

**CENTRAL TEXAS COLLEGE
SYLLABUS FOR TURK1411
BEGINNING TURKISH I**

Semester Hours Credit: 4/2

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. In this course four basic skills will be introduced. Students will have survival proficiency and learn to express themselves in Turkish, concentrating on the four skills of speaking, listening, writing, and reading. This syllabus is designed to prepare students to speak at intermediate low on the proficiency scale by the end of the course. Students are also expected to provide a working knowledge of Turkish with equal emphasis on listening and reading comprehension as well as speaking and writing. American Council on the Teaching of Foreign Languages (ACTFL) Guidelines describes the intermediate speakers as: “They can create with the language. They are capable of asking questions as well as answering them. They can handle everyday social encounters (greeting, the use of polite formulas and the like) - with some degree of appropriateness. They can handle simple survival situations (finding lodging, food, transportation, and the like). Their discourse is characterized by simple sentences or phrases, normally limited to present time, with little use of cohesive devices or embedded sentences structure. Intermediate-level are intelligible to native speakers who are used to dealing with foreigners.”
- B. This course is occupationally related and serves as preparation for careers in: education, international business, and many other occupations.
- C. This course is an elective, which may be used to fulfill the foreign language requirements for any curriculum as outlined in your degree plan.
- D. Prerequisite: None

II. LEARNING OUTCOMES

Upon successful completion of this course, Beginning Turkish I, the student will:

- A. Create sentences and questions to describe and illicit information about people, places and ideas. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).
- B. Be able to meet some practical writing needs such as everyday events, short simple letters, topics related to personal experience. In listening, they will be able to understand sentence length utterances, which consist of limited vocabulary. Students will also be able to read simple connected text dealing with a variety of socials and basic needs. The text at this level includes descriptions and narration such as simple short stories, news items, simple songs, selected simple poems, social notices, and bibliographical information. (C1, C3, C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16)

- C. One of the goals of this course is to prepare students to communicate in Turkish by using cultural sensitivity. Cultural presentation materials will be included in course materials about Turkish culture from a variety of perspectives, including that of insider, cultural elite, or outsider. Issues of daily life, social responsibilities, morality, hobbies, personal relationships, and events such as holidays will give students a glimpse into the thought process of native speakers.(C5, C6, C8, C9, C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F8, F9, F10, F12, F13, F14, F15, F16, F17)
- D. Identify basic vocabulary in context orally and in written form. (C5, C6, C15, C18, F1 F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through http://www.ctcd.edu/im/im_main.asp

IV. COURSE REQUIREMENTS:

A. Reading Assignments:

The aim will be to master the basic communicative skills and the fundamentals of Turkish grammar. In this course, we will work through the materials, using various extra resources. The students are expected to prepare for class daily by reading all grammar explanations assign for that day. Assignments will include daily homework, a weekly notebook check of exercises, and grammar.

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers:

The exercises should be done in a standard composition notebook. Listening exercises and outside materials will be provided by the instructor at various times during the course. A summary of grammatical concepts learned throughout the semester should be kept in a separate composition notebook, and will be graded twice during the course. You must own (and put to good use) an approved English-Turkish/Turkish-English dictionary.

C. Intensive Beginning Turkish Notebook Rules:

The notebook assignment consists of two parts. The first part is all of the exercises assigned during the courses which will be collected weekly (Thursdays and returned on Friday) and graded in the notebook. The second part is a summary of all the grammar you learn during the course. Some students do one part in each half of one notebook, while others get two notebooks. You are creating a summary of all you have learned in Beginning Turkish, so accuracy and neatness are golden. You can decorate, embellish, use color markers, use page tabs, or any other method that will help you steer through the notebook

D. Class Performance:

In any language class, class participation is crucial to learning. All missed work must be made up, but there will be no make-up for surprise quizzes. Reading, listening, notebook assignments, weekly quizzes, oral and narrative will help students to measure their progress. As students acquire multiple skills in speaking of the present and past, they will learn to manipulate basic sentence patterns through drills, team competitions, and games. Materials, such as videos, cartoons, short stories, proverbs, photographs, brochures, simple poems, newspaper articles, and CDs will correlate learning with doing.

E. Class Participation:

Two excused absences are allowed with advanced warning or with proper documentation after the absence. After that, and in the case of unexcused absences, absences will hurt your final grade. Full attendance and active class participation are essential to success in any language course. There will be daily assignments, notebook assignments, Voice/Discussion Boards, Voice Emails, weekly quizzes, and Midterm and Final exams.

V. EXAMINATIONS

- A. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made due to valid reasons.
- B. Students without excused absences will be given a zero for the examination missed. There will be no make-up for surprise quizzes.

VI. SEMESTER GRADE COMPUTATIONS

Notebook (Class participation)	15 Points
Listening & Reading Assignments	15 Points
Quizzes	15 Points
Individual Project	5 Points
Collaborative Project	5 Points
Midterm Exam	20 Points
<u>Final Exam</u>	<u>25 Points</u>
Total	100 Points

Grading Scale:

A=	90 -100
B=	80 - 89
C=	70 - 79
D=	60 - 69
F=	59 and below

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. Course Withdrawal: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follow:

11-week session
8-week session
5 1/2-week session

Friday of the 8th week
Friday of the 6th week
Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of “W,” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
- C. **Incomplete Grade:** The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course...” Prior approval from the instructor is required before the grade of “I” is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.
- D. **Cellular Phones and Beepers:** Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom or laboratory.
- E. **American’s with Disabilities Act (ADA):** Students requiring accommodations for disabilities are responsible for notifying the instructor. Reasonable accommodations will be granted in full compliance with federal and state law and Central Texas College policy.
- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Lesson One: Textbook Unit 1

1. Lesson Outline:

- a) Information about Turkey and the Turkish language
- b) Turkish alphabet
- c) Pronunciation of Turkish alphabet

2. Learning Outcomes: Upon successful completion of this lesson, the student will:

- a) Demonstrate the correct pronunciation of the Turkish alphabet.
 - b) Explain the basic characteristics of Turkey and the Turkish language.
 - c) Identify front/back, low/high, rounded/unrounded vowels, and voiced consonants/voiceless consonants.
3. Learning Activities:
- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
 - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
 - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
 - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
 - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
 - f) Listening and writing exercises: (C8, F5, F1)
 - g) Independent oral and written exercises: (C18, F5, F1, F11)
 - h) Reading about basic characteristics of the Turkish language and information about Turkey as presented by the instructor (F1, F2)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and exercises as presented by the instructor
5. Audio-Visual Aids:
- a) Audio CD-ROM

B. Lesson Two: Textbook Unit 2

1. Lesson Outline:
 - a) Greetings
 - b) Farewells
 - c) Pleasantries
 - d) Vowel harmony rules
 - e) The verb *to be*
 - f) Naming objects in the classroom
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
 - a) Use greeting, say good-bye, ask about health and well being, apologize, and express thanks.
 - b) Illustrate knowledge of vowel harmony rule-I.

- c) Compose present tense statements with the verb *to be* and negations of the present tense verb *to be*.
 - d) Use and compose demonstratives, commonly used words and phrases, and the conjunctives.
 - e) Demonstrate the formal and informal in Turkish.
3. Learning Activities:
- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
 - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
 - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
 - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
 - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
 - f) Listening and writing exercises: (C8, F5, F1)
 - g) Independent oral and written exercises: (C18, F5, F1, F11)
 - h) Pronunciation, substitution drills, listening exercises, notebook writing assignments, and textbook reading assignments (F2, F5, F6, F11)
 - i) Class activities, completing dialogues and practicing in pairs (C1, C6, C9, F7, F9, F11, F15,)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and exercises as presented by the instructor
5. Audio-Visual Aids:
- a) Audio CD-ROM

C. Lesson Three: Textbook Unit 3

1. Lesson Outline:
- a) Introduction
 - b) Vowel harmony rules
 - c) Plural of nouns
 - d) Names and Greetings
 - e) Numbers
 - f) Locations
2. Learning Outcomes: Upon successful completion of this lesson, the student will:

- a) Demonstrate the ability to introduce oneself and other people, ask for and give personal information, greet people, ask yes and no questions, ask directions, and express location.
 - b) Illustrate knowledge of vowel harmony rule-II.
 - c) Exhibit knowledge of the plural of nouns, forming questions, question words, the locative case, long consonants, and the derivative suffixes *+II*, *+aIz*
3. Learning Activities:
- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
 - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
 - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
 - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
 - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
 - f) Listening and writing exercises: (C8, F5, F1)
 - g) Independent oral and written exercises: (C18, F5, F1, F11)
 - h) Pronunciation, substitution drills, listening exercises, and notebook writing assignments (F2, F5, F6, F11)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and exercises as presented by the instructor
5. Audio-Visual Aids:
- a) Audio CD-ROM

D. Lesson Four: Textbook Unit 4

1. Lesson Outline:
 - a) Nationalities
 - b) Cities and countries
 - c) Colors
 - d) Grammar: consonant alternations, genitive case, interrogative pronoun
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
 - a) Formulate question to other people about where they are from, express possession, and ask for and give personal information.
 - b) Demonstrate knowledge of consonant alternations: *-p*, *-ç*, *-t*, and *-k* in final position.

- c) Use the genitive case, the interrogative pronoun *kimin*, possessive suffixes, the particle *dA*, and the infinitive.
3. Learning Activities:
- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
 - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
 - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
 - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
 - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
 - f) Listening and writing exercises: (C8, F5, F1)
 - g) Independent oral and written exercises: (C18, F5, F1, F11)
 - h) Pronunciation, substitution drills, listening exercises, and notebook writing assignments (F2, F5, F6, F11)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and exercises as presented by the instructor
5. Audio-Visual Aids:
- a) Audio CD-ROM

E. Lesson Five: Textbook Unit 5

1. Lesson Outline:
- a) Review of Units 1-4
 - b) Greetings, farewells, introductions, names, and numbers
 - c) Locations, nationalities, cities and countries, and colors
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
- a) Demonstrate the ability to greet people, say good-bye, ask about health and well being, apologize, and express thanks with greater proficiency.
 - b) Demonstrate the ability to introduce oneself and other people, ask for and give personal information, greet people, ask yes and no questions, ask directions, and express location proficiency.
 - c) Demonstrate the ability to ask someone where he/she is from, express possession, ask for and give personal information proficiency.

3. Learning Activities:

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
- c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
- d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
- e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
- f) Listening and writing exercises: (C8, F5, F1)
- g) Independent oral and written exercises: (C18, F5, F1, F11)
- h) Pronunciation, substitution drills, listening exercises, and notebook writing assignments (F2, F5, F6, F11)

4. Equipment and Materials:

- a) Textbook
- b) Outside reading materials and exercises as presented by the instructor

5. Audio-Visual Aids:

- a) Audio CD-ROM

F. Lesson Six: Textbook Unit 6

1. Lesson Outline:

- a) Describe activities
- b) Relate educational and personal information
- c) Addresses
- d) Occupations
- e) Grammar: finite verbs, negation, present progressive tense

2. Learning Outcomes: Upon successful completion of this lesson, the student will:

- a) Show the ability to ask about activities, describe activities, ask for and give personal information, and exchange addresses and phone numbers.
- b) Utilize finite verbs, negation, and the present progressive tense.
- c) Use the dative case and derivative suffix +*CI*.

3. Learning Activities:

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).

- c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
 - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
 - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
 - f) Listening and writing exercises: (C8, F5, F1)
 - g) Independent oral and written exercises: (C18, F5, F1, F11)
 - h) Pronunciation, substitution drills, listening exercises, and notebook writing assignments (F2, F5, F6, F11)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and exercises as presented by the instructor
5. Audio-Visual Aids:
- a) Audio CD-ROM

G. Lesson Seven: Textbook Unit 7

1. Lesson Outline:

- a) Locations adjectives
- b) Home adjectives
- c) Describe activities in greater detail
- d) Shopping
- e) The verb to have
- f) The imperative
- g) Age

2. Learning Outcomes: Upon successful completion of this lesson, the student will:

- a) Demonstrate the ability to ask about and describe locations, express possession, talk about food and prices, give orders, make requests, ask about activities, and ask about age.
- b) Use *Var/Yok* sentences and the verb to have.
- c) Use *Kac* and *tane*, the imperative.

3. Learning Activities:

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).

- c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
 - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
 - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
 - f) Listening and writing exercises: (C8, F5, F1)
 - g) Independent oral and written exercises: (C18, F5, F1, F11)
 - h) Pronunciation, substitution drills, listening exercises, and notebook writing assignments (F2, F5, F6, F11)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and exercises as presented by the instructor
5. Audio-Visual Aids:
- a) Audio CD-ROM

H. Lesson Eight: Textbook Unit 8

1. Lesson Outline:
- a) Families
 - b) Relatives
 - c) Express wishes
 - d) The verb to be (negative)
 - e) Medial vowel loss
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
- a) Demonstrate the ability to ask about and describe families, ask about and describe activities, ask about and express wishes, describe persons and objects.
 - b) Use negative questions with the verb to be, present progressive tense, the interrogative, *-mak iste-*.
 - c) Use adjectives, medial vowel loss, and the derivative suffix *-ilk*.
3. Learning Activities:
- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
 - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
 - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).

- d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
 - e) Progress assessment: (up to) two short quizzes and one unit exam, to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
 - f) Listening and writing exercises: (C8, F5, F1)
 - g) Independent oral and written exercises: (C18, F5, F1, F11)
 - h) Pronunciation, substitution drills, listening exercises, and notebook writing assignments (F2, F5, F6, F11)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and exercises as presented by the instructor
5. Audio-Visual Aids:
- a) Audio CD-ROM

DRAFT