

## Term Information

Effective Term Spring 2023  
*Previous Value* Autumn 2015

## Course Change Information

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

Updating to DL

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

To allow for flexibility of students to be able to take course online when able to be offered.

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)?

none

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 2101  
Course Title Intermediate Turkish II  
Transcript Abbreviation Intermed Turkish 2  
Course Description Extensive reading from literary texts, with practice in conversation and composition. Not open to native speakers of this language.  
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 No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1103.
Exclusions	
<a href="#">Previous Value</a>	Not open to students with credit for 201.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	16.1501
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
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	<ul style="list-style-type: none"><li>• Intermediate Turkish proficiency beyond 1103</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Practice in intermediate reading in Turkish</li><li>• Practice in intermediate speaking in Turkish</li><li>• Practice in intermediate writing in Turkish</li><li>• Study of the elements of Turkish syntax and grammar, including nouns and adjectives</li><li>• Continued study of Turkish culture and society</li></ul>
Sought Concurrence	No

## Attachments

- Turkish 2101 - distance\_approval\_cover\_sheet\_1.docx: DL Cover Sheet  
*(Other Supporting Documentation. Owner: Blacker, Noah)*
- Online-Intermediate Turkish II Updated 2023.docx: Online Updated Syllabus  
*(Syllabus. Owner: Blacker, Noah)*
- Turkish II -Turkish 2101 in class updated.docx: In-Person Updated Syllabus  
*(Syllabus. Owner: Blacker, Noah)*

## Comments

- Updated syllabi based on panel feedback *(by Blacker, Noah on 03/04/2022 09:52 AM)*
- Please see Panel feedback email sent 02/11/2022. *(by Hilty, Michael on 02/11/2022 03:05 PM)*

**COURSE CHANGE REQUEST**  
2101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
03/13/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Blacker, Noah	01/19/2022 08:22 AM	Submitted for Approval
Approved	Levi, Scott Cameron	01/19/2022 08:51 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/25/2022 02:36 PM	College Approval
Revision Requested	Hilty, Michael	02/11/2022 03:05 PM	ASCCAO Approval
Submitted	Blacker, Noah	03/04/2022 09:52 AM	Submitted for Approval
Approved	Levi, Scott Cameron	03/08/2022 01:48 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/13/2022 10:18 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/13/2022 10:18 PM	ASCCAO Approval

# Intermediate Turkish II - Turkish 2101 – Syllabus [Spring 2023]

## Course Information

- **Course times:** 4 Hours per week - One hour each day from Tu-Wed-Th-Fri
- **Mode of delivery:** Online - Synchronously delivery

### Instructor

- **Name:** Ceyda Steele
- **Email:** steele.1022@osu.edu
- **Office location:** Hagerty Hall 371 -Office hours: **By appointment TBT**
- **Class location:** Zoom
- **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 Carmen Canvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

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

2101 Intermediate Turkish 2 is the second 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 syllabus is designed to prepare students to speak at intermediate middle to intermediate high level in the proficiency scale in reading and speaking at the end of the spring semester.

After completing this course successfully, students will develop high intermediate to advanced competence in spoken and written Turkish. Instructor emphasizes 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 it is necessary. This course aims to improve students' Modern Standard Turkish skills by introducing advanced vocabularies and their pronunciation, the fundamentals of Modern Turkish grammar, and advanced clause structures. 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.

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College of Arts and Sciences

Department of Near Eastern Languages and Cultures (NELC)

## COURSE LEARNING OUTCOMES (Dersin amaçları):

Upon successfully completing this course, students will be able to

- Read and write in Modern Turkish.
- Understand conversational Turkish and communicate in daily conversations.
- Learn at least five hundred Turkish words that used widely.
- Use Turkish for following communications: Everyday activities including shopping in the market, making reservations, using transportations, job interviews, renting an apartment, hotel reservations, etc.
- Talk about Turkish daily news, history, literature, culture, etc.
- Understand conversational Turkish and communicate in daily conversations.
- Learn at least a thousand Turkish words that used widely.
- Handle uncomplicated communicative task and social situation as a part of the characteristic of the advance range of proficiency.
- Communicate in Turkish by using cultural sensitivity.
- Read Turkish short stories, newspapers and articles and have a comprehensive understanding of Turkish.

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

## How This Course Works

**Mode of delivery:** This course is an online class. The course will have online sessions for fifteen weeks with required sessions when you must be logged in to Carmen ZOOM during synchronous class meetings.

**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](https://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, bargaining, renting rooms, inviting friends outside event etc. Students will prepare individual and/or group presentations. We will also have vocabulary quizzes on Wednesdays whenever we start a new unit after second week of the classes.

On Tuesdays, the grammar of the week will be introduced. Additionally, Wednesdays are

generally a day for going over vocabulary and reading dialogs from the book. Please read the grammar sections in the chapter from the book before our online meetings. Wednesdays, and Thursdays we will read the dialogues in the book and complete exercises. Please attend our class or online sessions after having read the dialogues and the reading sections of the chapter. On Fridays first 10 minutes, you will have role play exercises or present your presentation (if it is assigned for that week).

Some Fridays for thirty minutes, we will watch a new Turkish dizi /tele-novella *The Protector* from Netflix and talk about the Dizi during class. You will write an essay about the movie as a mid-term written assignment. We will also watch a fun movie during the spring break and write an essay about the movie of Kill me if you dare 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 must 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 class and online participation. The following is a summary of students' expected participation:

This is a fully 15-week online Spring course beginning of Tuesday, January 11<sup>th</sup>, with class and online sections. You will attend required sessions in class, from Tuesday through Friday, online via ZOOM classes as part of the class synchronous element. You will be required to attend one 15-minute one-on-one online meeting with the instructor after your first mid-term, which will be scheduled after mid-term week.

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 attend 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.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **4-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://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.

Credit hours and work expectations: This is a 4-credit-hour course. According to Ohio State policy, students should expect around 2 hours of homework per hour of direct instruction to receive a grade of (C) average.

**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:

- Participating in online activities for attendance:** AT LEAST ONCE PER WEEK  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- Office hours and live sessions:** Mandatory  
All live, scheduled events for the course are mandatory and your attendance will impact your participation grade. Attendance of the one office hours meeting per semester is required, and all the other office hours meetings are optional.
- Participating in discussion forums:** 1+ TIMES PER WEEK  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- Textbook: Kurtuluş Öztopçu. Elementary Turkish. İstanbul, Santa Monica, Kebikeç Yayınları.
- Online sources: Netflix and video clips from YouTube

## Recommended/Optional Materials and/or Technologies

- 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.

## 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.

## Carmen Canvas 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](http://go.osu.edu/dfresources).

## Grading and Faculty Response

### How Your Grade is Calculated

#### GRADING AND FACULTY RESPONSE

##### **GRADING POLICY (Ölçme ve Değerlendirme) :**

Class participation* / attendance:	10%
Homework assignments:	10%
Group Presentations (3 in-class presentations week 4, 8 and 11)	30%
Online short vocabs quizzes (5-10 minute long starts after second week, on Wednesdays)	10%
1 midterm (composes of the take-home written exam, online speaking exam, and essay submission)	10%
1 Individual project submission - week 13	10%
Final (compose of two areas including a take home written exam, and speaking exam)	20%

Total: 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%



**Written Assignments (Yazılı Ödevler) :**

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All written homework will be submitted online, through the course Carmen site, unless otherwise noted in the instructions for the assignment. Assignments can be accepted by email as well if it is informed beforehand. 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: weekly prompts, daily Zoom conversations, class role-play acts, and three presentations.

### **In class or Zoom Conversations (Günlük Zoom Konuşmaları)**

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

### **Group Presentations (Grup Sunumları):**

You will prepare and deliver a total of three (3) in-class group presentations.

A sign-up sheet, detailed instructions, and Grading Rubric for the presentations will be posted in the Modules page of the 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. It is optional 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.

### **First Mid-term and Final Exams (Eve Götürülen Yazılı Sınavlar)**

There will be one (1) mid-term which includes take-home written test, online speaking exam, essay submission and a final exam which includes take-home written test, and a speaking exam.

These take-home exams will be a performance test, which will assess students in the three major proficiency areas: listening, reading and writing. The written portion will be emailed on Wednesday via Carmen email and the due will be during the class time at the same day. And speaking test will be posted on Carmen during the class time on Thursday and the due will be during the class time at the same day. Essay submission will be posted via Carmen on Friday and the due is during the class time.

Take-home written final exam will be given during the 15th week. You will have one hour to complete the exam and submit immediately when you finish the exam before the class ends on Wednesday.

The final exam covers the materials presented from chapter 1 through chapter 27 (Chapter 30 some exercises). 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.



Additionally, there will be a speaking exam, which will be posted on Carmen. Students will listen audio files and record their answers and post on Carmen on Thursday of the mid-term week and during the final exam of week 15. You will be required to audio- or video-record short responses to questions or prompts that you listened on Carmen. These tasks will be graded for completion for your midterm and final exam. The feedback will be provided to help you correct major errors.

### **Second Mid-term Individual Presentation Project (Kişisel proje):**

One (1) individual project presentation during this course will be presented, which is equal to second mid-term. The topics will be chosen based on interest of the student about Turkish history, food, culture, or literary figures.

A sign-up sheet, detailed instructions, and Grading Rubric for the presentations will be posted in the Modules page of the on Carmen. You should include slides, images, or demonstrations, depending on the topic.

### **Vocabulary Quizzes (Kelime Testleri)**

During daily Zoom class session (each Wednesday after second week), students will take their quiz on Wednesdays first 10 minutes of the class as an assignment. These quizzes will be graded on completion. These online vocabulary quizzes will include vocabularies of the chapters that are studied.

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

Short quizzes on Carmen will assess ongoing learning and comprehension of the material besides vocabularies. These quizzes will be available on Wednesdays when it is necessary. You will be allowed three attempts on these quizzes and will be encouraged to keep retaking them until your score reaches at minimum 85-90%.

**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, except group assignments.

## 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 Carmen Canvas. 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](https://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](https://suicidpreventionlifeline.org) (suicidpreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://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. 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.**

## 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





Week	Topics and Objectives	Discussions, in-class work, independent work, tests and assessments
1- 1/10 - 1/13	<ul style="list-style-type: none"> <li>• Discussion of syllabus, course requirements, navigation of Carmen access</li> <li>• Talking about students' winter break</li> </ul> <p><i>Culture: Unit 21</i></p> <ul style="list-style-type: none"> <li>• Cultural Events and entertainments in Turkey</li> <li>• Holidays, Customs, Traditions, Invitations</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Verbal nouns –mAk, -mA, -(y)İş</li> <li>• Intensive adjectives</li> <li>• The optative</li> </ul> <p><i>Vocabulary:</i></p> <p>Vocabs of Cultural Religious activities and celebrations</p> <p>Bring classroom to read favorite letters from famous people.</p> <p><i>Writing</i> Write a paragraph about your winter break</p>	<p><i>Prepare before first class meeting:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Familiarize yourself with the syllabus &amp; Carmen course outline</li> <li><input type="checkbox"/> Prepare to talk about your winter break in zoom class</li> </ul> <p><i>Attend class from Tuesday to Friday:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in discussions</li> <li><input type="checkbox"/> Complete in-class practice activities</li> </ul> <p><i>Study:</i> Post Carmen discussion page 10 sentences by using verbal nouns Post Carmen discussion page 10 sentences by optative</p> <p>Homework 1 Bringing class an information about one cultural event in Turkey to read.</p> <p><i>Homework 2</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examine daily programs in Turkish Television channels and compare them to American TV channels and programs.</li> <li><input type="checkbox"/> We will start bringing one news from Turkish channels each week to the class</li> </ul>
2- 1/17 - 1/20	<p><i>Culture: Unit 21</i></p> <p><i>Reading: Cuma akşamı meşgul müsünüz? Âdetler. - Eskişehir</i></p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Making daily/weekly schedules</li> <li>• Adverbs of time</li> </ul> <p>Search, Find and Present:</p> <p><a href="#">Essay: Find a city in Turkey and present in class.</a></p>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complete vocabulary quiz 1 Unit 21 (Carmen)</li> <li><input type="checkbox"/> Review grammar point in Unit 21</li> </ul> <p><i>Attend class from Tuesday to Friday:</i></p> <p><i>Study:</i> 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>Complete in-class practice activities</p> <p>Watch "DİZİ" on Netflix and post your comment on topic Discussion Board (Carmen)</p>



<p>3- 1/24 - 1/27</p>	<p><i>Culture:</i> Unit 22</p> <p>Talk about - Sports and exercises, recreation, prices, shopping, daily activities and birthday celebrations in Turkey</p> <ul style="list-style-type: none"> <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</li> </ul> <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>Prepare:</i></p> <p><input type="checkbox"/> Complete exercises from Unit 22 Elementary Turkish</p> <p><i>Attend class Tu-Fr.</i></p> <ul style="list-style-type: none"> <li>Complete quiz 2 unit 22 vocabs</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.</li> <li>Watch new movie/tele-novella</li> </ul> <p>“DİZİ” from Turkey on Netflix and post your comment on topic Discussion Board (Carmen)</p>
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<p>4- 1/31 - 2/3</p>	<p><i>First Group Presentation (İstanbul'un semtleri Ve o semtlerde neler var-)siz bir bölgede hangi tür bi ev kiralamak istiyorsunuz. Sizin evinize yakın hangi kafe, hastane ..... var? Anlatın</i></p> <p><i>"Group work</i></p> <p><i>Arkadaşlarınıza evleriyle ilgili sorular sorun.</i></p> <p><i>Örnek sorular:</i></p> <p><i>Müstakil evde mi, apartman dairesinde mi yaşıyorsunuz?</i></p> <p><i>Eviniz / daireniz sizin mi, kiralık mı?</i></p> <p><i>Eviniz / daireniz büyük mü, küçük mü?</i></p> <p><i>Eviniz / daireniz kaç odalı?</i></p> <p><i>Evinize / dairenize yakın dükkânlar / lokantalar / okullar var mı?</i></p> <p><i>Evinizde / dairenizde balkon / bahçe / asansör var mı?</i></p> <p><i>Apartmanda kaç daire var?"</i></p>	<p><i>Meet with your group partner on Tuesday to Discuss the topic and create your post. Read Unit 23 "1. CONVERSATION: Kiralık bir daire arıyorum. " and Cultural note</i></p> <p><i>Review sahibinden.com</i></p> <p><i>Review districts in İstanbul</i></p> <p><i>Meet on Wednesday to talk about which district you decided to make your presentation about. Start working on your power point.</i></p> <p><i>On Thursday create and post your video at the beginning of the class time and watch all the other videos of your classmates during the class time.</i></p> <p><i>On Friday write comments to the videos you watched and answer your friends' comments on your video.</i></p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Post your project video to Carmen</li> <li>• Watch the other project videos</li> </ul>
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<p>5- 2/7 – 2/10</p>	<p><b>Culture:</b> Unit 23</p> <p><b>Vocabulary:</b> Unit 23 Vocabs</p> <p><b>Reading:</b> <i>Mağaza ne zaman açılıyor?</i> <i>Looking for an apartment text</i> <i>Finding an apartment text</i> <i>Signing a lease text</i></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• <i>The future subject participle -(y)AcAk</i></li> <li>• <i>The reflexive pronoun kendi</i></li> <li>• <i>Subject-verb agreement”</i></li> </ul>	<p><b>Prepare:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete vocabulary Online Quiz 3 on Carmen</li> <li><input type="checkbox"/> Bring class information about famous shopping places in Turkey (5 minutes talk). Why people go there? What do they buy?</li> <li><input type="checkbox"/> Review the websites of the Mall of Istanbul and Cevahir AVM</li> </ul> <p><b>Attend class Tuesday-Fr:</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>• Primary postpositions gibi, kadar.</li> <li>• Finish Unite exercises.</li> </ul> <p><b>Homework:</b> Prepare and Complete Kira Sözleşmesi</p>
<p>6-2/14 2/17</p>	<p><b>Culture:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit 23 Renting an apartment, staying in a hotel</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• <i>Subject-verb agreement</i></li> <li>• <i>Word order and logical stress</i></li> <li>• <i>The adverbial auxiliary -(y)ken</i></li> <li>• <i>Contrasting -(y)Inca and -(y)ken”</i></li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Finding a hotel room</i></li> <li><input type="checkbox"/> <i>Asking questions about a hotel room</i></li> </ul>	<p><b>Attend Zoom class from Wed to Friday:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Present your presentation</li> </ul> <p>Finish exercises 23</p> <p>Read – Çırağan</p> <p>Find a hotel in Turkey you want to stay and present in class?</p> <p>Ne tür bir otelde kalmayı tercih edersiniz?”</p> <p>Sizin için otel odasının hangi özellikleri daha önemli?</p> <p>Class debate Topics</p> <ul style="list-style-type: none"> <li>• <a href="#">Study for your first midterm and speaking exam.</a></li> <li>• <a href="#">Prepare your essay to submit.</a></li> </ul> <p><i>Talking about mid-term</i></p> <p><i>Example exercises about the mid-term</i></p> <p><i>Going over mid-term speaking exam questions</i></p> <p><i>Talk about the details of the essay submission</i></p>
<p>7- 2/21 – 2/24</p>	<p><b>First Midterm and Speaking Exam</b> <b>And essay submission</b></p>	<p><b>ON Tuesday- Exam preparation</b> <b>Going over the exam questions, practice exercises, review speaking questions</b></p> <p><b>Take your written and oral exams post your Essay</b> <b>Show what you have learned:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Take-home written assessment #1 on Wednesday</li> <li><input type="checkbox"/> Complete Online Speaking exam on Thursday</li> <li><input type="checkbox"/> Submit your essay about the Dizes</li> </ul>



		Hediye on Friday
8- 2/28 – 3/3	<i>Second Group Presentation (Türk bir yazar, politikacı, şarkıcının Özgeçmiş – Biography of a Turkish Historic figure, politician, author or singer)</i>	<p><i>Meet with your group partner on Tuesday to Discuss the topic and create your post. Suggest names and start researching about them.</i></p> <p><i>Meet on Wednesday to go over the chosen character and start working on your presentation.</i></p> <p><i>On Thursday post your video at the beginning of the class time and watch all the other videos of your classmates during the class time.</i></p> <p><i>On Friday write comments to the videos you watched and answer your friends' comments on your video.</i></p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Post your project video to Carmen</li> <li>• Watch the other project videos</li> </ul>



<p>9- 3/7 – 3/10</p>	<p><i>Culture of the Unit</i></p> <ul style="list-style-type: none"> <li>· Pharmacies, Hygiene and Health</li> <li>· Reading Sebahattin Ali Kürk Mantolu Madonna</li> </ul> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>· Unit 26 vocabs- Sports and the name of activities.</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>· The partitive and other similar structures</li> <li>· The future object participle -(y)AcAK</li> <li>· The passive and the reflexive</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>· Unit 26 Reading <i>Eczanede</i></li> <li>· <i>Nereye gidiyorsun?</i></li> <li>· <i>Sağlıklı Yaşam</i></li> <li>· <i>Dialogue: Babam nereye yerleşecek?</i></li> <li>· <i>Göz kliniği saat kaçta açılacak?</i></li> <li>· <i>Kolesterol yararlı mı, zararlı mı?</i></li> <li>· <i>İnsan vücudunun 24 saati.</i></li> </ul> <p><i>Writing</i></p> <p>Describe your daily schedule.</p>	<p><i>Attend class Tu-Fr,</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>· Review Vocabularies read and memorize vocabularies from Unit 26</li> </ul> <p>Take vocab quiz unit 26</p> <p><i>Homework</i></p> <ul style="list-style-type: none"> <li>· Complete exercises in Unit 26</li> <li>· Bir zayıflama merkezi hakkında bize bilgi verin. Sağlıklı yaşama için yapılan pilates, yoga, meditasyon gibi sporlardan bahsedin.</li> </ul> <p>Watch “DİZİ” on Netflix and post your comment on topic Discussion Board (Carmen)</p> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>· Reading <i>Bu hafta hangi etkinlikler var?</i> Exercises</li> <li>· <i>En çok hangi sporları seviyorsun?</i></li> </ul> <p><i>Homework:</i></p> <p>Finish Unit 26 exercises</p> <p>Talk about sports in Turkey and in the US.</p>
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10- 3/14 - 3/17	<p><b>SPRING BREAK</b></p> <p>Review Unit 21-22-23-24 and 26 Vocabs.</p>	<p>Work on your Presentation #3</p> <p>Watch the movie and post your essay.</p>
11. Week 3/21 – 3/24	<p><i>Third Group Presentation (about a historic place or a city in Turkey)</i></p> <p><i>Meet with your friend to talk about the details of your project. Create your power point video with your partner and post to carmen.</i></p>	<p><i>Prepare: Prepare, present your presentation and post to carmen</i></p> <p><i>Attend discussion post</i></p> <p><i>Write comments about your friend's posts.</i></p> <p><i>Watch an assigned movie from Netflix and post your essay about the movie to the carmen discussion page. Comment on one of your friends' post about his or her presentation.</i></p>
12 Week 3/28 – 3/31	<p>Culture: Unit 27 Travel, transportation and humor</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>· Question tags</li> <li>· The reported past tense</li> <li>· The derivative suffix -ı</li> <li>· Review of the simple tenses</li> <li>· Expressing anger, displeasure</li> </ul> <p>Reading: İzmir treni saat kaçta kalkıyor?</p> <ul style="list-style-type: none"> <li>· Rötür var mı acaba?</li> <li>· Türkiye'nin en turistik yerler</li> </ul> <p>By Friday, the last day to decide and inform me about the second mid-term Individual Project topic</p>	<p>Prepare:</p> <ul style="list-style-type: none"> <li>· Complete vocabulary quiz 2 Unit 27 (Carmen)</li> <li>· Review grammar point in Unit 27</li> <li>· Study reported past tense</li> <li>· Talk about one of the <i>Türkiye'nin en turistik yeri</i>.</li> </ul> <p>Attend Zoom class Tu - Fr,</p> <p>Study:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch DİZİ from Turkey on Netflix and post your comment on topic Discussion Board (Carmen)</li> </ul>



13- 4/4 – 4/7 ONLI NE ZOO M	<b>Second mid-term Individual Project submission</b>	<i>Prepare: Present your presentation and post to carmen Attend discussion post to write about your favorite presentation. Why you like it? Write comments and two questions to each presenter about your friend's posts. Answer back to classmates' questions.</i>
Week 14  4/11 – 4/14 ONLIN E ZOOM	<p><i>Culture: Unit 27</i></p> <p>Travel, transportation and humor</p> <p>Humor and anecdotes of Turkish literary figures.</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>· Review of Simple Tenses.</li> <li>· The dubitative auxiliary -(y)mış</li> <li>· -(y)mış auxiliary after tense / mood endings.</li> <li>· The adverbial suffix -(y)ArAk</li> </ul>	<p>Study</p> <p>Bring cultural note: Nasrettin Hoca anecdotes to the class.</p> <p>Complete exercises Unit 27 <i>Prepare:</i></p> <p><i>Attend class Tu-Fr,</i></p> <p>Writing: Yaşadığınız kent hakkında bir paragraf yazın. Yazıda aşağıdaki sorulara da cevap verin.</p> <ul style="list-style-type: none"> <li>• Yaşadığınız kentin nüfusu ne kadar?</li> <li>• Havası nasıl?</li> <li>• Nesiyle ünlü?</li> <li>• Bu kentin en çok sevdiğiniz ve sevmediğiniz yanları neler?</li> <li>• Bu kentte tarihî eserler var mı?</li> <li>• Bu kentte neler görülebilir?</li> </ul>
15-  4/18 – 4/21: TAKE HOME	<b>Final Written Exam and Speaking Exam</b>	<p><i>Take your written exam on Wednesday during the class time and email back to me. Take your speaking exam on Thursday. Friday - post your thoughts in Turkish about the class you took this academic year. No points. Answer class evaluation anytime during this week to receive 5 points and email me after submitting your answers.</i></p>

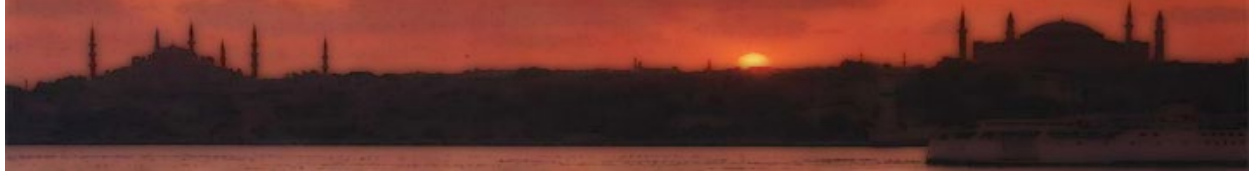






## Intermediate Turkish II - 2101 Spring Semester 2023

## Orta Seviye Türkçe II – 2023 İlkbahar Dönemi 2023



<b>INSTRUCTOR (HOCASI):</b>	Ceyda Steele
<b>CLASS HOURS (DERS SAATLERİ):</b>	One hour each day from Tu-Wed-Th-Fri
<b>CLASS LOCATION (LOKASYON):</b>	TBT
<b>OFFICE HOURS (OFİS SAATLERİ):</b>	By appointment
<b>E-MAIL:</b>	steele.1022@osu.edu

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

2101 Intermediate Turkish 2 is the second 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 syllabus is designed to prepare students to speak at intermediate middle to intermediate high level in the proficiency scale in reading and speaking at the end of the spring semester.

After completing this course successfully, students will develop high intermediate to advanced competence in spoken and written Turkish. Instructor emphasizes 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

- Read and write in Modern Turkish.
- Understand conversational Turkish and communicate in daily conversations.
- Learn at least five hundred Turkish words that used widely.
- Use Turkish for following communications: Everyday activities including shopping in the market, making reservations, using transportations, job interviews, renting an apartment, hotel reservations, etc.
- Talk about Turkish daily news, history, literature, culture, etc.
- Understand conversational Turkish and communicate in daily conversations.
- Learn at least a thousand Turkish words that used widely.
- Handle uncomplicated communicative task and social situation as a part of the characteristic of the advance range of proficiency.
- Communicate in Turkish by using cultural sensitivity.
- Read Turkish short stories, newspapers and articles and have a comprehensive understanding of Turkish.

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

## **TEXTBOOK, OTHER RESOURCES AND TECHNOLOGY (Ders Kitabı, Diğer Kaynaklar ve Teknoloji)**

### **COURSE MATERIALS (Ders Kitabı):**

#### **Textbooks:**

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

Kurtuluş Öztopçu. *Elementary Turkish*. İstanbul, Santa Monica, Kebikeç Yayınları.

Online sources: Netflix and video clips from YouTube

### **OTHER MATERIALS (Diğer Kaynaklar):**

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.

### **TECHNOLOGY (Teknoloji):**

Please note that you will need the following to participate in this course:

- A working microphone
- A working webcam/camera

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.**

### **GRADING POLICY (Ölçme ve Değerlendirme) :**

Class participation* / attendance:	10%
Homework assignments:	10%
Group Presentations (3 in-class presentations week 4, 8 and 11)	30%
Online short vocabs quizzes (5-10 minute long starts after second week, on Wednesdays)	10%
1 midterm (composes of the take-home written exam, online speaking exam, and 10% essay submission)	
1 Individual project submission - week 13	%10

Final (compose of two areas including a take home written exam, and speaking 20% exam)

Total: 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%

## **STRUCTURE OF THE COURSE (Dersin Planı):**

### **MODE OF DELIVERY (Dersin İşlenişi)**

This is in class 15-week Spring course beginning Tuesday, January 11<sup>th</sup>, with some mandatory synchronous element also included. You will attend the class, Tuesday through Friday, 55 minutes to class (time frame is not specified yet). You will also be required to attend a minimum of one 15-minute one-on-one online or in person meetings with the instructor, which will be scheduled at the start of the course.

### **COURSE STRUCTURE AND PACE (Dersin Yapısı ve Gidişi)**

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.

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 class 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). On Fridays for thirty minutes, we will watch a new Turkish movie/tele-novella “DİZİ” from Netflix. We will finalize the name of this Turkish Dizi together first week of the course. 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 must 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.

Credit hours and work expectations: This is a 4-credit-hour course. According to [Ohio State policy](#), students should expect around 2 hours of homework per hour of direct instruction to receive a grade of (C) average.

## **CLASS PARTICIPATION (Derse Katılm)**

Class participation includes attendance of daily class sessions, everyday interaction, 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 in the class.

## **ATTENDANCE, ABSENCES AND MAKE UP POLICY (Derse Katılm, Devamsızlık ve Telafi Ders Kuralları)**

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 attend class 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.

## **ASSIGNMENTS AND ASSESSMENTS (Ödevler ve Deęerlendirme)**

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 (20) 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 (Yazılı Ödevler)**

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.

### **Group Presentations (Grup Sunumları):**

You will prepare and deliver a total of three (3) in-class group presentations.

A sign-up sheet, detailed instructions, and Grading Rubric for the presentations will be posted in the Modules page of the 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. It is optional 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.

## **Quizzes**

### **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)**

Daily short quizzes on Carmen will assess ongoing learning and comprehension of the material besides vocabularies. You will be allowed unlimited attempts on these quizzes and will be encouraged to keep retaking them until your score reaches at minimum 85-90%. Only your highest grade will be recorded.

### **First Mid-term and Final Exams (Eve Götürülen Yazılı Sınavlar)**

There will be one (1) mid-term which includes take-home written test, online speaking exam, essay submission and a final exam which includes take-home written test, and a speaking exam.

These take-home exams will be a performance test, which will assess students in the three major proficiency areas: listening, reading and writing. The written portion will be emailed on Wednesday via Carmen email and the due will be during the class time at the same day. And speaking test will be posted on Carmen during the class time on Thursday and the due will be during the class time at the same day. Essay submission will be posted via Carmen on Friday and the due is during the class time.

Take-home written final exam will be given during the 15th week. You will have one hour to complete the exam and submit immediately when you finish the exam before the class ends on Wednesday. The final exam covers the materials presented from chapter 1 through chapter 27 (Chapter 30 some exercises). Since this is a

language class, we cannot omit any kind of information that is studied previously. Students are responsible for the assigned units and all handout assignments that will be studied in the class. There will be no make-up for the final exam.

Additionally, there will be a speaking exam, which will be posted on Carmen. Students will listen audio files and record their answers and post on Carmen on Thursday of the mid-term week and during the final exam of week 15. You will be required to audio- or video-record short responses to questions or prompts that you listened on Carmen. These tasks will be graded for completion for your midterm and final exam. The feedback will be provided to help you correct major errors.

### **Second Mid-term Individual Presentation Project (Kişisel proje):**

One (1) individual project presentation during this course will be presented, which is equal to second mid-term. The topics will be chosen based on interest of the student about Turkish history, food, culture, or literary figures.

A sign-up sheet, detailed instructions, and Grading Rubric for the presentations will be posted in the Modules page of the on Carmen. You should include slides, images, or demonstrations, depending on the topic.

### **ACADEMIC INTEGRITY (Akademik Dürüstlük)**

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.

### **UNIVERSITY POLICIES AND SERVICES (Üniversite Kuralları Ve Servisleri)**

#### **ACADEMIC MISCONDUCT (Akademik Suistimal)**

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. For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

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 themselves. 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.

#### **STUDENTS WITH DISABILITIES SERVICES (Engelli Öğrenciler Hizmetleri)**

Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Disability Services offers services for students with documented disabilities. Contact the ODS in 150 Pomerene Hall, 1760 Neil Avenue; 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292-3322.

## **MENTAL HEALTH STATEMENTS (Akıl Sağlığı Açıklaması)**

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. 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 visit [ccs.osu.edu](http://ccs.osu.edu) or calling 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 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).

## **SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE (Cinsel İstismar ve İlişkide Şiddet)**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **TECHNOLOGY (Teknoloji)**

In order to participate in this course, you are required to have a working microphone, webcam, and daily-uninterrupted access to a computer and Internet connection during scheduled Zoom sessions.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email [8help@osu.edu](mailto:8help@osu.edu)
- TYY: 614-688-8743

Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating Carmen ©Canvas®

Technology necessary for this course:

- Carmen Connect text, audio, or video chat
- Creating a slide presentation with audio narration
- Recording editing and uploading video

Required equipment:

- Computer current Mac OS X or PC Windows7+ with high-speed Internet connection
- Webcam: Built-in or external webcam, fully installed and tested
- Microphon built-in laptop or tablet mic or external microphone

Required software:

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.



Student Resources

Technology: EHE Tech Help

OSU Tech Support

Week	Topics and Objectives	Discussions, in-class work, independent work, tests and assessments
<p>1- 1/10 - 1/13</p>	<ul style="list-style-type: none"> <li>• Discussion of syllabus, course requirements, navigation of Carmen access</li> <li>• Talking about students' winter break</li> </ul> <p><i>Culture: Unit 21</i></p> <ul style="list-style-type: none"> <li>• Cultural Events and entertainments in Turkey</li> <li>• Holidays, Customs, Traditions, Invitations</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Verbal nouns –mAk, -mA, -(y)İş</li> <li>• Intensive adjectives</li> <li>• The optative</li> </ul> <p><i>Vocabulary:</i></p> <p>Vocabs of Cultural Religious activities and celebrations</p> <p>Bring classroom to read favorite letters from famous people.</p> <p><i>Writing</i> Write a paragraph about your winter break</p>	<p><i>Prepare before first class meeting:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Familiarize yourself with the syllabus &amp; Carmen course outline</li> <li><input type="checkbox"/> Prepare to talk about your winter break in zoom class</li> </ul> <p><i>Attend class from Tuesday to Friday:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in discussions</li> <li><input type="checkbox"/> Complete in-class practice activities</li> </ul> <p><i>Study:</i> Post Carmen discussion page 10 sentences by using verbal nouns Post Carmen discussion page 10 sentences by optative</p> <p>Homework 1 Bringing class an information about one cultural event in Turkey to read.</p> <p><i>Homework 2</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examine daily programs in Turkish Television channels and compare them to American TV channels and programs.</li> <li><input type="checkbox"/> We will start bringing one news from Turkish channels each week to the class</li> </ul>
<p>2- 1/17 - 1/20</p>	<p><i>Culture: Unit 21</i></p>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete vocabulary quiz 1 Unit 21 (Carmen)</li> <li><input type="checkbox"/> Review grammar point in Unit 21</li> </ul>

*Reading: Cuma akşamı meşgul müsünüz?*

*Âdetler. - Eskişehir*

*Grammar:*

- Making daily/weekly schedules
- Adverbs of time

Search, Find and Present:

[Essay: Find a city in Turkey and present in class.](#)

*Attend class from Tuesday to Friday:*

*Study:*

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?

Complete in-class practice activities

Watch “DİZİ” on Netflix and post your comment on topic Discussion Board (Carmen)

<p>3- 1/24 - 1/27</p>	<p><i>Culture:</i> Unit 22</p> <p>Talk about - Sports and exercises, recreation, prices, shopping, daily activities and birthday celebrations in Turkey</p> <ul style="list-style-type: none"> <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</li> </ul> <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>Prepare:</i></p> <ul style="list-style-type: none"> <li>Complete exercises from Unit 22 Elementary Turkish</li> </ul> <p><i>Attend class Tu-Fr.</i></p> <ul style="list-style-type: none"> <li>Complete quiz 2 unit 22 vocabs</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.</li> <li>Watch new movie/tele-novella</li> </ul> <p>“DİZİ” from Turkey on Netflix and post your comment on topic Discussion Board (Carmen)</p>
<p>4- 1/31 - 2/3</p>	<p><i>First Group Presentation (İstanbul’un semtleri Ve o semtlerde neler var-)siz bir bölgede hangi tür bi ev kiralamak istiyorsunuz. Sizin evinize yakın hangi kafe, hastane..... var? Anlatın</i></p> <p><i>“Group work Arkadaşlarınıza evleriyle ilgili sorular sorun.</i></p>	<p><i>Meet with your group partner on Tuesday to Discuss the topic and create your post. Read Unit 23 “1. CONVERSATION: Kiralık bir daire arıyorum. ” and Cultural note</i></p> <p><i>Review sahibinden.com</i></p>

	<p><i>Örnek sorular:</i></p> <p><i>Müstakil evde mi, apartman dairesinde mi yaşıyorsunuz?</i></p> <p><i>Eviniz / daireniz sizin mi, kiralık mı?</i></p> <p><i>Eviniz / daireniz büyük mü, küçük mü?</i></p> <p><i>Eviniz / daireniz kaç odalı?</i></p> <p><i>Evinize / dairenize yakın dükkânlar / lokantalar / okullar var mı?</i></p> <p><i>Evinizde / dairenizde balkon / bahçe / asansör var mı?</i></p> <p><i>Apartmanda kaç daire var?"</i></p>	<p><i>Review districts in İstanbul</i></p> <p><i>Meet on Wednesday to talk about which district you decided to make your presentation about.</i></p> <p><i>Start working on your power point.</i></p> <p><i>On Thursday create and post your video at the beginning of the class time and watch all the other videos of your classmates during the class time.</i></p> <p><i>On Friday write comments to the videos you watched and answer your friends' comments on your video.</i></p> <ul style="list-style-type: none"><li>• Participate in discussions</li><li>• Post your project video to Carmen</li><li>• Watch the other project videos</li></ul>
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<p>5- 2/7 – 2/10</p>	<p><i>Culture:</i> Unit 23</p> <p><i>Vocabulary:</i> Unit 23 Vocabs</p> <p><i>Reading:</i> <i>Mağaza ne zaman açılıyor?</i> <i>Looking for an apartment text</i> <i>Finding an apartment text</i> <i>Signing a lease text</i></p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• <i>The future subject participle -(y)AcAk</i></li> <li>• <i>The reflexive pronoun kendi</i></li> <li>• <i>Subject-verb agreement”</i></li> </ul>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>• Complete vocabulary Online Quiz 3 on Carmen</li> <li>• Bring class information about famous shopping places in Turkey (5 minutes talk). Why people go there? What do they buy?</li> <li>• Review the websites of the Mall of Istanbul and Cevahir AVM</li> </ul> <p><i>Attend class Tuesday-Fr:</i></p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Complete in-class practice activities</li> <li>• Complete quiz 3 Unit 23</li> </ul> <p><i>Study:</i></p> <ul style="list-style-type: none"> <li>• Primary postpositions gibi, kadar.</li> <li>• Finish Unite exercises.</li> </ul> <p><i>Homework:</i> Prepare and Complete Kira Sözleşmesi</p>
<p>6-2/14 2/17</p>	<p><i>Culture:</i></p> <ul style="list-style-type: none"> <li>□ Unit 23 Renting an apartment, staying in a hotel</li> </ul> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• <i>Subject-verb agreement</i></li> <li>• <i>Word order and logical stress</i></li> <li>• <i>The adverbial auxiliary -(y)ken</i></li> <li>• <i>Contrasting -(y)IncA and -(y)ken”</i></li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>□ <i>Finding a hotel room</i></li> <li>□ <i>Asking questions about a hotel room</i></li> </ul>	<p><i>Attend Zoom class from Wed to Friday:</i></p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Present your presentation</li> </ul> <p>Finish exercises 23</p> <p>Read – Çırağan</p> <p>Find a hotel in Turkey you want to stay and present in class?</p> <p>Ne tür bir otelde kalmayı tercih edersiniz?”</p> <p>Sizin için otel odasının hangi özellikleri daha önemli?</p> <p>Class debate Topics</p> <ul style="list-style-type: none"> <li>• <a href="#">Study for your first midterm and speaking exam.</a></li> <li>• <a href="#">Prepare your essay to submit.</a></li> </ul> <p><i>Talking about mid-term</i></p> <p><i>Example exercises about the mid-term</i></p> <p><i>Going over mid-term speaking exam questions</i></p> <p><i>Talk about the details of the essay submission</i></p>
<p>7- 2/21 – 2/24</p>	<p><i>First Midterm and Speaking Exam</i> <i>And essay submission</i></p>	<p><i>ON Tuesday- Exam preparation</i></p> <p><i>Going over the exam questions, practice exercises, review speaking questions</i></p> <p><i>Take your written and oral exams post your Essay</i></p> <p><i>Show what you have learned:</i></p> <ul style="list-style-type: none"> <li>• Complete Take-home written assessment #1 on Wednesday</li> <li>• Complete Online Speaking exam on Thursday</li> <li>• Submit your essay about the Dizi - Hediye on Friday</li> </ul>

8- 2/28 – 3/3	<i>Second Group Presentation (Türk bir yazar, politikacı, şarkıcının Özgeçmişi – Biography of a Turkish Historic figure, politician, author or singer)</i>	<i>Meet with your group partner on Tuesday to Discuss the topic and create your post. Suggest names and start researching about them. Meet on Wednesday to go over the chosen character and start working on your presentation. On Thursday post your video at the beginning of the class time and watch all the other videos of your classmates during the class time. On Friday write comments to the videos you watched and answer your friends' comments on your video.</i> <ul style="list-style-type: none"><li>• Participate in discussions</li><li>• Post your project video to Carmen</li><li>• Watch the other project videos</li></ul>
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9-  
3/7 –  
3/10

*Culture of the Unit*

- Pharmacies, Hygiene and Health
- Reading Sebahattin Ali Kürk Mantolu Madonna

*Vocabulary:*

- Unit 26 vocabs- Sports and the name of activities.

*Grammar:*

- The partitive and other similar structures
- The future object participle -(y)AcAK
- The passive and the reflexive

*Reading:*

- Unit 26 Reading *Eczanede*
- *Nereye gidiyorsun?*
- *Sağlıklı Yaşam*
- *Dialogue: Babam nereye yerleşecek?*
- *Göz kliniği saat kaçta açılacak?*
- *Kolesterol yararlı mı, zararlı mı?*
- *İnsan vücudunun 24 saati.*

*Writing*

Describe your daily schedule.

*Attend class Tu-Fr,*

- Participate in discussions
- Complete in-class practice activities

*Study:*

- Review Vocabularies read and memorize vocabularies from Unit 26
- Take vocab quiz unit 26

*Homework*

- Complete exercises in Unit 26
- Bir zayıflama merkezi hakkında bize bilgi verin. Sağlıklı yaşama için yapılan pilates, yoga, meditasyon gibi sporlardan bahsedin.

Watch “DİZİ” on Netflix and post your comment on topic Discussion Board (Carmen)

*Study:*

- Reading *Bu hafta hangi etkinlikler var?* Exercises
- *En çok hangi sporları seviyorsun?*

*Homework:*

Finish Unit 26 exercises

Talk about sports in Turkey and in the US.

<p>10- 3/14 - 3/17</p>	<p><b>SPRING BREAK</b> <i>Review</i> Unit 21-22-23-24 and 26 Vocabs.</p>	<p>Work on your Presentation #3 Watch the movie and post your essay.</p>
<p>11. Week 3/21 - 3/24</p>	<p><i>Third Group Presentation (about a historic place or a city in Turkey)</i>  <i>Meet with your friend to talk about the details of your project. Create your power point video with your partner and post to carmen.</i></p>	<p><i>Prepare: Prepare, present your presentation and post to carmen</i> <i>Attend discussion post</i> <i>Write comments about your friend's posts.</i> <i>Watch an assigned movie from Netflix and post your essay about the movie to the carmen discussion page. Comment on one of your friends' post about his or her presentation.</i></p>
<p>12 Week 3/28 - 3/31</p>	<p><i>Culture: Unit 27 Travel, transportation and humor</i> <i>Grammar:</i></p> <ul style="list-style-type: none"> <li>· Question tags</li> <li>· The reported past tense</li> <li>· The derivative suffix -ı</li> <li>· Review of the simple tenses</li> <li>· Expressing anger, displeasure</li> </ul> <p><i>Reading: İzmir treni saat kaçta kalkıyor?</i></p> <ul style="list-style-type: none"> <li>· Rötür var mı acaba?</li> <li>· Türkiye'nin en turistik yerler</li> </ul> <p><b>By Friday, the last day to decide and inform me about the second mid-term Individual Project topic</b></p>	<p><i>Prepare:</i></p> <ul style="list-style-type: none"> <li>· Complete vocabulary quiz 2 Unit 27 (Carmen)</li> <li>· Review grammar point in Unit 27</li> <li>· Study reported past tense</li> <li>· Talk about one of the <i>Türkiye'nin en turistik yeri</i>.</li> </ul> <p><i>Attend Zoom class Tu - Fr,</i> <i>Study:</i></p> <ul style="list-style-type: none"> <li>□ Watch DİZİ from Turkey on Netflix and post your comment on topic Discussion Board (Carmen)</li> </ul>



13- 4/4 – 4/7 ONLI NE ZOO M	<b>Second mid-term Individual Project submission</b>	<i>Prepare: Present your presentation and post to carmen Attend discussion post to write about your favorite presentation. Why you like it? Write comments and two questions to each presenter about your friend's posts. Answer back to classmates' questions.</i>
Week 14  4/11 – 4/14 ONLIN E ZOOM	<i>Culture: Unit 27</i> Travel, transportation and humor Humor and anecdotes of Turkish literary figures.  <i>Grammar:</i> · Review of Simple Tenses. · The dubitative auxiliary -(y)mİş · -(y)mİş auxiliary after tense / mood endings. · The adverbial suffix -(y)ArAk	Study Bring cultural note: Nasrettin Hoca anecdotes to the class. Complete exercises Unit 27 <i>Prepare:</i> <i>Attend class Tu-Fr,</i> <i>Writing: Yaşadığımız kent hakkında bir paragraf yazın. Yazıda aşağıdaki sorulara da cevap verin.</i> • Yaşadığımız kentin nüfusu ne kadar? • Havası nasıl? • Nesiyle ünlü? • Bu kentin en çok sevdiğiniz ve sevmediğiniz yanları neler? • Bu kentte tarihî eserler var mı? • Bu kentte neler görülebilir?
15-  4/18 – 4/21: TAKE HOME	<b>Final Written Exam and Speaking Exam</b>	<i>Take your written exam on Wednesday during the class time and email back to me. Take your speaking exam on Thursday. Friday - post your thoughts in Turkish about the class you took this academic year. No points. Answer class evaluation anytime during this week to receive 5 points and email me after submitting your answers.</i>



# Distance Approval Cover Sheet

## For Permanent DL/DH Approval

**Course Number and Title: Intermediate Turkish II – Turkish 2101**

**Faculty Preparer Name and Email: Ceyda Steele – steele.1022@osu.edu**

### Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes  Select

If no:  Enter additional details if you responded no...

### Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. YES  Select

Syllabus is consistent and is easy to understand from the student perspective. YES  Select

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. YES  Select

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. YES  Select

Additional comments (optional):  
Enter any additional comments about syllabus...

### Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions



Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):  
Enter comments, 1-3 sentences...

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. YES

Course tools promote learner engagement and active learning. YES

Technologies required in the course are current and readily obtainable. YES

Links are provided to privacy policies for all external tools required in the course. YES

Additional technology comments:

Students will use videos from netflix, and youtube as part of their assignments.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Delivering lectures, completing assignments, project submissions, mid terms, quizzes, and final exam will be synchronous. Asynchronous section will include conversation hours with the attendance of elementary classroom and native speaker students from the university.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

The assignments and activities are prepared as suitable for the online access. On the other hand the class lectures will be given online via zoom. The suitable powerpoints for grammar rules of the each unit are prepared for online delivery. Additionally, individual and group project structures are created based on zoom meetings. The delivery of quizzes and exams are prepared as suitable to DL.

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. YES



Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Select** **YES**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

4-credit 14-week Spring course, a typical week includes 4 hours of direct instruction (class lecture and discussion, online quizzes and short formative assessments, in-class presentations, in-class practice activities such as conversations, drills, roleplays, listening, reading, watching soap opera and short video clips, or writing activities)

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Out of class instruction for this 4-credit 15 weeks Spring course includes 8 hours of independent preparation weekly, which includes 1 hour of online short quizzes, 1 hours on active vocabulary work, including studying and reviewing vocabulary on Carmen and completing related practice drills, 4 hours of skills work, including at least 1 hour each of listening, reading, writing, and speaking work, and 2 hours of assessments, which includes preparation for in-class presentations and completion of take-home tests.

**Select**

## Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **YES** **Select**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **YES** **Select**

Description of any anticipated accommodation requests and how they have been/will be addressed. Information regarding how to use technological tools and Carmen will be discussed in class and related sources will be shared with students.

Additional comments:

Enter any additional comments about accessibility...

## Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **YES** **Select**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **YES** **Select**

Additional comments:

Enter additional comments about academic integrity...



## Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Students will complete interactive activities. Such as working in pairs, or small groups, acting role-plays, preparing phone talk dialogs, and interviews.

### 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:** Students 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 tasks and social situations as a part of the characteristic of the advanced range of proficiency. Additionally, they will be able to communicate in Turkish by using cultural sensitivity. They will understand cultural aspects 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 to 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 in. 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 to 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 consist of writing letters, filling out application forms, resumes, applying for jobs, and etc.

## Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students will be encouraged to work in pairs or small groups to complete their three group projects together during the semester. The instructor will pair two students together to prepare a powerpoint video project to put together by using the required language skills. Moreover, they will be able to share their group presentation with their classmates via zoom after they complete



and their classmates will give feedback to their presentations and share their thoughts on the presented project from the discussion section of the weekly assignment.

## Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- YES Instructor explanations about the learning goals and overall design or organization of the course
- YES Context or rationale to explain the purpose and relevance of major tasks and assignments
- YES Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- YES Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- YES Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- YES Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Individual project, which is the second mid-term of the course, will be presented by a student. Students are free to choose their own topics based on their interest area. The student will be required to complete library, online or primary research on the topic s/he is presenting. The student is free to provide any type of delivery method to share their project with the classroom. They can use videos, powerpoints, book readings, or surveys. Each classmate is responsible of reviewing the presented project and giving feedback to the student. Additionally, Students are free to give feedbacks about the structure of the course to the course instructor anytime of the course.



## DL Reviewer Comments

This syllabus includes all required syllabus elements and provides a basic overview of the course expectations. I have a few suggestions that I think may improve the syllabus:

- Page 2 of the syllabus includes the heading, "How this Hybrid class works". This could be confusing to students as this is not a hybrid course, which specifically includes in-class live sessions. This should say, "How this online course works" (see: <https://it.osu.edu/distance-education/resources/virtual-course-components-scheduling-job-aid>)
- Page 5 of the syllabus includes this line, " All live, scheduled events for the course, including my office hours, are optional", which is clearly incorrect as live class sessions are required to attend

**Reviewed by Jeremie Smith on 1/18/2022**