

**CENTRAL TEXAS COLLEGE
SYLLABUS FOR TURKISH 2311
INTERMEDIATE TURKISH I**

Semester Hours Credit: 3/0

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. This syllabus focuses on Intermediate Turkish I, emphasizing speaking, comprehension and reading skills. In this course, students will have survival proficiency and learn to express themselves in Turkish, concentrating on speaking and reading. This syllabus is designed to prepare students to speak at intermediate middle level in the proficiency scale in reading and speaking at the end of the course. The ACTFL Guidelines describes the intermediate speakers as: "In this level, speakers begin to take on some of the characteristic of the advance range of proficiency. They are able to handle uncomplicated communicative task and social situation. But, they are unable to sustain performance at high level during the course of the interview and, therefore, do not meet the minimal threshold characteristics for the advance level. The intermediate-high level speakers are even intelligible for native speakers who are not accustomed to deal with speakers, but repetition may still be required."
- B. This course may be used to fulfill language requirements as outlined in your degree plan. Please check your degree plan to determine the status of this course in your program of study. It may be counted for credit towards the undergraduate language requirement and the Turkish minor in Near Eastern Languages and Culture graduate degrees.
- C. This course is occupationally related and serves as preparation for careers in education, international business and many other occupations.
- D. Prerequisite(s): TURKISH 1411 and TURKISH 1412 with a course grade of at least a "C".

II. LEARNING OUTCOMES

Upon successful completion of this course, Intermediate Turkish I, the student will be able to:

- A. Identify 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).
- B. Use all tenses of the indicative mood as well as the subjunctive and imperative moods. (C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F9, F10, F11, F12, F13, F15, F16).
- C. Be able to handle uncomplicated communicative tasks and social situations and be intelligible for native speakers who are not accustomed to deal with speakers, but repetition may still be required: (C1, C3, C5, C6, F1, F2, F5, F6, F11, F12)

- D. 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: (C9, C10, C11, C12, C13, C14, C15, F7, F8, F9, F13, F14, F15, F16, F17)

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 assigned 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 Intermediate 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 Intermediate Turkish I, so accuracy and neatness are golden. You can decorate, embellish, use color markers, use page tabs, or whatever helps 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.
- 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.
- F. Class participation, 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. There will be daily assignments, notebook assignments, Voice/Discussion Boards, Voice Emails, weekly quizzes, and Midterm and Final exams.

V. EXAMINATIONS

- A. Full attendance and active class participation are essential to success in any language course. There will be daily assignments, notebook assignments, weekly quizzes, and Midterm and Final exams.
- B. 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.
- C. 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
Final Exam	25 Points
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: (Consistent with CTC policy) 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 to the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions for other lengths is as follows: 11- week session Friday of the 8th week 8-week session Friday of the 6th week 5 1/2-week session Friday of the 4th week. The

- equivalent date (75 % of the semester) will be used for sessions of the 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 for "F" or "FN" for nonattendance.
- B. Administrative Withdrawal: (Consistent with CTC policy) 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: (Consistent with CTC policy) 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: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, student must turn off all cellular phones, pagers, and beepers when entering the classroom.
 - 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. Students are expected to initiate outside help if needed. It is the student's responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.
 - G. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
 - H. 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 16
 - 1. Lesson Outline:
 - a) Cities and Places
 - b) Transportation

- c) Vacation
 - d) Grammar: Nonverbal predicates, primary postpositions
 - e) Comparatives
 - f) Superlative
 - g) Pronunciation (two consecutive vowels)
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
- a) Demonstrate the ability to ask about and describe location of places.
 - b) Show the ability to compare and contrast items.
 - c) Use the definite past auxiliary for nonverbal predicates, comparatives, and superlative.
 - d) Utilize the primary postposition *karsi*, *kadar* and pronunciation of two consecutive vowels.
3. Learning Activities:
- a) Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
 - b) Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
 - c) Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
 - d) In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
 - e) Grammar-based listening and writing exercises. (C8, F5, F1, F11)
 - f) Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
 - g) Pronunciation and substitution drills. Listening exercises and notebook writing assignments. (F2, F5, F6, F11)
 - h) Class activities, completing dialogues and then practicing them in pairs. (F7, F9, F11, F15, C1, C6, C9)
 - i) Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)
 - j) Evaluation of assignments and progress assessment: one quiz. (C5, C6)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids

a) CD-ROM

B. Lesson Two: Textbook Unit 17

1. Lesson Outline:

- a) Weather
- b) Money
- c) Banking
- d) Adverbial suffix *-(y)Inca, -mAk icin*

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

- a) Demonstrate the ability to talk about the weather, exchange money, and ask about and express preferences.
- b) Use the adverbial suffix *-(y)Inca, -mAk icin*.
- c) Demonstrate knowledge of and exceptions to vowel harmony rules.

3. Learning Activities:

- a) Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
- b) Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
- c) Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
- d) In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
- e) Grammar-based listening and writing exercises. (C8, F5, F1, F11)
- f) Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
- g) Pronunciation and substitution drills. Listening exercises and notebook writing assignments. (F2, F5, F6, F11)
- h) Class activities, completing dialogues and then practicing them in pairs. (F7, F9, F11, F15, C1, C6, C9)
- i) Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

4. Equipment and Materials:

- a) Textbook
- b) Outside reading materials and additional exercises provided by the instructor

5. Audio-Visual Aids

- a) CD-ROM

C. Lesson Three: Textbook Unit 18

1. Lesson Outline:
 - a) Food Restaurant
 - b) Turkish Cuisine
 - c) Grocery shopping
 - d) Recipes
 - e) As-soon-as clauses
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
 - a) Demonstrate the ability to order a meal, express thanks, make requests, and state purpose.
 - b) Use the imperative mood: Third person forms and review and the aorist tense.
 - c) Use counting words.
 - d) Utilize 'as-soon-as' clauses.
3. Learning Activities:
 - a) Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
 - b) Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
 - c) Presentation of special, "problematic" words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)
 - d) In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
 - e) Grammar-based listening and writing exercises. (C8, F5, F1, F11)
 - f) Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
 - g) Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14,C16, F10,F14, F15)
 - h) Pronunciation and substitution drills. Listening exercises and notebook writing assignments. (F2, F5, F6, F11)
 - i) Class activities, completing dialogues and then practicing them in pairs. (F7, F9, F11, F15, C1, C6, C9)
 - j) Evaluation of assignments and progress assessment: one quiz. (C5, C6)
4. Equipment and Materials:
 - a) Textbook

- b) Outside reading materials and additional exercises provided by the instructor
- 5. Audio-Visual Aids
 - a) CD-ROM

D. Lesson Four: Textbook Unit 19

1. Lesson Outline:
 - a) Work, Careers
 - b) Abilities and job skills
 - c) Personal traits
 - d) Non-future subject participle *-(y)an*
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
 - a) Demonstrate the ability to state purpose, apply for a position, ask personal traits, and describe people.
 - b) Use the non-future subject participle *-(y)an*
 - c) Use correlative conjunctions either... or, neither ... nor, both ... and, phrasal verbs, derived and compound verbs, primary postpositions *baska beri*.
3. Learning Activities:
 - a) Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
 - b) Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
 - c) Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
 - d) In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
 - e) Grammar-based listening and writing exercises. (C8, F5, F1, F11)
 - f) Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
 - g) Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)
 - h) Pronunciation and substitution drills. Listening exercises and notebook writing assignments. (F2, F5, F6, F11)
 - i) Class activities, completing dialogues and then practicing them in pairs. (F7, F9, F11, F15, C1, C6, C9)

- j) Evaluation of assignments and progress assessment: one quiz. (C5, C6)
- 4. Equipment and Materials:
 - a) Textbook
 - b) Outside reading materials and additional exercises provided by the instructor
- 5. Audio-Visual Aids
 - a) CD-ROM

E. Lesson Five: Textbook Unit 20

- 1. Lesson Outline:
 - a) Review of Units 16-19
 - b) Cities, Places, Transportation, Vacation, Weather, Money, and Banking
 - c) Food, Restaurants, Groceries, Work, Careers, Job skills.
- 2. Learning Outcomes: Upon successful completion of this lesson, the student will:
 - a) Demonstrate the ability to ask about and describe the location of places.
 - b) Show the ability to compare and contrast things.
 - c) Demonstrate the ability to talk about the weather, exchange money, ask about and express preferences
 - d) Demonstrate the ability to order a meal, express thanks, make requests, and state purpose.
 - e) Demonstrate the ability to apply for a position, ask personal traits, and describe people.
- 3. Learning Activities:
 - a) Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
 - b) Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
 - c) Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
 - d) In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
 - e) Grammar-based listening and writing exercises. (C8, F5, F1, F11)
 - f) Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
 - g) Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

- h) Pronunciation and substitution drills. Listening exercises and notebook writing assignments. (F2, F5, F6, F11)
 - i) Class activities, completing dialogues and then practicing them in pairs. (F7, F9, F11, F15, C1, C6, C9)
 - j) Evaluation of assignments and progress assessment: one quiz. (C5, C6)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
- a) CD-ROM

F. Lesson Six: Textbook Unit 21

1. Lesson Outline:
- a) Holidays, Vacations
 - b) Celebrations, Custom, and Traditions
 - c) Invitations
 - d) Grammar: the optative, intensive adjectives, relative suffix *-ki*, and verbal nouns *-ma*, *-(y) Is*.
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
- a) Demonstrate the ability to express wishes/desires, use cultural formulas appropriately, offer sympathy, accept/decline invitations, and offer something.
 - b) Use the optative and intensive adjectives.
 - c) Use the relative suffix *-ki*, verbal nouns *-ma*, *-(y) Is*.
3. Learning Activities:
- a) Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
 - b) Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
 - c) Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
 - d) In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
 - e) Grammar-based listening and writing exercises. (C8, F5, F1, F11)
 - f) Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)

- g) Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)
 - h) Pronunciation and substitution drills. Listening exercises and notebook writing assignments. (F2, F5, F6, F11)
 - i) Class activities, completing dialogues and then practicing them in pairs. (F7, F9, F11, F15, C1, C6, C9)
 - j) Evaluation of assignments and progress assessment: one quiz. (C5, C6)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
- a) CD-ROM

G. Lesson Seven: Textbook Unit 22

1. Lesson Outline:
- a) a. Books and Literature
 - b) Shopping
 - c) Daily life and activities
 - d) Time
 - e) Personal letters
 - f) Grammar: adverbial suffix *-(y)Ip*, Adverbs of frequency
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
- a) Demonstrate the ability to talk about books and literature, talk about daily activities, and write a personal letter.
 - b) Use the adverbial suffix *-(y)Ip*, adverbs of frequency.
 - c) Use expression of time, *her* and *hic*, primary postpositions once, *sonra*.
3. Learning Activities:
- a) Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
 - b) Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
 - c) Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
 - d) In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
 - e) Grammar-based listening and writing exercises. (C8, F5, F1, F11)

- f) Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
 - g) Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)
 - h) Pronunciation and substitution drills. Listening exercises and notebook writing assignments. (F2, F5, F6, F11)
 - i) Class activities, completing dialogues and then practicing them in pairs. (F7, F9, F11, F15, C1, C6, C9)
 - j) Evaluation of assignments and progress assessment: one quiz. (C5, C6)
4. Equipment and Materials:
- a) Textbook
 - b) Outside reading materials and additional exercises provided by the instructor
5. Audio-Visual Aids
- a) CD-ROM

H. Lesson Eight: Textbook Unit 23

1. Lesson Outline:
 - a) Houses and Apartments
 - b) Accommodations
 - c) Hotels
 - d) Grammar: subject-verb agreement, contrast
2. Learning Outcomes: Upon successful completion of this lesson, the student will:
 - a) Demonstrate the ability to look for an apartment, sign a lease, find hotel room, and ask questions about a hotel room.
 - b) Use the future subject participle *-(y)AcAk*, the reflexive pronoun *kendi*, and the adverbial auxiliary *-(y)ken*.
 - c) Use subject-verb agreement, word order and logical stress, and learn to contrast *-(y)IncA* and *-(y)ken*.
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 additional exercises provided by the instructor
5. Audio-Visual Aids
- a) CD-ROM

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