

## Term Information

Effective Term Autumn 2021  
*Previous Value* Autumn 2015

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We wish to add the option to offer this course as an online class.

### What is the rationale for the proposed change(s)?

The NELC Department has decided to request approval to regularly offer this course in a distance learning format after having learned much about online foreign language course instruction during the pandemic emergency.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Turkish  
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1103  
Course Title Intermediate Turkish I  
Transcript Abbreviation Intermed Turkish 1  
Course Description Reading of Turkish short stories and poems with attention to literary and cultural appreciation; development of basic language skills. Not open to native speakers through regular enrollment or EM credit.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam Yes  
Exam Type Departmental Exams  
Admission Condition Course No  
Off Campus Never

Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: 1102.  
Exclusions  
[Previous Value](#) Not open to students with credit for 101, 102, or 103.  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.1501  
Subsidy Level General Studies Course  
[Previous Value](#) [Baccalaureate Course](#)  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Foreign Language  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

- Students will be able to use Turkish for everyday activities including shopping in the market, making reservations, using transportations, and etc.
- Students will be able to use Turkish for job interviews, renting an apartment, hotel reservations, and etc.
- Students will be able to use Turkish for talking about Turkish daily news, history, literature, culture, and etc.
- Reading Turkish books, newspapers and articles for this course will improve students comprehensive understanding of Turkish.
- Turkish culture, art, history, geography, education, travel information will be used throughout the class to create better understanding of the cultural part of the language.
- [Intermediate Turkish proficiency beyond 1102](#)

[Previous Value](#)

**Content Topic List**

- Practice in intermediate reading in Turkish
- Practice in intermediate speaking in Turkish
- Practice in intermediate writing in Turkish
- Practice in intermediate listening in Turkish
- Continued study in Turkish culture

**Sought Concurrence**  
No

**Attachments**

- Turkish 1103 Technical Review Checklist.docx: Technical Review  
*(Other Supporting Documentation. Owner: Smith,Jeremie S)*
- GE Rationale - Turkish 1103 Intermediate Turkish I.docx: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)*
- GE Assessment Plan for 1103 Intermediate Turkish 1.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*
- Turkish 1103 classroom syllabus.docx: Classroom Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*
- Turkish 1103 Online Syllabus.docx: Online Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*

**Comments**

- We have addressed all contingencies in the re-submitted syllabi and will share recommendations with the instructors that developed the course syllabi. Thank you for the helpful feedback. - Jeremie *(by Smith,Jeremie S on 12/15/2020 10:20 AM)*
- See 12-11-20 to M. Liu and J. Smith *(by Oldroyd,Shelby Quinn on 12/11/2020 02:52 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	11/13/2020 10:20 AM	Submitted for Approval
Approved	Levi,Scott Cameron	11/13/2020 10:23 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/13/2020 10:58 AM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	12/11/2020 02:52 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	12/15/2020 10:20 AM	Submitted for Approval
Approved	Levi,Scott Cameron	12/15/2020 10:29 AM	Unit Approval
Approved	Haddad,Deborah Moore	12/16/2020 07:55 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	12/16/2020 07:55 AM	ASCCAO Approval

# Intermediate Turkish I Syllabus

Turkish 1103 [Autumn 2021]

## Course Information

- **Course times:** T/W/R/F 4:10 – 5:05
- **Credit hours:** 4
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** Ceyda Steele
- **Email:** steele.1022@osu.edu
- **Office location:** Hagerty Hall 371
- **Office hours:** TBD
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Description

1103 Intermediate Turkish I is the first part of a year-long course which aims to improve Modern Standard Turkish skills of students. This course is planned for students who have studied one year of Turkish or its equivalent. This course is the fulfillment of the General Education (GE) requirement for the Foreign Language category. After completing this course successfully, students will develop high intermediate to advanced competence in spoken and written Turkish. Instructor emphasize not only on listening comprehension, reading, speaking, writing, but also cultural knowledge in the classroom. Additionally, instructor will review the grammatical structures taught in the first year and introduce advanced grammar whenever necessary. This course aims to improve students' Modern Standard Turkish to by introducing advanced vocabularies and the fundamentals of Modern Turkish grammar, sentence structure, and pronunciation. Students will improve their ability to communicate in Turkish. Instructor will use primarily Turkish in the classroom. However, if it is necessary, the instructor will use English to make clarification.



As part of the course structure, the areas of Turkish culture, history and geography will be covered and traditional arts, music and food will be introduced.

## Learning Outcomes

Upon successfully completing this course, students will be able to use Turkish for following communications

- Everyday activities including shopping in the market, making reservations, using transportations, and etc.
- Job interviews, renting an apartment, hotel reservations, and etc.
- Talking about Turkish daily news, history, literature, culture, and etc.

Reading Turkish books, newspapers and articles for this course will improve students comprehensive understanding of Turkish. Turkish culture, art, history, geography, education, travel information will be used throughout the class to create better understanding of the cultural part of the language.

## General Education Expected Learning Outcomes

As part of the Foreign Language category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

### **Goals:**

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

### **Expected Learning Outcomes:**

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

### **C. Formal Assessment of Learning Outcomes:**

1. Learning outcome number 1 is assessed through the following measures:
  - a) Speaking: Participation grade and class presentations.
  - b) Listening: Assignments, exams, listening videos and watching short video clips.
  - c) Reading: Assignments, exams, and class participation.
  - d) Writing: Class presentations, homework assignments, quizzes and exams.
2. Learning outcome number 2 is assessed through the following measures:
 

Quizzes, class presentations, assignments and exams.
3. Learning outcome number 3 is assessed through the following measures:
 

Class presentations, quizzes, group works and exams.



# How This Online Course Works

**Mode of delivery:** This course is 100% online. There are required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into weekly modules on Carmen. The module for each week will become available at 11:59PM on the preceding Friday. Each module will contain a weekly schedule with links to daily Zoom class meetings, learning goals for the week, assignment instructions, links, and deadlines, and lecture content. It is the responsibility of each student to keep up with this weekly schedule.

**Credit hours and work expectations:** This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [8] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

The class focuses on student-centered creative activities. Students are required to participate in these activities. Some of these activities include role-playing, participating in various games, dramatizing everyday activities such as asking directions, shopping at a local market, etc. Students will prepare individual and/or group presentations. We will also have vocabulary quizzes on Tuesdays after second week. Tuesdays are generally a day for going over vocabulary and reading dialogs from the book. Additionally, Tuesdays the grammar of the week will be introduced. Please read the grammar sections in the chapter from the book before our online meeting. Wednesdays, we will read the dialogues in the book and complete exercises. Please attend our online sessions having read the dialogues and the reading sections of the chapter. On Thursdays, you will have role play exercises and present your presentation (if it is assigned for that week). We will watch a Turkish movie Kocan Kadar Konus from Netflix. Movie section is mandatory for the class. You will post your comments about the movie to the discussion page of Carmen when it is assigned.

Students are responsible for their own learning. I recommend that they keep notebook during this term and record their own progress and difficulties with the language. They can write their daily activities or keep a daily or weekly journal in Turkish. Students are also free to emphasize their own interests in the class. For example those who are interested in history may put more emphasis on their reading skills and working on speaking or writing about historical characters they are interested in. Although each student has to develop their four basic skills, they are free to work on developing their language skills in an area that interests them.

You should plan for 2 hours of homework (including active reading, listening, vocabulary learning and review, preparing and/or recording speaking tasks, writing, and grammar practice) every day.



**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

This is a fully online 14-week Fall course beginning Tuesday, August 25<sup>th</sup>, with a mandatory synchronous element. You will attend daily required sessions on Carmen Zoom, Tuesday through Friday, 4:10-5:05 PM EST. You will also be required to attend a minimum of four 15-minute one-on-one online meetings with the instructor, which will be scheduled at the start of the course.

Students are expected to attend the entire class session. Each day of your absentee will affect your performance on the tests, quizzes and homework. If you miss a class or come to class unprepared, you will not be able to learn the material fully, which would affect your language learning goals and put your pace behind of your classmates.

You will be allowed a total of two absences during the semester without the need for official documentation. Please do not interpret these days as free days and use them wisely for unforeseeable events including non-emergency medical appointments, weddings, family plans, etc. Please inform me about your absence in advance by e-mail.

Lateness: Students who log in to Zoom 15 minutes or later after the beginning of a class will be marked as late attendance. Three late attendances will become an absence. If you pass the attendance limit, you will lose points from your attendance, which is 10% of your grade. If you are absent during quizzes, you will lose your quiz points. If you miss the final exam, you will lose all your final exam points.

Some absences may only be excused for an acceptable, verifiable reason including medical emergencies, family emergencies, or officially excused university related absences (conference attendances, athlete's practices). Official documentation must be presented to the instructor for the absence to be excused. It is your responsibility to contact me in a timely manner to make up tests or quizzes, if you miss the class.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- Textbook: Kurtuluş Öztopçu. Elementary Turkish. İstanbul, Santa Monica, Kebikeç Yayınları.
- G.L. Lewis. Turkish Grammar. Oxford: Clarendon Press, 1967 (1985).

## Recommended/Optional Materials and/or Technologies

- Robert Underhill. Turkish Grammar. Cambridge: The MIT Press, 1976(1985).
- Jaklin Kornfilt. Turkish Grammar.
- Celia Kerslake. Turkish: A Comprehensive Grammar.
- Mehmet Hengirmen. Turkish Grammar for Foreign Students.Ankara: Engin Yayınevi, 2001
- Turkish Pimsleur website:
- <http://www.pimsleur.com/Learn-Turkish/Turkish-Comprehensive/9780743533812>
- Zeki Findikoglu. The Turkish Tales of Nasrettin Hoca. Createspace Publishing Platform, 2009.

## Required Equipment

- **Computer**: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam**: built-in or external webcam, fully installed and tested
- **Microphone**: built-in laptop or tablet mic or external microphone
- **Other**: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required Software

**Microsoft Office 365**: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

As a language course set up, it would be important to see everyone's face and hear everyone's voice. Therefore, it is required to keep both your microphone and your webcam ON, unless instructed otherwise, during the synchronous Zoom class meetings. Class sessions will NOT be recorded unless it is informed beforehand. If it is recorded,





you will be allowed to mute your microphones and turn off your webcams.

If you have any difficulty of using technology, online resources, and maintaining privacy during this online course, please contact me as soon as possible to discuss them.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)



## Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit [go.osu.edu/dfresources](https://go.osu.edu/dfresources).



# Grading and Faculty Response

## How Your Grade is Calculated

Class participation* / attendance:	10%
Homework assignments:	20%
Presentations (4 in-class presentations):	10%
In-class short vocabs quizzes:	20%
Take-home written assessments:	15%
Final Exam:	25%
	100%

\*Class participation includes preparation of oral/written projects and their presentation in class.

### GRADING SCALE

#### Letter Grade Scheme:

A: 94 – 100%	B+: 87 – 89.99%	C+: 77 – 79.99%	D+: 67 – 69.99%
A-: 90 – 93.99%	B: 83 – 86.99%	C: 73 – 76.99%	D: 60 – 66.99%
	B-: 80 – 82.99%	C-: 70 – 72.99%	E: 0 – 60%

## Descriptions of Major Course Assignments

You should plan for approximately two (2) hours of homework and independent preparation for every hour of class time. This means that in a typical week, you should expect to spend at least twenty (8) hours doing your Turkish assignments. Homework will be a significant part of instruction. It is important that you complete your assignments in a timely fashion. When new information is presented in class that will be reinforced through homework.

### Written Assignments

All written homework will be submitted online, through the course Carmen site, unless otherwise noted in the instructions for the assignment. Assignments submitted by email will generally not be accepted. The homework schedule for each week will become available at 11:59PM on the preceding Friday.

Written assignments (essays, grammar and vocabulary practice, scripts, etc.) can be submitted in MS Word or PDF formats. Some of your written assignments will be typed (you will receive instruction on typing in Turkish) while others can be handwritten and scanned or photographed for upload. All written assignments should be formatted as follows:



- Type or write your name at the top of each page.
- Leave at least 1-inch margins on all sides.
- Skip every other line (leave enough space between lines for corrections and comments).

### **Online Speaking Assignments (Online Konuşma Ödevleri)**

You will complete several types of speaking tasks as part of this course: daily prompts, daily Zoom conversations, and six presentations.

### **Daily Prompts (Günlük Alıştırmalar)**

You will be required to audio- or video-record short responses to questions or prompts weekly on Carmen. These tasks will be graded for completion and feedback will be provided to help you correct major errors.

### **Daily Zoom Conversations (Günlük Zoom Konuşmaları)**

You will be expected to participate in whole-class, small group, or pair conversations during daily Zoom sessions. Please use the conversation time actively to practice new vocabulary and grammar rules that we focus on that day or week.

### **Presentations (Sunumlar)**

You will prepare and deliver a total of six (6) in-class presentations during this course. A sign-up sheet, detailed instructions, and Grading Rubric for the presentations will be posted in the Welcome Module on Carmen. Your presentations will be on a topic of chapter that is studied, 10-15 minutes in length. You may include slides, images, or demonstrations, depending on the topic. You will be required to submit your topic and written script for your presentations at least three (3) days before your scheduled presentation slot in order to receive my feedback. Your lowest presentation score will be dropped.

### **Quizzes and Exams (Test ve Sınavlar)**

There will be three types of assessments in this course –in-class short vocabulary quizzes, online quizzes, which includes grammar rules of the chapters that are studied and vocabularies, four (4) take-home written tests and a final exam.

### **In-Class Vocabulary Quizzes (Sınıf İçindeki Kelime Testleri)**

During daily Zoom class session (each Tuesday after second week), first part of the class for 5 to 10 minutes students will take their quiz. They will complete these short vocabulary quizzes during class, on camera, and will share their answers with the class afterwards. We will discuss the answers as a group and correct mistakes right away. These quizzes will be graded on completion.

### **Online Quizzes (Online Testler)**

Vocabulary quizzes on Carmen will assess ongoing learning and comprehension of the vocabularies. You will be allowed limited attempts on these quizzes and complete them in 15 minutes.

### **Take-Home Written Tests (Eve Götürülen Yazılı Sınavlar)**



There will be four small take home exams during the term. Take-home written tests will be given on weeks 7, and 11. The take home exams will be a performance test, which will assess students in the four major proficiency areas: speaking, listening, reading and writing. These tests will be posted on Carmen at 11:59PM on Friday and will be due before class on the following Tuesday.

### **Final Exam (Final Sınavı)**

Take-home written exam will be given in December 1 and 2. You will have two hours to complete the exam and submit immediately when you finish the exam. The final exam covers the materials presented from chapter 1 through chapter 25. Since this is a language class, we cannot omit any kind of information that is studied previously. Students are responsible from the assigned units and all handout assignments that will be studied in the class. There will be no make-up for the final exam.

**Academic integrity and collaboration:** It is expected from you to complete homework assignments, tests, and final exam yourself, without any external help or communication. The use of Google Translate or similar online translation tools is prohibited. However, you can use online dictionaries such as [seslisozluk.com](http://seslisozluk.com) or [tureng.com](http://tureng.com) while you are working on your assignments, but not tests and final exam. All of your written assignments should be your own original work. This class will provide you opportunities to collaborate with your classmates to complete group study assignments. However, working with classmates to complete quizzes and tests are not permitted.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) ([go.osu.edu/canvas-notifications](http://go.osu.edu/canvas-notifications)) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **seven days**.

# Other Course Policies

## Discussion and Communication Guidelines

Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.



**It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc>.**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State’s Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy

and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](http://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Student Academic Services

A full overview and contact information for the student academic services offered on the OSU main campus can be found here: <http://advising.osu.edu/welcome.shtml>

## Student Services

An overview and contact information for student services offered on the OSU main campus can be found here: <http://ssc.osu.edu>



# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)
- Collaborative course tools



# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Hafta Week	Konular ve Hedefler Topics and Objectives	Discussions, in-class work, independent work, tests and assessments Tartışma, Sınıf içindeki Çalışmalar, Bağımsız Çalışmalar, Testler ve Değerlendirmeler
1- 8/25 - 8/28	<ul style="list-style-type: none"> <li>• Discussion of syllabus, course requirements, navigation of Carmen access</li> <li>• Getting to know each other</li> </ul> <p><i>Culture</i></p> <ul style="list-style-type: none"> <li>• Introduction to Turkish language and cultural aspect of the language</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Go over how to greet people, say goodbye, ask about health and well-being, thank and apologize.</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Reviving Turkish Alphabet, and pronunciation of the letters.</li> <li>• Learn Long/Short Vowels, Consonants</li> <li>• Introducing Vowel Harmony 1 and 2</li> <li>• Personal pronouns</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Unit 12 and Unit 27</li> </ul> <p>Grammar points of -di and -miş</p> <ul style="list-style-type: none"> <li>• Reading dialogs from Unit 12 and 27</li> </ul>	<p><i>Prepare before first class meeting:</i></p> <ul style="list-style-type: none"> <li>• Familiarize yourself with the syllabus &amp; Carmen course outline</li> <li>• Prepare to introduce yourself to the class in Turkish</li> <li>• Write a paragraph in Turkish to introduce yourself.</li> </ul> <p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Sign up for presentations</li> <li>• Sign up for individual meetings (4 meetings x 15 mins)</li> <li>• Participate in discussions</li> </ul> <p>Complete in-class practice activities</p> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Review of past tenses (-dı and -miş) (From Chapters 12 and 27)</li> <li>• Review of the future and present progressive tenses (-acak and -iyor)</li> </ul>
2- 9/1 - 9/4	<p><i>Culture</i></p> <p>Biography - Özgeçmişim</p> <ul style="list-style-type: none"> <li>• Unit 12 and Unit 27 <i>Vocabulary:</i></li> <li>• Unit 27 Nasrettin Hoca Kimdir?</li> <li>• Fıkra nedir? (Turkish Joke –Short Anecdote)</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Past tense statements</li> <li>• Reported past tense -miş</li> <li>• Ordinal numbers</li> <li>• Case endings review</li> <li>• Turkish Grammar By G. L. Lewis Chapter 7 and 27</li> </ul> <p><i>Reading:</i></p>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Complete practice vocabulary activities (Carmen)</li> <li>• Review grammar rules of past tenses</li> </ul> <p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Present a location or historic place you visited over the summer by using past tenses.</li> <li>• You will post your project to the Carmen discussion page and your classmates will write comments about your work.</li> </ul>



	<ul style="list-style-type: none"> <li>• Reading Fıkra you bring to the class</li> </ul> <p>Writing: Essay:</p> <ul style="list-style-type: none"> <li>• Please post on Carmen page about your summer trip or vacation (Using past tenses). (Nereye gittin? Neler yaptın? Kimlerle birlikteydin? İlginç bir olay yaşadın mı? Yaz tatilin güzel mi geçti yoksa kötü mü geçti? Açıkla. Niye?)</li> </ul>	
<p>3- 9/8 - 9/11</p>	<p><i>Culture:</i></p> <ul style="list-style-type: none"> <li>• Unit 6 and 23 from Elementary Turkish</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Review of the future and present progressive tenses (-acak and -iyor)</li> <li>• Turkish Grammar By G. L. Lewis Chapter 10 and 11 / 20, 21,22 and 23</li> </ul> <p><i>Reading:</i> Dialog “Ne Yapıyorsun?” “Nereye gidiyorsun?”</p>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Complete practice vocabulary activities (Carmen)</li> <li>• Complete practice grammar activities (Carmen)</li> <li>• Complete online quizzes (Carmen)</li> <li>• Read the Vocabularies of Unit 6 (p.111)</li> <li>• Write 10 sentences by using present progressive tense</li> </ul> <p><i>Attend Zoom class Tu - Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Complete related practice activities (Carmen)</li> <li>• Give suggestions for future travellers about the place you talked last week.</li> <li>• Have a group work, exchange your places and get to know your group partner’s travel location.</li> </ul>
<p>4- 9/15 - 9/18</p>	<p><i>Culture:</i></p> <ul style="list-style-type: none"> <li>• Unit 4,5 and 14</li> <li>• Talking about hobbies and daily activities</li> <li>• Learning how to talk on the phone</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Talking on the phone vocabularies</li> </ul>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Complete practice vocabulary activities (Carmen)</li> <li>• Complete practice grammar activities (Carmen)</li> <li>• Complete online quizzes (Carmen)</li> </ul>



	<ul style="list-style-type: none"> <li>• Daily routine activities' vocabs</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Review of the aorist Unit 14</li> <li>• Review of Case Markers and Genitive-Possessive Unit 4 and 5</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• The dialog "Sizi eşimle tanıştrayım"</li> </ul> <p><i>Writing:</i></p> <p><i>Essay:</i></p> <ul style="list-style-type: none"> <li>• Write a paragraph about your habits, your regular life at OSU last two weeks.</li> </ul>	<p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Exercises 24 between A-N End of Unite exercises (p.70-75)</li> </ul> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Complete Online quiz on Carmen</li> <li>• Presentation</li> </ul> <p>Prepare for your presentation about a Turkish author or poet. Students will read a paragraph or a poem (You can give a translation of your own) from that author and give information about that person. Example page 375.</p> <p>Find one Turkish author or poet and introduce that person to your friends in class.</p>
<p>5-9/22 – 9/25</p>	<p><i>Culture: Unit 18</i> Food, Restaurants, Turkish cuisine, Grocery shopping. Recipes</p> <p><i>Vocabulary:</i> Food, and Turkish cuisine vocabs.</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Counting words</li> <li>• The imperative mood: Third-person forms and review</li> <li>• The aorist tense</li> <li>• As-soon-as clauses</li> <li>• Primary postpositions başka, beri</li> </ul> <p><i>Reading:</i></p>	<p><i>Prepare:</i></p> <p>Post the activities you have or you have not been doing regularly for two years. Examples: Page 371</p> <p>Bring Turkish News to the class and Talk about the News you found.</p> <p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <p>Go over exercise about Phrasal verbs 372</p> <p>Read Can Sıkıntısı page 372</p> <p><i>Homework:</i></p> <p>Read Orhan Pamuk, bring class an information about Orhan Pamuk.</p> <p>Read Turkish Phrasal verbs</p> <p>Go over Özlemin günlüğü page 375</p>



	<ul style="list-style-type: none"> <li>The dialog “Ne arzu ediyorsunuz?”</li> </ul>	Review “Simple, derived, and compound verbs”
6-9/29 – 10/2	<p><i>Culture:</i></p> <ul style="list-style-type: none"> <li>Unit 19</li> <li>Work, carriers, jobs</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>Search for the technical Vocabs of your future job.</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>Non-future subject participle –(y)An</li> <li>Phrasal verbs</li> <li>Simple, derived and compound verbs</li> </ul> <p><i>Reading:</i> Information about your major and your future job.</p>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>Post Carmen discussion page your future job and where you would like to work if you were in Turkey.</li> </ul> <p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>Complete online quiz</li> <li>Participate in discussions</li> <li>Complete in-class practice activities.</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>Watch and talk about the movie of Kocan Kadar Konuş. What do you think about the movie? Who is your favorite character? What are the cultural points?</li> <li>Unit exercises 376, 377 and 378</li> </ul> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>Complete Online quiz on Carmen</li> <li>Presentation</li> </ul>
7-10/6 – 10/9	<p>Review Unit of 20</p> <p>Midterm Written Exam – 1</p> <p>Midterm Speaking Exam - 1</p>	<p><i>Attend to take your written and oral exams</i></p> <p><i>Post your Essay about the Dizi</i></p> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>Complete Take-home written assessment #1</li> <li>Complete Online Speaking exam</li> <li>Prepare for your Presentation</li> </ul>
8-	<i>Culture: Unit 21</i>	<i>Prepare:</i>



<p>10/13 – 10/16</p>	<ul style="list-style-type: none"> <li>• Cultural Events and entertainments in Turkey</li> <li>• Holidays, Customs, Traditions, Invitations</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Vocabs of Cultural Religious activities and celebrations</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Verbal nouns –mAk, -mA, -(y)Iş</li> <li>• Intensive adjectives</li> <li>• The optative</li> <li>• Making daily/weekly schedules</li> <li>• Adverbs of time</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Bring classroom to read favorite letters from famous people.</li> </ul> <p><i>Writing:</i></p> <p>Essay: Write a letter to your friend or family member.</p> <p><i>Reading:</i></p> <p>Bringing class an information about one cultural event in Turkey to read</p>	<ul style="list-style-type: none"> <li>• Post Carmen discussion page 10 sentences by using verbal nouns</li> <li>• Post Carmen discussion page 10 sentences by optative</li> </ul> <p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online vocab quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Work on Unit 21 grammar points and vocabularies.</li> <li>• Group study with your partner to role-play asking their favorite cultural or religious event and what they do during this event, why is it special?</li> </ul>
<p>9- 10/20 – 10/23</p>	<p><i>Culture:</i></p> <p>Unit 22</p> <ul style="list-style-type: none"> <li>• Talking about books and literature</li> <li>• Talking about daily activities</li> <li>• Writing a personal letter</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Elementary Turkish</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Adverbs of frequency</li> <li>• The derivative suffix +IA</li> <li>• Expressions of time</li> <li>• Primary postpositions önce, sonra</li> <li>• Her and hiç</li> <li>• The adverbial suffix -(y)Ip</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Reading unit vocabularies of 22</li> </ul>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Study for online quiz.</li> </ul> <p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Watch movie Kocan Kadar Konus from Netflix and post your comment on topic Discussion Board (Carmen).</li> </ul> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Work on your presentation</li> </ul>



<p>10- 10/27 - 10/30</p>	<p><i>Culture:</i></p> <ul style="list-style-type: none"> <li>• Unit 22</li> <li>• Talking about leisure activities, shopping and personal letters</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Asking about likes, dislikes</li> <li>• Talking about hobbies</li> <li>• The adverbial suffix -(y)Ip Unit 22</li> </ul> <p>Elementary Turkish</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• The derivative suffix +cA</li> <li>• The ablative case</li> <li>• The accusative case</li> </ul> <p><i>Reading:</i></p> <p>Reading unit vocabularies and the dialogs.</p>	<p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Work on your second mid-term and speaking exam.</li> <li>• Work on your essay about the movie</li> </ul>
<p>11- 11/3 - 11/6</p>	<p><i>Second Midterm and Speaking Exam</i></p> <p><i>Culture:</i></p> <ul style="list-style-type: none"> <li>• Unit 23</li> <li>• Talking about leisure activities, shopping and personal letters</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Unit 23</li> </ul> <p>Elementary Turkish</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• The future subject participle -(y)AcAk</li> <li>• The reflexive pronoun kendi</li> <li>• Subject-verb agreement</li> <li>• Word order and logical stress</li> <li>• The adverbial auxiliary -(y)ken</li> <li>• Contrasting -(y)IncA and -(y)ken</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Reading unit vocabularies and the</li> </ul>	<p><i>Attend to take your written and oral exams</i></p> <p><i>Post your Essay about the Dizi</i></p> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Complete Take-home written assessment #2</li> <li>• Complete Online Speaking exam #2</li> </ul> <p><i>Writing: Essay:</i> Write an essay about your favorite hotel that you visited?</p> <ul style="list-style-type: none"> <li>• Reading your essays in the class</li> </ul>



	dialogs.	
12-11/10 – 11/13	<p><i>Culture:</i></p> <ul style="list-style-type: none"> <li>• Unit 23</li> <li>• Entertainment, leisure activities, shopping and personal letters</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Asking personal information, activities</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• The future subject participle -(y)AcAk</li> <li>• The reflexive pronoun kendi</li> <li>• Subject-verb agreement</li> <li>• Word order and logical stress</li> <li>• The adverbial auxiliary -(y)ken</li> <li>• Contrasting -(y)IncA and -(y)ken”</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Reading your essays in the class</li> </ul>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Review 23 exercises of future and continuous tenses</li> <li>• Take the vocab quiz of unit 23</li> <li>• Watch various cultural activities, weddings, henna nights, etc.</li> </ul> <p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Complete Unit exercises from Turkish Grammar By G. L. Lewis</li> <li>• Prepare questions to ask your group partner in the class about what s/he can do or cannot do? Neler yapabilir ve yapamaz?</li> </ul>
13-11/17 – 11/20	<p><i>Culture:</i> Unit 24 <i>Culture: “Parts of the body, Health, Illnesses, Hospitals &amp; medications, Remedies”</i></p> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Body Parts From Unit 24<sup>th</sup> Elementary Turkish</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Review of obligation and necessity</li> <li>• The necessitative with -mAlI</li> <li>• The derivative suffix +lAn</li> <li>• The non-future object participle -DIK”</li> </ul>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Unit 24 from Elementary Turkish grammar points review and complete exercises.</li> <li>• Take the vocab quiz of unit 24</li> <li>• Write 10 questions in order to read in the classroom by The conditional statements –sa -se .</li> </ul> <p><i>Attend Zoom class Tu-Fr, 4:10-5:05PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i> Post your essay to Carmen page.</p>





	<p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Read the dialogs from Elementary Turkish Unit 24th</li> </ul>	<p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Complete Online quiz on Carmen</li> <li>• Presentation</li> </ul>
14-11/24 – 11/27	<p>11/26 Thanksgiving Break no class Unit 25 Review Reviewing the previous grammar topics.</p>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Complete Review Unit 25 exercises</li> <li>• Prepare for the final written and oral exams.</li> </ul>
15-12/1 – 12/2  FINAL WEEK	<p><i>FINAL EXAM</i></p> <p><i>Final Written Exam and Speaking Exam</i></p>	<p><i>Take your written and oral exams online Post your Essay about the Dizi</i></p> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Complete Take-home final assessment</li> <li>• Complete Online Speaking exam</li> </ul>
Week	<p>Topics and Objectives</p>	<p>Discussions, in-class work, independent work, tests and assessments</p>
1-8/25 - 8/28	<ul style="list-style-type: none"> <li>• Discussion of syllabus, course requirements, navigation of Carmen access</li> <li>• Getting to know each other</li> </ul> <p><i>Culture</i></p> <ul style="list-style-type: none"> <li>• Introduction to Turkish language and cultural aspect of the language</li> </ul>	<p><i>Prepare before first class meeting:</i></p> <ul style="list-style-type: none"> <li>• Familiarize yourself with the syllabus &amp; Carmen course outline</li> <li>• Prepare to introduce yourself to the class in Turkish</li> <li>• Write a paragraph in Turkish to introduce yourself.</li> </ul>



	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Learn to be able to greet people, say goodbye, ask about health and well being, thank and apologize.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Introducing Turkish Alphabet, and pronunciation of the letters.</li> <li>Learn Long/Short Vowels, Consonants</li> <li>Introducing Vowel Harmony 1 and 2</li> <li>Personal pronouns</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Unit 1 Reading dialog: Merhaba</li> <li>Reading cultural note</li> </ul>	<ul style="list-style-type: none"> <li>Read the dialogs from book Unit 1.</li> </ul> <p><b>Attend Zoom class Tu-Fr, 3:00-3:55PM:</b></p> <ul style="list-style-type: none"> <li>Sign up for presentations</li> <li>Sign up for individual meetings (4 meetings x 15 mins)</li> <li>Participate in discussions</li> </ul> <p>Complete in-class practice activities</p> <p><b>Study:</b></p> <ul style="list-style-type: none"> <li>Complete Exercise 8 (p.21) and 9 (p.23)</li> <li>Review Vocabularies (p.13) read and memorize 10 vocabularies from Unit 1</li> </ul>
2-9/1 - 9/4	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Unit 2 Greetings and farewells</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Naming objects around us in the room</li> <li>Greetings</li> <li>Farewells</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Present tense statements</li> <li>Demonstratives</li> <li>Negation of the present tense</li> <li>Negation with değil</li> <li>The conjunctions ve, ile, ama</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Unit 2 Reading dialog “Merhaba!”</li> <li>Reading cultural note</li> </ul>	<p><b>Prepare:</b></p> <ul style="list-style-type: none"> <li>Complete practice vocabulary activities (Carmen)</li> <li>Review grammar rules</li> </ul> <p><b>Attend Zoom class Tu-Fr, 3:00-3:55PM:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions</li> <li>Complete in-class practice activities</li> </ul> <p><b>Study:</b></p> <ul style="list-style-type: none"> <li>Write 10 sentences by using conjunctions, and demonstratives in present tense post on Carmen discussion</li> <li>Study in Greeting people, saying goodbye, asking about health and well being, thanking, apologizing with your partner and role-play during online Carmen session.</li> <li>Memorize two phrases for each condition such as apologizing, thanking. (p. 34, 35)</li> <li>Complete exercise 7 (p. 34)</li> <li>Complete exercises between p.44-45</li> </ul>
3-9/8 - 9/11	<p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>Unit 3 Numbers and Locations</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Introducing other people</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Cardinal numbers</li> </ul>	<p><b>Prepare:</b></p> <ul style="list-style-type: none"> <li>Complete practice vocabulary activities (Carmen)</li> <li>Complete practice grammar activities (Carmen)</li> <li>Complete online quizzes (Carmen)</li> </ul>



	<ul style="list-style-type: none"> <li>• Plurals of nouns</li> <li>• Forming question Yes, no questions</li> <li>• Question words</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Reading the vocabularies of unit 3, p.47</li> <li>• Reading the dialog “Merhaba, adım Engin Aksu”</li> </ul>	<p><i>Attend Zoom class Tu - Fr, 3:00-3:55PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Complete related practice activities (Carmen)</li> <li>• Complete Pages: 53-54-55 exercises</li> <li>• Exercises between A-E p.60-61</li> <li>• Practice the Dialog 12 (p.57)</li> </ul>
4- 9/15 - 9/18	<p><i>Culture:</i></p> <ul style="list-style-type: none"> <li>• Unit 3</li> <li>• Asking for and giving personal information</li> <li>• Learning how to talk on the phone</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Talking on the phone vocabularies</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• The derivative suffixes +II and +sIz</li> <li>• Long Consonants</li> <li>• Expressing location, locative case</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• The dialog “Sizi eşimle tanıştırayım”</li> </ul>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Complete practice vocabulary activities (Carmen)</li> <li>• Complete practice grammar activities (Carmen)</li> <li>• Complete online quizzes (Carmen)</li> </ul> <p><i>Attend Zoom class Tu-Fr, 3:00-3:55PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Exercises 24 between A-N End of Unite exercises (p.70-75)</li> </ul> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Complete Online quiz on Carmen</li> <li>• Presentation #1</li> </ul>
5- 9/22 - 9/25	<p><i>Culture:</i></p> <ul style="list-style-type: none"> <li>• Unit 4</li> <li>• Asking people where they are from</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Learning counties and nationalities</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Expressing possession/possessive suffixes</li> <li>• The genitive case</li> <li>• Asking and giving personal information</li> </ul>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Watching the video clips about location of Turkey and neighbor countries</li> <li>• Read the consonant alteration and possessive suffixes</li> </ul> <p><i>Attend Zoom class Tu-Fr, 3:00-3:55PM:</i></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice</li> </ul>



	<ul style="list-style-type: none"> <li>• Consonant alternation</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Reading the vocabularies of unit 4, p.77</li> <li>• Colors</li> <li>• Dialog “Nerelisiniz?”</li> </ul>	<p>activities</p> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Watch the movie of Kocan Kadar Konus on Netflix and post your comment on topic Discussion Board (Carmen)</li> <li>• Nationalities (p. 78-80)</li> <li>• Exercise p.89 and Writing p.89</li> <li>• Complete Unit exercises (between 96-99)</li> </ul> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Complete Review Unit 5 Prepare for written assessment</li> </ul>
6-9/29 – 10/2	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• Review of Units from 1 to 4</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Unit 5 Review</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Reading of the review Unit 5 exercises.</li> <li>• Unit 6 Reading unit vocabularies and dialog</li> </ul>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Read the Vocabularies of Units from 1 to 4</li> </ul> <p><i>Attend Zoom class Tu-Fr, 3:00-3:55PM:</i></p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Watch the movie of Kocan Kadar Konus on Netflix and post your comment on topic Discussion Board (Carmen)</li> <li>• Complete Unit exercises</li> </ul> <p><i>Show what you have learned:</i> Study for your first midterm and speaking exam.</p>
7-10/6 – 10/9	<p><i>First Midterm and Speaking Exam Essay Submission</i></p>	<p><i>Attend to take your written and oral exams</i> <i>Post your Essay about the Dizi</i></p> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Complete Take-home written assessment #1</li> <li>• Complete Online Speaking exam</li> </ul>

<p>8- 10/1 3 – 10/1 6</p>	<p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Unit 6</li> <li>• Asking about activities</li> <li>• Describing activities</li> <li>• Exchanging addresses and phone numbers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Occupations, activities</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The present progressive tense, negative</li> <li>• The dative case</li> <li>• Asking about the professions</li> <li>• The derivative suffix +CI</li> <li>• Finite verbs and negation</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Dialog “Ne yapıyorsun?”</li> <li>• “Nereye gidiyorsun?”</li> </ul>	<p><b>Prepare:</b></p> <ul style="list-style-type: none"> <li>• Complete exercises: p.116, 117, 118, 119, 120, 121, 128, 129, 130, 131, 132, 133 from the book.</li> </ul> <p><b>Attend Zoom class Tu-Fr, 3:00-3:55PM:</b></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><b>Study:</b></p> <ul style="list-style-type: none"> <li>• Complete Unit exercises</li> <li>• Prepare a dialog to read in classroom related to the dialog “Ne yapıyorsun?”</li> </ul>
<p>9- 10/2 0 – 10/2 3</p>	<p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Unit 7</li> <li>• Locations, Shopping and age</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Asking about locations</li> <li>• Asking about activities</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Describing locations</li> <li>• Var/yok sentences</li> <li>• The verb to have</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reading unit vocabularies p.135 and the dialog</li> </ul> <p><b>Writing:</b> <b>Essay:</b> describe your house or room (p.144) and post Carmen writing section.</p>	<p><b>Prepare:</b></p> <ul style="list-style-type: none"> <li>• Complete exercises from p.138, 139</li> </ul> <p><b>Attend Zoom class Tu-Fr, 3:00-3:55PM:</b></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><b>Study:</b></p> <ul style="list-style-type: none"> <li>• Watch the movie of Kocan Kadar Konus post your comment on topic Discussion Board (Carmen)</li> <li>• Work on your essay, plan the structure and paragraphs.</li> </ul> <p><b>Show what you have learned:</b></p> <ul style="list-style-type: none"> <li>• Complete Online quiz on Carmen</li> <li>• Presentation #3</li> </ul>



<p>10- 10/2 7 - 10/3 0</p>	<p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Unit 7</li> <li>• Home and activities</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Kaç and tane</li> <li>• Asking about age</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Negative questions with the verb to be</li> <li>• The present progressive tense</li> <li>• The imperative form</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reading unit vocabularies p.158</li> <li>• Dialog “Bu yakınlarda banka var mı?”</li> <li>• Dialog “Bakkalda”</li> </ul>	<p><b>Prepare:</b></p> <ul style="list-style-type: none"> <li>• Write 10 questions in order to read in the classroom by using Kaç and tane.</li> </ul> <p><b>Attend Zoom class Tu-Fr, 3:00-3:55PM:</b></p> <ul style="list-style-type: none"> <li>• Complete online quiz</li> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> </ul> <p><b>Study:</b></p> <ul style="list-style-type: none"> <li>• Exercise p.165-166, and 170.</li> <li>• Watch new movie/tele-novella “DİZİ” from Turkey on Netflix and post your comment on topic Discussion Board (Carmen)</li> </ul> <p><b>Show what you have learned:</b> <a href="#">Study for your second midterm and speaking exam.</a></p>
<p>11- 11/3 – 11/6</p>	<p><b>Second Midterm and Speaking Exam</b></p> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Unit 8</li> <li>• Asking about and describing families</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Relatives and families</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• -mAk istemek</li> <li>• Adjectives</li> <li>• The derivative suffix +Ilk</li> <li>• Negative questions with the verb to be</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Dialog “Evli misiniz?”</li> </ul> <p><b>Writing: Essay:</b> Write about your own Family and post Carmen writing section.</p>	<p><b>Attend to take your written and oral exams</b> <b>Post your Essay about the Dizi</b></p> <p><b>Show what you have learned:</b></p> <ul style="list-style-type: none"> <li>• Complete Take-home written assessment #2</li> </ul>
<p>12-</p>	<p><b>Culture:</b></p>	



<p>11/1 0 – 11/1 3</p>	<ul style="list-style-type: none"> <li>Unit 8</li> <li>Asking about and describing families</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Relatives and families</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-mAk istemek</li> <li>Adjectives</li> <li>The derivative suffix +Ilk</li> <li>Negative questions with the verb to be</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Dialog “Evli misiniz?”</li> </ul> <p><b>Writing: Essay:</b> Write an essay about what do you want to do this Winter break? and post Carmen writing section.</p>	<p><b>Prepare:</b></p> <ul style="list-style-type: none"> <li>Family tree vocabularies, Akrabalar, p. 161</li> </ul> <p><b>Attend Zoom class Tu-Fr, 3:00-3:55PM:</b></p> <ul style="list-style-type: none"> <li>Complete online vocab quiz</li> <li>Participate in discussions</li> <li>Complete in-class practice activities</li> </ul> <p><b>Study:</b></p> <ul style="list-style-type: none"> <li>Exercises: p.172-173, p.175, 179, 180, and 181</li> </ul> <p><b>Show what you have learned:</b></p> <ul style="list-style-type: none"> <li>Complete Online quiz on Carmen</li> <li>Presentation #4</li> </ul>
<p>13- 11/1 7 – 11/2 0</p>	<p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>Unit 9</li> <li>Talking about leisure activities</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Asking about likes, dislikes</li> <li>Talking about hobbies</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The derivative suffix +cA</li> <li>The ablative case</li> <li>The accusative case</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reading unit vocabularies and the dialog p.158</li> <li>Dialog “Selam Özge, nereden geliyorsun?”</li> </ul>	<p><b>Prepare:</b></p> <ul style="list-style-type: none"> <li>Complete exercises: p.195, 205, 206 and 207.</li> </ul> <p><b>Attend Zoom class Tu-Fr, 3:00-3:55PM:</b></p> <ul style="list-style-type: none"> <li>Complete vocab quiz</li> <li>Participate in discussions</li> <li>Complete in-class practice activities</li> </ul> <p><b>Study:</b> Post your essay to Carmen page.</p> <p><b>Show what you have learned:</b></p> <ul style="list-style-type: none"> <li>Complete Online quiz on Carmen</li> </ul>
<p>14- 11/2 4 – 11/2 7</p>	<p>11/26 <b>Thanksgiving Break no class</b></p> <ul style="list-style-type: none"> <li>Unit 10 Review</li> <li>Reviewing the previous grammar topics for the take home written assessment.</li> </ul>	<p><b>Study:</b> Watch a Turkish movie and post your essay.</p> <p><b>Show what you have learned:</b></p> <ul style="list-style-type: none"> <li>Prepare for the final written and</li> </ul>



		<b>oral exams.</b>
15- 12/1 – 12/2 FINA L WEE K	<i>Final Written Exam and Speaking Exam</i>  Unit between 1-10	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Review Unit 10.</li> </ul> <p><i>Attend to take your written and oral exams</i> <i>Post your Essay about the Dizi</i></p> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Complete Take-home final assessment</li> <li>• Complete Online Speaking exam</li> </ul>
	<i>FINAL EXAM</i> <i>Between Unit 1 - 10</i>	





# Intermediate Turkish I - 1103 Autumn Semester 2020

## Orta Seviye Türkçe I – 1103 Sonbahar Dönemi 2020

<b>INSTRUCTOR (HOCASI):</b>	Ceyda Steele
<b>CLASS HOURS (DERS SAATLERİ):</b>	T/W/R/F 4:10 – 5:05
<b>CLASS LOCATION (LOKASYON):</b>	-
<b>OFFICE HOURS (OFİS SAATLERİ):</b>	By appointment
<b>E-MAIL:</b>	steele.1022@osu.edu

### **GENERAL COURSE DESCRIPTION (Dersin Tanımı) :**

1103 Intermediate Turkish I is the first part of a year-long course which aims to improve Modern Standard Turkish skills of students. This course is planned for students who have studied one year of Turkish or its equivalent. This course is the fulfillment of the General Education (GE) requirement for the Foreign Language category. After completing this course successfully, students will develop high intermediate to advanced competence in spoken and written Turkish. Instructor emphasize not only on listening comprehension, reading, speaking, writing, but also cultural knowledge in the classroom. Additionally, instructor will review the grammatical structures taught in the first year and introduce advanced grammar whenever necessary. This course aims to improve students' Modern Standard Turkish to by introducing advanced vocabularies and the fundamentals of Modern Turkish grammar, sentence structure, and pronunciation. Students will improve their ability to communicate in Turkish. Instructor will use primarily Turkish in the classroom. However, if it is necessary, the instructor will use English to make clarification. As part of the course structure, the areas of Turkish culture, history and geography will be covered and traditional arts, music and food will be introduced.

### **COURSE OBJECTIVES (Dersin amaçları) :**

Upon successfully completing this course, students will be able to use Turkish for following communications

- Everyday activities including shopping in the market, making reservations, using transportations, and etc.
- Job interviews, renting an apartment, hotel reservations, and etc.
- Talking about Turkish daily news, history, literature, culture, and etc.

Reading Turkish books, newspapers and articles for this course will improve students comprehensive understanding of Turkish.

Turkish culture, art, history, geography, education, travel information will be used throughout the class to create better understanding of the cultural part of the language.

## **GENERAL EDUCATION REQUIREMENTS (Genel Eđitimin Őartları) :**

After completing this course successfully, students will earn four credits towards the GEC Foreign Language Requirements as described in the ASC MANUAL (2014-15) GE Goals & Expected Learning Outcomes as follows:

### **Goals:**

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

### **Expected Learning Outcomes:**

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

### **C. Formal Assessment of Learning Outcomes:**

1. Learning outcome number 1 is assessed through the following measures:

- a) Speaking: Participation grade and class presentations.
- b) Listening: Assignments, exams, listening videos and watching short video clips.
- c) Reading: Assignments, exams, and class participation.
- d) Writing: Class presentations, homework assignments, quizzes and exams.

2. Learning outcome number 2 is assessed through the following measures:  
Quizzes, class presentations, assignments and exams.

3. Learning outcome number 3 is assessed through the following measures:  
Class presentations, quizzes, group works and exams.

## **TEXTBOOK, OTHER RESOURCES AND TECHNOLOGY**

### **COURSE MATERIALS:**

Textbook: KurtuluŐ Öztopçu. Elementary Turkish. İstanbul, Santa Monica, Kebikeç Yayınları.

### **OTHER MATERIALS:**

Robert Underhill. Turkish Grammar. Cambridge: The MIT Press, 1976(1985).

G.L. Lewis. Turkish Grammar. Oxford: Clarendon Press, 1967 (1985).

Jaklin Kornfilt. Turkish Grammar.

Celia Kerslake. Turkish: A Comprehensive Grammar.

Mehmet Hengirmen. *Turkish Grammar for Foreign Students*. Ankara: Engin Yayınevi, 2001

Turkish Pimsleur website:

<http://www.pimsleur.com/Learn-Turkish/Turkish-Comprehensive/9780743533812>

Zeki Findikoglu. *The Turkish Tales of Nasrettin Hoca*. Createspace Publishing Platform, 2009.

### **GRADING POLICY:**

Class participation* / attendance:	10%
Homework assignments:	20%
Presentations (4 in-class presentations)	10%
In-class short vocabs quizzes	20%
Weekly 10-15 minute, long starts after second week, each week on Tuesdays.	
Online quizzes will be posted on Carmen	
Take-home written assessments	15%
2 tests (Written and Speaking Exams) Weeks 7, and 11	
Final Exam:	25%
	<hr/>
	100

### **COURSE CONTENT:**

Elementary Turkish Book 1: Units 1 - 25

### **CLASS STRUCTURE**

Classes will include introduction topic/function based lessons, grammar reviews, classroom activities and speaking sessions. We will use various online materials including Turkish music videos, geographical maps, and video clips.

We will read the dialogs from the units, answer the questions, watch video clips and listen the audio recordings related to the weekly unit's topic. I will go over the grammar points of the Unit each week on Tuesdays. Students will be responsible to complete the introduced unit's exercises for the next class (Wednesdays). On Wednesdays, we will practice the newly introduced grammar points, complete exercises of the unit, begin to write a paragraph of essay related to the grammar and the topic of the unit. Students will complete their own paragraph on Friday or over the weekend and read in the classroom when we meet on Tuesday. We will have group activities and role plays both on Wednesdays and Thursdays. Students will present their own presentations on Fridays.

The class focuses on student centered creative activities. Students are required to participate in these activities. Some of these activities include role-playing, participating in various games such as "who am I?" and "Charade", dramatizing everyday activities such as asking directions,

shopping at a local market, booking a hotel room, finding an apartment to live in in Istanbul, book a flight, finding a job from a local Turkish website etc.

Homework will be a significant part of the class. It is important that you complete your assignments in a timely fashion. When new information is presented in class, you must complete the assignments of the grammar topic from the unit. The assignments of the class will be reviewed each class by instructor. Students are responsible to learn the vocabularies of the unit. The vocabularies are listed on the first page of each unit (the new edition of the book) and on the last page of each unit (the old edition of the book).

There will be regular vocabulary. Please see the detailed weekly course chart for the exact quiz dates. You will have two midterms and one final exam. The midterm exam will be a performance test, which will assess students in the four major proficiency areas: speaking, listening, reading and writing. During the final exam, there will be a proficiency exam in addition to the written final exam. In other words, there will be oral interviews at the end of the term. Oral interviews will be evaluated on the basis of the following criteria: Vocabulary, pronunciation, syntax, comprehensibility, and fluency. Students will have also two speaking exams as part of their written midterm exams.

## **ATTENDANCE**

Students are expected to attend the entire class session. Three late attendances will become an absence. You will be allowed a total of two absences during the semester. Please inform me about your absence in advance by e-mail. If you pass the attendance limit, you will lose points from your attendance, which is %10 of your grade. If you are absent during quizzes, you will lose your quiz points. If you miss a mid-term or final exam, you will lose all your mid-term or final exam points.

## **CLASS PARTICIPATION**

Class participation includes preparation of oral/written projects and their presentation in class. Students are responsible for making an effort to participate all class activities, and conversations. It is expected to be respectful to other students and be a constructive participant in the class environment. Students should read the passages from the book and complete the unit exercises when their name is called. Students are responsible to complete all assignments and materials covered in the class even if they are not present. You can come and see me during my office hours, if you need any extra help or to ask questions.

## **VOCABULARY QUIZZES**

We will have 5 quizzes throughout the term. Each quiz will take place during the first part of the class (first 10 minutes).

## **QUIZ SCHEDULE IS BELOW:**

Quiz 1 Unit 18-19

Quiz 2 Vocabulary quiz of Unit 21

Quiz 3 Vocabulary quiz of Unit 22

Quiz 4 Vocabulary quiz of Unit 23

Quiz 5 Vocabulary quiz of Unit 24

## **CONVERSATION HOURS**

We will have three conversation hours per term. It is a part of your grade and you are required to attend.

## **ASSIGNMENTS AND BLOG POSTS**

Homework is obligatory. You have to turn in your homework at the beginning of the class on Tuesday each week. You will gain points when you complete entire exercises of the unit from the course book. Students are required to complete unit exercises and all other given assignments each week. A lack of preparation and missed assignments because of absentee and misinformation from unreliable classmate will not be accepted as an excuse. You can come and see me during my office hours for any extra help or to go over your homework and questions. I have office hours on Tuesdays and Fridays.

Students are responsible for completing all unit exercises when they are assigned. Students should check the answer key and correct their own answers with another color pen before returning their assignments. I will collect or check these assignments on Tuesdays.

Students are responsible for completing assignments from the blog, which will be about writing essays, answering posted questions, and commenting on assigned videos and songs about Turkish culture, geography and literature.

You will write various essays related to the topics of the unit throughout the semester. Each student will read his or her essay in the classroom.

## **MID-TERMS**

The first mid-term will cover the materials presented from chapter 1 through chapter 20. The second midterm will cover the materials presented from chapter 20 through chapter 23. The final covers the materials presented from chapter 1 through chapter 25.

Since this is a language class, we cannot omit any kind of information that is studied previously. Students are responsible from the assigned units and all handout assignments that studied in the class. There will be no make-up for the mid-terms and final exams. No Midterms and final examination may be physically removed from the classroom for any reason. Any student in violation of this policy will be dropped from the class, assigned a failing grade and reported.

## **Academic Misconduct**

*It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.*

## **Disability Services**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

Weeks and Dates	Class Works	Assignments
1- 8/25 - 8/28	<p>Discussion of syllabus, course requirements, navigation of Carmen access</p> <p>Getting to know each other</p> <p>Introduction to Turkish language and cultural aspect of the language</p> <p>Go over how to greet people, say goodbye, ask about health and well-being, thank and apologize.</p> <p>Reviving Turkish Alphabet, and pronunciation of the letters.</p> <p>Learn Long/Short Vowels, Consonants</p> <p>Introducing Vowel Harmony 1 and 2</p> <p>Personal pronouns</p> <p>Unit 12 and Unit 27</p>	<p>Write a paragraph in Turkish to introduce yourself.</p> <p>Review of past tenses (-dı and -miş) (From Chapters 12 and 27)</p> <p>Review of the future and present progressive tenses (-acak and -iyor)</p>
2- 9/1 - 9/4	<p>Biography - Özgeçmişim</p> <p>Unit 12 and Unit 27</p> <p><i>Vocabulary:</i></p> <p>Unit 27 Nasrettin Hoca Kimdir?</p> <p>Fıkra nedir? (Turkish Joke – Short Anecdote)</p> <p>Past tense statements</p> <p>Reported past tense -miş</p> <p>Ordinal numbers</p> <p>Case endings review</p>	<p>Reading Fıkra you bring to the class</p> <p><i>Essay:</i></p> <p>Your summer trip or vacation (Using past tenses). (Nereye gittin? Neler yaptın? Kimlerle birlikteydin? İlginç bir olay yaşadın mı? Yaz tatilin güzel mi geçti yoksa kötü mü geçti? Açıkla. Niye?)</p> <p>Present a location or historic place you visited over the summer by using past tenses.</p>
3- 9/8 - 9/11	<p>Unit 6 and 23 from Elementary Turkish</p> <p>Review of the future and present progressive tenses (-acak and -iyor)</p>	<p><i>Reading:</i> Dialog “Ne Yapıyorsun?”</p> <p>“Nereye gidiyorsun?”</p> <p>Read the Vocabularies of Unit 6 (p.111)</p> <p>Write 10 sentences by using present progressive tense</p> <p>Have a group work, exchange your places and get to know your group partner’s travel location.</p>

4- 9/15 - 9/18	<p>Unit 3 Quiz 1 Evaluation of Homework Reading the vocabularies of unit Unit 4,5 and 14 Talking about hobbies and daily activities Learning how to talk on the phone Talking on the phone vocabularies Daily routine activities' vocabs</p> <p>Review of the aorist Unit 14 Review of Case Markers and Genitive-Possessive Unit 4 and 5</p>	<p>Prepare for the Quiz 1</p> <p>Read The dialog "Sizi eşimle tanıştrayım" : Essay: Write a paragraph about your habits, your regular life at OSU last two weeks. Presentation</p> <p>Prepare for your presentation about a Turkish author or poet. Students will read a paragraph or a poem (You can give a translation of your own) from that author and give information about that person. Example page 375.</p> <p>Find one Turkish author or poet and introduce that person to your friends in class.</p>
5- 9/22 – 9/25	<p>Unit 18 Food, Restaurants, Turkish cuisine, Grocery shopping. Recipes</p> <p>Food, and Turkish cuisine vocabs. Counting words The imperative mood: Third-person forms and review The aorist tense As-soon-as clauses"</p>	<p>Homework Read The dialog "Ne arzu ediyorsunuz?"</p> <p>Post the activities you have or you have not been doing regularly for two years. Examples: Page 371</p> <p>Bring Turkish News to the class</p> <p>Go over exercise about Phrasal verbs 372</p> <p>Read Can Sıkıntısı page 372</p> <p>Read Orhan Pamuk, bring class an information about Orhan Pamuk.</p>
6- 9/29 – 10/2	<p>Quiz 2 Unit 19 Work, carriers, jobs Search for the technical Vocab of your future job.</p>	<p>Prepare for the Quiz 2</p> <p>Watch and talk about the movie of Kocan Kadar Konuş. What do you think about the movie? Who is your favorite character? What are the cultural points?</p>



	<p>Non-future subject participle – (y)An Phrasal verbs Simple, derived and compound verbs</p> <p><i>Reading:</i> Information about your major and your future job.</p>	Unit exercises 376, 377 and 378
<p>7- 10/6 – 10/9</p>	<p><i>First Midterm and Speaking Exam</i> <i>Essay Submission</i></p>	<p>Take your written and speaking exams Prepare for your Presentation Homework Bringing class an information about one cultural event in Turkey to read</p>
<p>8- 10/13 – 10/16</p>	<p><i>Unit 21</i> Cultural Events and entertainments in Turkey Holidays, Customs, Traditions, Invitations Vocabs of Cultural Religious activities and celebrations Verbal nouns –mAk, -mA, -(y)Iş Intensive adjectives The optative Making daily/weekly schedules Adverbs of time</p> <p><i>Reading:</i> Bring classroom to read favorite letters from famous people.</p>	<p>Work on Unit 21 grammar points and vocabularies. Group study with your partner to role-play asking their favorite cultural or religious event and what they do during this event, why is it special?</p> <p><i>Writing:</i> <i>Essay: Write a letter to your friend or family member.</i></p>
<p>9- 10/20 – 10/23</p>	<p>Unit 22 Talking about books and literature Talking about daily activities Writing a personal letter</p> <p>Adverbs of frequency The derivative suffix +IA Expressions of time Primary postpositions önce, sonra Her and hiç</p>	<p>Reading unit vocabularies of 22</p> <p>Watch movie Kocan Kadar Konus from Netflix and post your comment on topic Discussion Board (Carmen).</p> <p><i>Prepare for the Quiz 3</i></p>

	The adverbial suffix -(y)Ip	
10- 10/27 - 10/30	<p>Quiz 3</p> <p>Unit 22 Talking about leisure activities, shopping and personal letters</p> <p>Asking about likes, dislikes Talking about hobbies The adverbial suffix -(y)Ip The derivative suffix +cA The ablative case The accusative case</p>	<p><i>Reading:</i> Reading unit vocabularies and the dialogs.</p> <p>Study for your second midterm and speaking exam.</p>
11- 11/3 – 11/6	<p><i>Second Midterm and Speaking Exam</i></p> <p>Unit 23 Talking about leisure activities, shopping and personal letters</p> <p>Unit 23 The future subject participle -(y)AcAk The reflexive pronoun kendi Subject-verb agreement Word order and logical stress The adverbial auxiliary -(y)ken Contrasting -(y)IncA and -(y)ken</p>	<p><i>Attend to take your written and oral exams</i> <i>Complete your Essay about the Dizi</i></p> <p>Writing: <b>Essay:</b> Write an essay about your favorite hotel that you visited?</p> <p>Reading your essays in the class</p>
12- 11/10 – 11/13	<p>Unit 23 Entertainment, leisure activities, shopping and personal letters Asking personal information, activities</p> <p>The future subject participle -(y)AcAk The reflexive pronoun kendi Subject-verb agreement Word order and logical stress The adverbial auxiliary -(y)ken Contrasting -(y)IncA and -</p>	<p>Prepare for the Quiz 4</p> <p>Review 23 exercises of future and continuous tenses</p> <p>Prepare questions to ask your group partner in the class about what s/he can do or cannot do? Neler yapabilir ve yapamaz?</p> <p>Watch various cultural activities, weddings, henna nights, etc.</p>

	(y)ken”	
13- 11/17 – 11/20	Unit 24 “Parts of the body, Health, Illnesses, Hospitals & medications, Remedies”  Body Parts From Unit 24 <sup>th</sup> Elementary Turkish Review of obligation and necessity The necessitative with -mAll The derivative suffix +lAn The non-future object participle -DIK”	Read the dialogs from Elementary Turkish Unit 24 <sup>th</sup> Write 10 questions in order to read in the classroom by The conditional statements –sa -se  Prepare for the Quiz 5
14- 11/24 – 11/27	11/26 Thanksgiving Break no class Quiz 5 Unit 25 Review Reviewing the previous grammar topics.	Watch a Turkish movie and write an essay.  Review Unit 10.
15- 12/1 – 12/2 FINAL WEEK	<i>Final Written Exam and Speaking Exam</i>  Unit between 1-10	<i>Attend to take your written and speaking exams</i> <i>Bring class your Essay about the Dizi</i>

## **GE Rationale - Foreign Language**

### Turkish 1103 Intermediate Turkish I

#### **Course objectives:**

This is a first part of a yearlong course, which aims to improve Modern Standard Turkish skills of students. This course is planned for students who have studied one year of Turkish or its equivalent. Students will be exposed intensively to grammar and vocabulary of a high register. Students will be introduced advanced vocabularies and the fundamentals of Modern Turkish grammar, sentence structure, and pronunciation. This course is the fulfillment of the General Education (GE) requirement for the Foreign Language category. After completing this course successfully, students will develop high intermediate to advanced competence in spoken and written Turkish.

#### **Expected Learning Outcomes:**

##### **1) Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.**

Speaking, listening, reading and writing activities and assignments prepared for this course will focus on developing the Modern Standard Turkish skills of students who have studied one year of Turkish or its equivalent.

**In Speaking:** Student will be able to understand conversational Turkish and communicate in daily conversations. They will talk about past events with the definite past tense, compose reported past structures, talk about their daily or weekly schedules by using Turkish aorist tense, and talk about future events with the future tense. By using these tenses, they can answer complicated questions on many various topics, give explanations and excuses, give directions, express themselves, their personal interest, family structures, likes and dislikes, habits, past stories, future expectations and plans. They will be able to handle uncomplicated communicative task and social situation as a part of the characteristic of the advance range of proficiency. Additionally, they will be able to communicate in Turkish by using cultural sensitivity. They will understand cultural aspect of the language along with traditions including: Turkish coffee making, family structures, bargaining, future telling, holidays and celebrations.

In order to practice these above skills, students will complete interactive activities. Such as working in pairs, or small groups, acting role-plays, preparing phone talk dialogs, and interviews.

#### **In Listening:**

Students will comprehend information in discussions, presentations, audios, videos and lectures in Modern Standard Turkish that are presented to them by native speakers. Students are expected to be able to comprehend basic and complicated statements and questions related to the topics of the unit. Students will listen and watch various authentic audio materials related to the daily life situations, daily routines, sports, biographies, future plans, holiday preparations, stories of places

and people in Turkey. Students will be encouraged to work in pairs or small groups to complete their listening practices. Moreover, they will be able to listen audio files on their online book and re-watch the Turkish soap opera we are watching in the classroom at home.

### **In Reading:**

Students will apply various strategies in order to comprehend the meaning of the texts such as context cues, their own background, vocabularies and expressions they learned, cognates, roots of verbs, patterns of plurals, possessive suffixes, and commonly used derivative suffixes. They will be able to recognize many authentic texts (such as menus, brochures, TV programs, biography excerpts, articles, interviews, phone talk dialogs) on the topics that are studied and some topics that they have particular interest. They will be able to understand and comprehend the main idea of the reading texts with a minimum help of dictionaries.

Students will be introduced various reading materials from magazines, Internet news, and books besides their textbook. These texts will include charts, schedules, narrations, descriptions, short stories, factual and biographical information about familiar topics and situations. Students will work in pairs, small groups, and individually to complete multiple choice, true/false, matching, and filling the blanks questions related to the texts they are reading.

### **In Writing:**

Students will write sentences and paragraphs on several familiar topics. It is expected from them to write weekly a composition based on the new learned topic. They should be able to write paragraphs by describing places, people and things, express their opinions, point out the facts and give suggestions, make contrasts and comparisons. They should use accurate spelling, structure, and grammar. Additionally, they need to complete unit exercises on the topics we study after each class. These exercises compose of writing letters, filling out application forms, resumes, applying for jobs, and etc.

## **2) Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.**

The materials we use in this course have authentic aspects that will assist students to gain insights into the Turkish culture. They will be able to understand, explore, and strengthen their cultural understanding. Exploring everyday life in Turkey through various exercises and learning commonly used cultural expressions will help students to overcome any insecurity about their language abilities. Additionally, they will have insights of various topics including Turkish culture, literature, popular culture, lifestyle, and history. They will gain an awareness of several traditions such as family life, marriage, celebrations, social customs, and etc.

Students will work on various topics related to these cultural concepts above through group projects, essays, presentations, true/false exercises, fill in the blank questions. Additionally, they will complete various essays, and speaking exams.

**3) Students compare and contrast the cultures and communities of the language that they are studying with their own.**

Students will have enough opportunity to compare and contrast Turkish culture and American culture throughout the course. Several authentic materials we study in the class present characteristics and qualities related to both Turkish and American cultures. Students will have opportunities to analyze differences and similarities on both cultures and will reflect their thoughts on these topics, which will create cultural awareness and appreciation. Additionally, Turkish culture, art, history, geography, education, travel information will be used throughout the class to create better understanding of the cultural part of the language.

**GE Assessment Plan for Foreign Language  
Turkish 1103 Intermediate Turkish 1**

<p><b>GE Expected Learning Outcomes</b></p>	<p><b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p><b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i></p>	<p><b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b></p>
<p><b><u>ELO 1</u></b>  Students engage communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.</p>	<p><u>Direct:</u> Weekly vocab quizzes, short essays, completing unit exercises, and listening audios and dialogs.  <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> It is expected to receive 80% or more <i>excellent</i> or <i>good</i> from students.  <u>Indirect:</u> The goal is to match 85% or more <i>agree</i> or <i>strongly agree</i> from students when they complete the course.</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course.  This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><b><u>ELO 2</u></b>  Students explain and examine the cultural perspectives and manifestations of the peoples who speak the language they study.</p>	<p><u>Direct:</u> Weekly vocab quizzes, short essays, completing unit exercises, listening audios and dialogs.  <u>Indirect:</u> Student opinion survey</p>		
<p><b><u>ELO 3</u></b>  Students compare and contrast the cultures and communities of the language that they are studying with their own.</p>	<p><u>Direct:</u> Weekly vocab quizzes, short essays, completing unit exercises, listening audios and dialogs. <u>Indirect:</u> Student opinion survey</p>		

## Appendix: Assessment Rubric for Turkish 1103 Intermediate Turkish 1

### Two examples of direct measures:

#### 1. Students will take weekly vocab quizzes, present three presentations and write essays about the cultural topics.

##### a. *ELO 1 example question:*

Speaking activity: Students will prepare four questions to ask their partners about the things they are planning to do this weekend. The future tense –acak and –ecek will be used to compose these sentences along with time adverbs such as yarın, bu hafta sonu, yarın akşam.

Their partners will change the personal pronouns when they answer to these questions. They will review the grammar rule from Unit 22 and they can use various verbs from the previous units.

##### b. *ELO 2 example question:*

Presentation: Students will prepare a 10-15 minutes presentation in Modern standard Turkish about one of the following topics:

- A biography of a Turkish writer or poet.
- A cultural or social tradition (marriage, celebrations, future telling, or lifestyle)
- A cultural food
- A touristic or historic city in Turkey

##### c. *ELO 3 example question:*

Lesson 1- Post reading activity: “Would you like to live in a small family/nuclear family structure or an extended family structure? Why?”

Discussions: Students will post their opinions about the statement presented below in the discussion part of the reading: *Grandkids are happier and have a healthy childhood when they live with their grandparents in an extended family structure.*

Students will compare and contrast their perspectives with the traditions and customs in the United States and Turkey.

#### 2. Sample of short tasks in order to assess achievement of ELO 1, ELO 2, and ELO 3. These questions will be evaluated on a scale of points.

**From 10 points to 1 point will reflect our understanding of their work.**

**Points between 10 to 8 = Excellent work**

**Points between 8 to 6 = Good**

**Points between 6 to 4 = Satisfactory**

**Points between 4 to 1 = Poor**

##### a. *ELO 1 sample assignment:*

**Students will prepare and present the following project:**

**Traveling to different regions and visiting historic areas in Turkey.**



Students present a city or a historic region, share their interest in Turkish history and culture with classmates, and receive feedbacks from classmates. Students will search and find information about the place that they have visited, or they are interested in visiting in the future. They will present this place to their classmates. They will prepare a PowerPoint presentation, share pictures, short video clips, and history of the place. At the end, they will give their opinions about why their classmates should visit this place in the future. They will share their insights and perspectives.

The aims of this multitask project are:

Students will use the vocabulary learned in class.

Students will use various grammar rules and create their own sentences.

They will follow the presentation rubric that is posted on Canvas.

They will learn to share their opinions and receive feedbacks in Turkish.

b. *ELO 2 example question:*

Cultural idiom project: Students will research and write various idioms that are commonly used by Turkish speakers. They will also bring information and story behind these idiomatic usages and present these stories in class.

c. *ELO 3 example question:*

Speaking Activity: Partner work. Each group of two students will prepare a role play about renting an apartment unit in Istanbul. This work will help them to compare/contrast lifestyle of students in Turkey. They can compare their lifestyle in the US and come up with their own questions about living in Istanbul. They will also think which kind of difficulties they might encounter and how they can familiarize themselves to the conditions in another country.

**Indirect measure:**

**Opinion Survey**

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

**Foreign Language ELO 1**

Students engage communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

### **Foreign Language ELO 2**

Students explain and examine the cultural perspectives and manifestations of the peoples who speak the language they study.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

### **Foreign Language ELO 3**

Students compare and contrast the cultures and communities of the language that they are studying with their own.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Turkish 1103**

**Instructor: Ceyda Steele**

**Summary: Intermediate Turkish**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenZoom</li> <li>• Synchronous lectures</li> <li>• Daily conversations.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided to obtain materials in another format.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

## Reviewer Information

- Date reviewed: 11/13/20
- Reviewed by: Ian Anderson

## Notes: Good to go!

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.