

<b>Department</b> Department of Mathematics			<b>Academic Year</b> 2022-2023	<b>Date</b> 01/12/2022	
<b>Course Unit Code</b> YDİ207	<b>Course Unit Title</b> Foreign Language III		<b>Semester/Year</b> Fall / 2	<b>Number of ECTS Credits</b> 2	
<b>Language of Instruction</b>	Turkish				
<b>Type of Course Unit</b>	Compulsory				
<b>Prerequisites and co-requisites</b>	-				
<b>Address of course</b>	-				
<b>Local Credit</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Laboratory</b>	<b>Presentation</b>	<b>Project</b>
2	2	0	-	-	-
<b>Name of Lecturers</b>	Distance Education				
<b>Assistants</b>	-				

<b>Course content</b>	Using our 'going to' pattern to express our future plans and strong predictions, use of adjectives derived from verbs; present perfect tense, using 'just / yet / already / ever / never / for / since' sentences; Expressing proficiency or excess using 'enough and too' constructs; Expressing short and long actions in past time with 'when, while' conjunctions; Expressing our instant decisions and predictions for the future with 'will', using precision ratings in sentence.
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Weekly Detailed Course Contents	
Week	Topic
1	What are you going to do in the afternoon? a. future plans and arrangements, and strong predictions
2	What are you going to do in the afternoon? a. be going to with positive, negative and interrogative forms b. adjectives derived from verbs. Vocabulary teaching
3	I've already done it! a. the past participle forms of the irregular verbs b. present perfect tense with has/ have verb3
4	I've already done it! a. recent actions with yet, just, already b. past experiences: have you ever...? before, never, once... Voc. teaching
5	I've known her since... a. actions that started in the past and continuing in the present b. how long...? for, since. ...enough, too...
6	General Revision and voc. teaching
7	The dog was barking! a. actions interrupted at specific times in the past: time expressions b. actions interrupted by shorter actions in the past:...when...
8	Quiz
9	General application
10	The dog was barking! a. parallel actions happening in the past:...while... b. reflexive pronouns
11	What will the teacher ask? a. immediate decisions and future predictions
12	What will the teacher ask? a. degrees of certainty (will/ will not/ will probably/ will probably not/ may/ might/ could/ may not/ might not) vocabulary teaching. Near Future Tense(to be going to)
13	What will the teacher ask? a. the use of will and be going to
14	A brief evaluation of the course content and topics

<b>Course Resources</b>	1. Full Steam Ahead, 8th ed., Gündüz Eğitim ve Yayıncılık., Ankara. 2. Türkçe-İngilizce Sözlük
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Assessment Methods and Criteria	In-Term studies	Quantity	Percentage (%)
	Mid-Term Exams	1	20
	Quizzes	-	-
	Assignments	-	-
	Projects	-	-
	Term assignment	-	-
	Laboratory	-	-
	Other	-	-
	Final exam	1	80

<b>On Assessment Methods and Criteria</b>	A grade of success; is determined by using the relative evaluation system or the discretion of the instructor. In order to be able to evaluate the courses in which the relative evaluation system and the teaching staff member's discretion are applied, the final exam score of the student must be at least YSAS. Students who fall below this score are considered to fail directly. For the courses that can not be evaluated with the relative evaluation system, the distribution of the final grade of the final grade and the letter grades which are the equivalents of the success grades are determined by the consent of the instructor who gives the lesson using the table prepared by the Senate with 100 points. A student who has received a grade AA, BA, BB, CB or CC grade is deemed to have completed that course. A student who has received one of the grade DC or DD grades is deemed to have fulfilled that course condition. In order for a student who takes DD and DC letters to be counted as successful, the GNO must be at least 2.00. A student who receives a graded FF grade is considered to have failed that course.
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<b>Percentage of Course Category (%)</b>	<b>Mathematics and Basic Sciences</b>	0
	<b>Computer Sciences</b>	0
	<b>Programming Design</b>	0
	<b>Social sciences</b>	100

<b>Course Outcome</b>	1) To have sufficient knowledge of foreign language in the field 2) Can grasp long lines 3) Can comprehend long, daily texts 4) Write long, advanced notes and messages
<b>Aims of the course</b>	With this course students; English level at level B1 for undergraduate level; - Have basic grammar, - They understand what they listen to, - They can talk, - What you read, - They are intended to express themselves in writing.
<b>The way of processing course</b>	Distance Vocational Education

<b>Relation of the course with program outcomes</b>				
Learning outcomes		1	2	3
<b>1</b>	To have advanced theoretical and applied knowledge in a way to prioritize the scientific approach supported by textbooks containing up-to-date information in the field, application tools and other resources			
<b>2</b>	Adapting and transferring the knowledge gained in the field to secondary education		X	
<b>3</b>	Ability to independently carry out an advanced study in the field			
<b>4</b>	Be aware of the necessity of lifelong learning and continuously improve their professional knowledge and skills.			
<b>5</b>	Using a foreign language at least at the European Language Portfolio B1 General Level, following the information in the field and being able to communicate with colleagues			X
<b>6</b>	To be able to use information and communication technologies together with computer software at minimum advanced level of European computer license required by the field.			
<b>7</b>	Have the ability to make oral and written presentation in native language			
<b>8</b>	Having the ability to understand spoken English and use English at reading level			X
<b>9</b>	To have the ability to assimilate mathematical concepts and understand the relationships between them, to recognize different aspects of the same concepts and relationships			
<b>10</b>	To have the ability to define and formulate the relationships between items in non-mathematical disciplines in the language of mathematics.			
<b>11</b>	To have the ability to use mathematical knowledge in different problems			
<b>12</b>	Having the ability to develop computer programs using mathematical knowledge			
<b>Contribution of the course: 1:No 2:Partially 3:Completely</b>				

**Preparer:** Associated Professor Emrah YILMAZ

**Preparation date:** 01/12/2022