation tools in foreign language teaching.
	Observation, interview
	Knows the assessment and evaluation tools presented closely and develops a critical perspective on them.
	Performance evaluation, student product files
	Knows the assessment and evaluation tools presented closely and develops a critical perspective on them.
	Research papers, research projects
	Knows the assessment and evaluation tools presented closely and develops a critical perspective on them.
	Peer assessment, self assessment
	Knows the assessment and evaluation tools presented closely and develops a critical perspective on them.
	Attitude scales
	Knows the assessment and evaluation tools presented closely and develops a critical perspective on them.
	Considerations in evaluating student success
	Knows the assessment and evaluation tools presented closely and develops a critical perspective on them.
	Evaluation of learning outcomes and grading
Knows the assessment and evaluation tools presented closely and develops a critical perspective on them.	
Evaluation of learning outcomes and grading	
Knows the assessment and evaluation tools presented closely and develops a critical perspective on them.	

Sample exam preparation		
Can practice exam preparation and assessment in foreign language teaching.		
Sample exam preparation		
Can practice exam preparation and assessment in foreign language teaching.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	Assessment tools and properties used in education	P12, P13, P14, P15
3	Tools based on traditional approaches: Written exams, short answer exams, true-false type tests, multiple choice tests, matching tests, verbal exams.	P12, P13, P14, P15
4	Tools for getting to know the student in a versatile way	P12, P13, P14, P15
5	Observation, interview	P12, P13, P14, P15
6	Performance evaluation, student product files	P12, P13, P14, P15
7	Research papers, research projects	P12, P13, P14, P15
8	Peer assessment, self assessment	P12, P13, P14, P15
	Midterm Exam	
9	Attitude scales	P12, P13, P14, P15
10	Considerations in evaluating student success	P12, P13, P14, P15
11	Evaluation of learning outcomes and grading	P12, P13, P14, P15
12	Evaluation of learning outcomes and grading	P12, P13, P14, P15
13	Sample exam preparation	P12, P13, P14, P15
14	Sample exam preparation	P12, P13, P14, P15
	Final Exam	
	Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions	-	
Answer Key	-	

Source Books	Carr, T. N. (2011) Designing and analyzing language tests. Oxford: Oxford University Press. Bachman, I. & Palmer, A. (2010). Language assessment in practice. Oxford. Oxford University Press. Heaton, B. J. (1988). Writing English language test. Longman.
Supplementary Resources and Reading List	-

ASID911 Sociolinguistics and Language Teaching

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to create a general understanding for foreign language teachers by focusing on sociolinguistics and the implications of research in this field in terms of language education.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Introduction to sociolinguistics: Language and society Can develop an understanding of language and community issues.
	Language attitudes, motivation and standards Explains the perspective of individuals and societies on language acquisition.
	Social multilingualism Explains the social effects of multilingualism.
	English in the World Can develop awareness of English in the World
	Language planning and policies Learns about language politics.
	Language and variability: Regional and social variability Gains knowledge of language variations.
	Language and gender Can explain the relationship between language and gender.
	Language and interaction: Interactive sociolinguistics Can explain the relationship between language and interaction.
	Interactive communication Examines the relationship between individuals, societies and cultures in the context of language.
	Language and culture Can explain the relationship between language and culture.
	Ethnography of communication Explains the relationship between communication, culture and society.
	Speech acts Can explain and transfer speech acts.

Language and education			
Can explain the relationship between language and education			
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	-	Orientation Week	-
2	-	Introduction to sociolinguistics: Language and society	P10, P12, P13, P14, P15
3	-	Language attitudes, motivation and standards	P10, P12, P13, P14, P15
4	-	Social multilingualism	P10, P12, P13, P14, P15
5	-	English in the World	P10, P12, P13, P14, P15
6	-	Language planning and policies	P10, P12, P13, P14, P15
7	-	Language and variability: Regional and social variability	P10, P12, P13, P14, P15
8	-	Language and gender	P10, P12, P13, P14, P15
	-	Language and interaction: Interactive sociolinguistics	
9	-	Midterm Exam	P10, P12, P13, P14, P15
10	-	Interactive communication	P10, P12, P13, P14, P15
11	-	Language and culture	P10, P12, P13, P14, P15
12	-	Ethnography of communication	P10, P12, P13, P14, P15
13	-	Speech acts	P10, P12, P13, P14, P15

14	-	Language and education	P10, P12, P13, P14, P15
	-	Final Exam	
	-	Make – Up Exams	
Evaluation		For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.	
Sample Questions			
Answer Key			
Source Books		McKey,S.L. & Hornberger, N.H. (1996). Sociolinguistics and Language Teaching. Cambridge University Press	
Supplementary Resources and Reading List		Holmes, J. (2013). An introduction to sociolinguistics. Routledge	

ASID912 Discourse Analysis and Language Teaching

Lecturer	
Office Number	
E-mail	
Course Hours	
Classroom	
The Aim of the Course	The aim of this course is to learn different genre types and to prepare a lesson plan in the field of foreign language education and micro-teaching etc. methods to apply.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	What is discourse? Introduction to discourse.
	Can define and explain the concept of discourse.
	Types of discourse (similarities and differences)
	Can express types of discourse and distinguish between these types.
	Written discourse types
	Can describe the concept of written discourse and explain its types.
	Genre and genre analysis methods
	Knows the methods of genre analysis and can express the application differences according to the types of discourse.
	Text, intertextuality, social events and social practices
	Explains the relationship between written discourse and related concepts.
	Sentence and meaning connections of sentence parts
	Explains the relationship between written discourse and related concepts.
	Fluency and consistency in the text
	Can examine the concept of written discourse on the merin.
	Oral discourse and its types
	Can describe the concept of verbal discourse and explain its types.
	Section and word, phrase and sentence usage and context
	Can express the concept of in-class cross section and prepare lesson plans and materials based on it.
	Classroom interaction and foreign language classroom language
Can prepare lesson plans and materials based on different types of discourse.	
Speech act and in-class functions	
Can express speech acts and prepare lesson plan and material based on this.	

Spoken discourse types and creating meaning together		
Explains the relationship between verbal discourse and related concepts.		
Critical discourse analysis and foreign language class		
Can prepare lesson plans and materials based on different types of discourse.		
Weeks / Date	The Subjects of the Course	Course & Program Outcomes Matching
1	Orientation Week	-
2	What is discourse? Introduction to discourse.	P10, P12, P13, P14, P15
3	Types of discourse (similarities and differences)	P10, P12, P13, P14, P15
4	Written discourse types	P10, P12, P13, P14, P15
5	Genre and genre analysis methods	P10, P12, P13, P14, P15
6	Text, intertextuality, social events and social practices	P10, P12, P13, P14, P15
7	Sentence and meaning connections of sentence parts	P10, P12, P13, P14, P15
8	Fluency and consistency in the text	P10, P12, P13, P14, P15
	Midterm Exam	
9	Oral discourse and its types	P10, P12, P13, P14, P15
10	Section and word, phrase and sentence usage and context	P10, P12, P13, P14, P15
11	Classroom interaction and foreign language classroom language	P10, P12, P13, P14, P15
12	Speech act and in-class functions	P10, P12, P13, P14, P15

13		Spoken discourse types and creating meaning together	P10, P12, P13, P14, P15
14		Critical discourse analysis and foreign language class	P10, P12, P13, P14, P15
		Final Exam	
		Make – Up Exams	
Evaluation	For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of midterm exam to the average is 40%; the final exam is 60%. The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.		
Sample Questions	-		
Answer Key	-		
Source Books	Fairclough, N. (2003). Analysing discourse: Textual analysis for social research. Psychology Press.		
Supplementary Resources and Reading List	Fairclough, N. (2013). Critical discourse analysis: The critical study of language. Routledge. Brown, G., Gillian, B., & Yule, G. (1983). Discourse analysis. Cambridge university press.		

ASİD913 Teaching Integrated Language Skills

Lecturer	Asst. Prof. Dr. Elham ZARFSAZ
E-mail	elham.zarfsaz@gop.edu.tr
Course Hours	Monday 13.15-15.00
Classroom	BD16
The Aim of the Course	It is aimed that teacher candidates will learn teaching methods and techniques that will enable them to teach communicative language skills within a lesson plan and in an integrated manner.

The Learning Outcomes of the Course	Subjects and Learning Outcomes
	Planning the content of the curriculum
	Can plan and realize the education process together.
	Theoretical background and current approaches to teaching integrated language skills
	Learns different methods and approaches in the field of integrated language skills.
	Planning and teaching of integrated grammar teaching
	Can prepare an integrated lesson plan and material for different ages and language levels.
	Micro-teaching practices
	Can apply the teaching of more than one language skills in a lesson plan as integrated in micro-teaching sessions.
	Listening and planning for teaching vocabulary
	Can prepare an integrated lesson plan and material for different ages and language levels.
	Micro-teaching practices
	Can apply the teaching of more than one language skills in a lesson plan as integrated in micro-teaching sessions.
	Reading and vocabulary teaching planning
	Can prepare an integrated lesson plan and material for different ages and language levels.
	Micro-teaching practices
	Can apply the teaching of more than one language skills in a lesson plan as integrated in micro-teaching sessions.
	Teaching Speaking and Integrated Language Skills
	Can prepare an integrated lesson plan and material for different ages and language levels.
	Micro-teaching practices
Can apply the teaching of more than one language skills in a lesson plan as integrated in micro-teaching sessions.	
Teaching Writing and Integrated Language Skills	
Can prepare an integrated lesson plan and material for different ages and language levels.	
Micro-teaching practices	
Can apply the teaching of more than one language skills in a lesson plan as integrated in micro-teaching sessions.	

Micro-teaching practices			
Can apply the teaching of more than one language skills in a lesson plan as integrated in micro-teaching sessions.			
Weeks / Date		The Subjects of the Course	Course & Program Outcomes Matching
1	15.09.2025-19.09.2025	Orientation Week	-
2	22.09.2025	Introduction; Definition and types of integrated language skills	P12, P13, P14, P15
3	29.09.2025	Practice; analysis of coursebook units	P12, P13, P14, P15
4	06.10.2025	Planning and teaching of integrated grammar teaching	P12, P13, P14, P15
5	13.10.2025	Integrating reading, speaking, listening and writing skills in a lesson plan, especially in the adolescent and adult classroom	P12, P13, P14, P15
6	20.10.2025	Practice; preparing activities for integrated skills lesson	P12, P13, P14, P15
7	27.10.2025	Practice; preparing activities for integrated skills lesson	P12, P13, P14, P15
8	03.11.2025	Practice; preparing activities for integrated skills lesson	P12, P13, P14, P15
9	8.11.2025-16.11.2025	Integrating language items (grammar, vocabulary and pronunciation) into skill-based lesson plan.	
	17.11.2025	Midterm Exam	P12, P13, P14, P15
10	24.11.2025	Practice; preparing integrated skills lesson plan	P12, P13, P14, P15
11	01.12.2025	Teaching grammar within integrated skills	P12, P13, P14, P15
12	08.12.2025	Integrating language skills with grammar and vocabulary teaching	P12, P13, P14, P15
13	15.12.2025	Practice; preparing and evaluating integrated skills lesson plan	P12, P13, P14, P15
14	22.12.2025	Practice; preparing integrated skills lesson plan	P12, P13, P14, P15
	29.02.2025-08.01.2026	Final Exam	
		Make – Up Exams	
Evaluation	<p>For each course, one midterm and final exams are conducted by the lecturer teaching the course. The contribution of the midterm exam to the average is 20%; the final exam is 20%, and the portfolio is 60%.</p> <p>The passing grade is 60 out of 100. The students who fail the course can attend to the make – up exams too. The contribution of the make – up exam to the average is 60%. In order to attend to final and make – up exams, the students should attend at least 70 % of theoretical courses and 80 % of applied courses.</p>		
Sample Questions	-		
Answer Key	-		
Source Books	Harmer, J. (2007). How to teach English, Pearson		

Supplementary Resources and Reading List	-
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