

2019-2020 SPRING
/ MDB1032-1132

MDB1032-1132
SUPPLEMENTARY
MATERIAL PACK
STUDENTS' COPY

YTU MODERN LANGUAGES DEPARTMENT
ADVANCED ENGLISH II

2019-2020 SPRING - MDB1032/1132 ADVANCED ENGLISH II

COURSE INFORMATION FORM

FACULTY / GRADUATE SCHOOL	School of Foreign Languages
DEPARTMENT / PROGRAMME	Department of Modern Languages
TITLE OF COURSE	Advanced English 2
CODE	MDB1032/1132
LOCAL CREDIT	3
ECTS	3
LECTURE HOUR / WEEK	3
PREREQUISITE	-
SEMESTER	Spring
COURSE LANGUAGE	English
LEVEL OF COURSE	Undergraduate
COURSE TYPE	Compulsory
MODE OF DELIVERY	Face to face
INSTRUCTOR(S)	Instructors of Modern Languages
COURSE OBJECTIVES	<ul style="list-style-type: none"> • reinforcing students' ability to read analytically • facilitating students' ability to comprehend an appropriately chosen source text, to craft an effective analysis • supporting the students' exposure to a specified range of text complexity across a wide range of disciplines aligned to college and career readiness • reinforcing an understanding of relevant words in context and how word choice helps shape meaning and tone • encouraging students to write an organized summary of a given text by using annotating and paraphrasing techniques • encouraging students to write an organized response to the ideas presented in a given text
COURSE CONTENT	<ul style="list-style-type: none"> • reading strategies • summarizing and response writing techniques • vocabulary exercises
COURSEBOOK / MATERIAL / SUGGESTED SOURCES	Leap 3 Reading and Writing: Learning English for Academic Purposes (High-intermediate) <i>Julia Williams</i> , Pearson Publishing Supplementary Material Pack compiled by DML Academic Office
Course Learning Outcomes	Students will be able to <ul style="list-style-type: none"> • read a passage and identifying the main points • construct a summary of the important points in the texts • write a response to the ideas presented in a text • comprehend factual information and distinguish between facts and ideas • infer information from the passage • understand vocabulary in context

EVALUATION SYSTEM		
Activities	Number	Percentage of Grade
Attendance/Participation	70%	
Mid-Terms	2	30 + 30 = 60
Final	1	40
Percentage of In-Term Studies		60
Percentage of Final Examination		40
TOTAL		100

WEEKLY SUBJECTS AND RELATED PREPARATION STUDIES		
WEEKS	UNITS	PROCEDURE
1 Feb. 3 -7	CH 5: The Science of Nutrition pp.118-122 CH 5 Reading 1	<ul style="list-style-type: none"> Gearing Up A+B p.119 Vocabulary Build A+B pp.120,121 + SMP Vocabulary Exercise (SMP p.6) Before You Read A p.122 While you read p. 122
2 Feb.10 -14	CH 5: The Science of Nutrition pp.122-128 CH 5 Reading 1 Writing Practice	<ul style="list-style-type: none"> CH 5 Reading 1 Understanding Healthy Body Weight After You Read D p.128 (optional) Summary Paragraph & Guided Summary Exercise (SMP pp.11-13) Teacher Feedback for the summary paragraphs
3 Feb. 17-21	CH 5: The Science of Nutrition pp.144-148 CH 5 Reading 3	<ul style="list-style-type: none"> CH 5 Reading 3 Losing Weight, Gaining Life Vocabulary build A+B+C pp. 144,145 SMP - Multiple Choice Reading Comprehension Questions <ul style="list-style-type: none"> (SMP pp.6-7)
4 Feb. 24-28	Writing Practice	<ul style="list-style-type: none"> Introduction to Response Paragraph (SMP pp.14-15) Analyzing Summary & Response Models (SMP pp. 16-22) (By annotating the model texts and going through the checklists on pp.13-14. One of the model texts can be used in the following week(s) as a revision activity) Summary & Response Writing Practice 1 (Guided) "Writing a response paragraph" (SMP pp.23-25)
5 March 2-6	Writing Practice	<ul style="list-style-type: none"> Summary & Response Writing Practice 1 (Guided) - continued "Writing a response paragraph" (SMP pp.23-25) <ul style="list-style-type: none"> Teacher Feedback for the response paragraphs
6 March 9-13	CH 6: Digital Currencies pp.150-157 CH 6 Reading 1	<ul style="list-style-type: none"> Gearing Up A+B pp.150-151 CH 6 Reading 1: Digital Cash for a Digital Age Vocabulary build A+B pp. 152, 153 + SMP Vocabulary Exercise (SMP p. 7) Before You Read A p.154 After You Read D p.157

7 March 16-20	CH 6: Digital Currencies CH 6 Reading 2 pp.159-164	<ul style="list-style-type: none"> • CH 6 Reading 2: Frequently Asked Questions from the Bitcoin Website • Vocabulary Build A p.159 • After You Read -E- Question 4 (T/F) only (p.164). • SMP Multiple Choice Reading Comprehension Questions (SMP pp.8-9)
8 March 23-27	MIDTERM	
9 March 30- April 3	CH 7: The Internet of Things pp.178-179 PP.191-195	<ul style="list-style-type: none"> ▪ Gearing Up A+B+C p. 178,179 ▪ CH 7 Reading 2: Too Clever for Comfort ▪ Vocabulary build A+B pp.191- 192 ▪ After You Read D pp.194,195
10 April 6-10	CH 7: The Internet of Things CH 7 Reading 2 PP.191-195 Writing Practice	<ul style="list-style-type: none"> ▪ After You Read D pp.194,195 (continued) ▪ After You Read E & F p. 195 <p>Summary& Response Writing Practice 2 "Writing a summary & response paragraph" (SMP pp.26 - 27)</p>
11 April 13-17	MIDTERM	
12 April 20-24 April 23 THURS	In-class feedback Thursday classes are off. Writing Practice	<ul style="list-style-type: none"> ▪ <i>Teacher Feedback for the summary & response papers (Thursday classes will get feedback next week)</i>
13 April 27- May 1 May 1 FRI	CH 8: The Slow Food Movement pp.206-213 Friday classes are off.	<p>CH 8 Reading 1 In Praise of Slowness: Turning the Tables on Speed</p> <ul style="list-style-type: none"> ▪ Gearing Up A pp. 206-207 ▪ Vocabulary build A+B pp.208- 209 ▪ While You Read D p. 210 ▪ After You Read p.213 (questions 1-5) ▪ SMP Multiple Choice Reading Comprehension Questions (SMP pp.9-10)
14 May 4-8	Catch Up / Writing Practice	<p>Catch up</p> <p>Summary & Response Writing Group Work (Optional) (The text Restoring Food to Its Central Place p. 221 lines 1-35 can be used as a reference)</p> <p>Friday Classes: CH 8 Reading 1 In Praise of Slowness: Turning the Tables on Speed (206-213)</p>

2019-2020 ACADEMIC YEAR**GRADING SCALE**

GRADING SCALE		
GRADE	LETTER	ECTS
90-100	AA	4.00
80-89	BA	3.50
70-79	BB	3.00
60-69	CB	2.50
53-59	CC	2.00
48-52	DC	1.50
40-47	DD	1.00
30-39	FD	0.50
0-29	FF	0.00
ABSENTEE	F0	0.00

PART I -- VOCABULARY AND READING

CHAPTER 5 READING 1 – Understanding Healthy Body Weight

VOCABULARY EXERCISE

Fill in the blanks using the words in the chart.

inadequate	cravings	supplements	sustain	portions
challenging	restrict	significant	enable	guidelines

Like most people, you probably have 1. _____ for different foods and 2. _____ your consumption of other foods. Part of this balance is judging the 3. _____ of foods you eat in order to 4. _____ a proper diet. To do so, you may rely on government health 5. _____ that hopefully 6. _____ you to see what is and isn't healthy. Increasingly, a(n) 7. _____ part of the population is finding traditional health advice 8. _____ for them to keep off weight. Moreover, new diets are 9. _____ traditional ideas with the use of 10. _____. But, what is missing in many diet pictures is the need for more exercise.

CHAPTER 5 READING 3 -- Losing Weight, Gaining Life (pp.146,147)

READING COMPREHENSION

Answer the questions below according to the text on pages 146-147.

1. According to paragraph 1 (lines 1-16), which of the following is TRUE?
 - a. South Beach Diet is rich in all kinds of carbs and fats.
 - b. South Beach Diet focuses only on right kinds of low carbs.
 - c. South Beach Diet aims to avoid bad carbs and fats.
 - d. South Beach Diet expects you to cut down on fats and carbs.
2. According to paragraph 1, which of the following is NOT TRUE?
 - a. You need to reduce the size of the meat you eat.
 - b. You are free to eat until you fulfill your need for food.
 - c. Even if you're not hungry, you have to eat two snacks a day.
 - d. You can drink water and certain hot beverages.
3. Which of the following should be forbidden in the first two weeks based on the information given in paragraph 2 (lines 16-22)?
 - a. spinach
 - b. apple pie
 - c. chicken salad
 - d. beans

4. In paragraph 3 (lines 23-32), the writer claims that two weeks will pass painlessly _____.
- unless you have a preference for eating sugary foods.
 - because you will learn to fight your desires for food.
 - since people who have experienced this say so
 - as it is totally a brand new type of eating for you
5. What does the word in paragraph 4 “stick with” (line 43) closest in meaning to?
- slow down
 - hurry up
 - send forth
 - hold on
6. What does the pronoun “it” in paragraph 4, line 42 refer to?
- diet
 - body
 - switch
 - food
7. According to paragraphs 5&6 (lines 46-58) , which of the following is TRUE?
- You will stop losing weight for a while when the fourteen-day period ends.
 - You will need to keep the forbidden foods away for a long period of time.
 - You will be able to put certain foods back in your diet alternately.
 - You can try new recipes mixing some of the foods that give you pleasure.
8. What does the pronoun “its” in paragraph 8, line 67 refer to?
- normal - size portion’s
 - South Beach Diet’s
 - a way of life’s
 - basic rule’s
9. What is the phrase “fringe benefit” in paragraph 10, line 76 closest in meaning to?
- detrimental effects
 - extra cost
 - important protection
 - additional advantage

CHAPTER 6 READING 1 -- Digital Cash for a Digital Age VOCABULARY EXERCISE

Fill in the blanks using the words in the chart.

authority	transaction	venture	generate	regulate
stable	scheme	unprecedented	contend	consensus

While it’s true that many people have found 1. _____ wealth by luckily investing in one 2. _____ or another, the general 3. _____ is that it’s difficult to 4. _____ any kind of 5. _____ income by investing in cryptocurrencies. One problem is that there is no government organization to 6. _____ the currencies so when you make a 7. _____, if you lose your money, no official 8. _____ can help you. And while some 9. _____ that it’s a gamble that’s worth your time to 10. _____ on, as with any gamble, a lot of people have lost a lot of money.

CHAPTER 6 READING 2 -- Frequently Asked Questions From The Bitcoin Website (pp.160-163)

READING COMPREHENSION

Answer the questions below according to the text on pages 160-163.

1. Which of the following is NOT one of the main characteristics of Bitcoin according to questions 1-4?
 - a. Bitcoin is a peer-to-peer, digital currency with a triple-entry bookkeeping system.
 - b. It was created by an anonymous person who called himself Satoshi Nakamoto.
 - c. It is decentralized, so not regulated by governments or banks. It works like cash.
 - d. It is impossible to protect the authenticity of the transactions carried out by using it.
2. In question 2 (lines 21-22) the identity of Bitcoin's inventor is compared with the identity of paper's inventor in that _____.
 - a. the unique features of these two products always made people curious about their inventors
 - b. they both have had full control of these two products since the first day they created them
 - c. they enable these products to be more effective by supporting the central authority behind them
 - d. their contribution is confined within the boundaries of the alterations made by today's developers
3. According to questions 5 & 6, which of the following is NOT one way of acquiring Bitcoins?
 - a. by selling things and accepting them for payment
 - b. getting them as an interest for your money
 - c. earning them through mining.
 - d. buying them on a bitcoin exchange
4. According to question 8, which of the following is one of the advantages of Bitcoin?
 - a. easy to transfer money except public holidays
 - b. high fees only for international purchasers
 - c. less control over transactions of sellers
 - d. cryptographic security of its protocol
5. According to question 9, which of the following about Bitcoin is NOT TRUE?
 - a. still not many people using it
 - b. price can fluctuate
 - c. still new, needs more work
 - d. it has a predictable feature

6. What does the pronoun “their” in question 10, line 113 refer to?
 - a. Bitcoins’ b. individuals’ c. bitcoin miners’ d. mining processes’
7. What does the word “demand” in question 12, line 144 closest in meaning to?
 - b. quantity b. request c. stock d. inventory
8. Why does the writer give the German mark as an example in question 13?
 - a. To claim that the value of Bitcoin is stable
 - b. To emphasize the unreliable aspect of Bitcoin
 - c. To ensure Bitcoin’s success as opposed to German mark
 - d. To show the technical superiority of Bitcoin

CHAPTER 8 READING 1 -- In Praise Of Slowness: Turning The Tables On Speed (pp.210-212)

READING COMPREHENSION

Answer the questions below according to the text on pages 210-212.

1. What does the word “mirrored” in paragraph B, line 10 closest in meaning to?
 - a. reflected b. optimized c. enhanced d. developed
2. According to paragraph B, which of the following is NOT one of the “scientific tricks” that farmers use?
 - a. rigorous breeding
 - b. chemical fertilizers
 - c. antibiotic constraint
 - d. growth hormone
3. The Slow Food movement started _____ according to paragraph D.
 - a. when Petrini saw a McDonald’s in the middle of Rome and he was disappointed
 - b. when Petrini wanted to use the traditional recipes of his ancestors in Rome
 - c. when McDonald’s opened a restaurant next to his and challenged his business
 - d. When “eco-gastronomy” became very popular and he wanted to be a part of it
4. What does the word “culinary” in paragraph D, line 30 closest in meaning to?
 - a. the art of cultivating b. growing upward
 - c. concerned with cooking d. selected from many
5. What does the pronoun “its” in paragraph F, line 42 refer to?
 - a. modern message’s b. planet’s c. member’s d. Slow Food’s

6. What does the pronoun “them” in paragraph H, line 58 refer to?

- a. artisanal foods b. small producers
- c. products d. chefs and gourmets

7. Which of the following can be INFERRED from paragraph I?

- a. Rare-breed turkeys are brought back thanks to Slow Food movement and Americans are happy about it.
- b. Time magazine was so eager to support Slow Food movement in order to advertise the Sun Crest peach.
- c. Slow food movement can spread more quickly in a place whose cuisine rests on a foundation of native food heritage.
- d. As fast food culture becomes more popular in a country, the desire for Slow Food becomes stronger and much more overwhelming.

8. According to paragraph J, why does Slow Food movement encourage organic farming?

- a. to increase the participation of farmers
- b. to protect wildlife in all aspects
- c. to speed up the production process
- d. to kill off harmful insects

9. According to paragraph K, Slow Food movement supports biodiversity because _____.

- a. manufacturers demand a variety of products to have economical benefit
- b. factory farming reduces our food options, and also disrupts ecosystems
- c. food industry has a tendency towards better healthier farming techniques
- d. the number of species of animals and farm plants are increasing gradually

PART II – WRITING

SUMMARY & RESPONSE WRITING

A good response paper has two missions: to summarize the text that has been read and to respond to the text's (main) ideas with reactions based on your synthesis. A summary is telling the main ideas of the article in your own words.

1. SUMMARY PARAGRAPH

A summary is a short retelling of a longer written passage, containing the author's most important ideas. Summarizing helps improve both your reading and writing skills. To summarize, you must read a passage closely, finding the main ideas and supporting ideas. Then you must briefly write down those ideas in a few sentences or a paragraph.

These are the steps to writing a good summary:

1. Read the article, one paragraph at a time.
2. For each paragraph, underline the main idea sentence (topic sentence).
3. When you finish the article, read all the underlined sentences.
4. In your own words, write down one sentence that conveys the main idea.
5. Start the sentence using the name of the author and title of the article (see the format below).
6. Continue writing your summary by paraphrasing the underlined sentences. Remember that you need to change both the words of the sentence and the word order or structure.
7. Use transition words to link your sentences together to help you write your summary more effectively and make it more interesting to read.
8. Re-read your piece. Does it flow well? Are there too many details? Not enough information? Your summary should be as short and concise as possible.
9. The summary should take up no more than one-third the length of the work being summarized.

SAMPLE FORMAT

Introduction: You need to start your summary by telling the name of the article and the author. Here are three examples of how to do that (pay close attention to the punctuation):

1. In "How the Civil War Began," historian John Jones explains...
2. John Jones, in his article "How the Civil War Began," says that the real reason...
3. "How the Civil War Began," by historian John Jones, describes....

First Sentence: Along with including the article's title and author's name, the first sentence should be the main point of the article. It should answer the question: What is this essay about? (thesis).

Example:

In "How the Civil War Began" by John Jones, the author argues that the real reason for the start of the Civil War was not slavery, as many believe, but was instead the clash of cultures and greed for cash.

Rest of Summary: The rest of your essay is going to give the reasons and evidence for that main statement. In other words, what is the main point the writer is trying to make and what are the supporting ideas he or she uses to prove it.

Below are tips to keep in mind as you are writing your summary.

- ✓ Include the title and author's full name.
- ✓ Explain the main ideas being presented.
- ✓ Do not go into specific details unless they relate to your response.
- ✓ Minimize the use of quotes.
- ✓ Write in present tense.
- ✓ Use strong verbs like "claims," "supports," "analyzes," and "discusses" instead of "says" or "talks."
- ✓ Be objective and do not include your opinion.
- ✓ Be concise and avoid wordiness.
- ✓ Make your summary clear so that someone who has not read the original material can still understand.

A Guided Summary Writing Exercise

A. Read the sentences from the text *Understanding Healthy Body Weight (Leap p. 123)* and highlight pieces of information that you would include in a summary.

1. Nutritionally balanced high-carbohydrate, moderate-fat and protein diets typically contain 55 to 60 percent of total energy intake as carbohydrate, 20 to 30 percent of total energy intake as fat, and 15 to 20 percent of energy intake as protein.
2. These diets include Weight Watchers, Jenny Craig, others that follow the general guidelines of the Dietary Approaches to Stop Hypertension (DASH Diet), and the USDA Food Guide.
3. All of these diet plans emphasize that weight loss occurs when energy intake is lower than energy expenditure.
4. The goal is gradual weight loss or about 1 to 2 lb (0.4-0.9 kg) per week.
5. Typical suggested energy deficits are between 500 and 1000 kcal per day.
6. Regular physical activity is encouraged.
7. To date, these types of low energy diets have been researched more than any others.

8. A substantial amount of high-quality scientific evidence (from randomized control trials) indicates that they may be effective in decreasing body weight—at least initially.
9. In addition, the people who lose weight on these diets may improve their blood lipid levels and decrease their blood pressure.
10. However, recently published results from a randomized controlled trial following almost 50,000 US women for seven years indicate that, contrary to established beliefs, this type of diet does not result in significant long-term weight loss or reduce the risk for breast and colorectal cancers or cardiovascular disease.
11. Many limitations affected the study findings, however, and more research needs to be done before we are able to determine the long-term effectiveness of higher-carbohydrate diets on weight loss and disease risks.

B. Paraphrase the highlighted parts and write a summary of the text.

SUMMARY CHECKLIST	yes	no
Is the length of the summary one third of the original text?		
Were the key points in the original text underlined?		
Were all the details and examples excluded?		
Were the synonyms of the original words used?		
Were the structures of the sentences changed?		
Were the forms of the words changed?		
Were the voices of the sentences changed? (active to passive, or passive to active)		
Was the name of the author included in the first sentence?		
Was the title of the article included in the first sentence?		

2. RESPONSE PARAGRAPH

A response is a critique or evaluation of the author's essay. Unlike the summary, it is composed of YOUR opinions in relation to the article being summarized. It examines ideas that you agree or disagree with and identifies the essay's strengths and weaknesses in reasoning and logic, in quality of supporting examples, and in organization and style. A good response is persuasive; therefore, it should cite facts, examples, and personal experience that either refutes or supports the article you're responding to, depending on your stance.

Below are tips to keep in mind as you are writing your response.

- ✓ Accept or reject the author's points in the text. Use "I" to express ideas and make your standpoint clear.
- ✓ Clearly state your opinion or thoughts about the author's main idea. Use the thesis statement you created in summary. Ask yourself, "How does my own thought/opinion about the reading relate to the author's main idea?"
- ✓ Write supporting sentences (or a sentence) describing how your personal experience supports your opinion or thought about the author's main idea.
- ✓ When you support your thesis statement, include at least two strong points to support your thesis. Each point should clearly relate to your thesis. Each point should engage the text and respond to the text.

REMEMBER!

In a response, **there is no right or wrong answer**. The only thing that matters is **how the response writer supports his/her view**. Examine the two responses (agreeing/disagreeing) below written for the same text. Notice that the summaries for both agreeing and disagreeing responses are the same. It is a matter of how the response writer promotes his/her stance in the second paragraph, the response.

RESPONSE CHECKLIST	yes	no
Did you state whether you agree or disagree with this author's ideas at the beginning of your paragraph?		
Did you identify the essay's strengths and weaknesses in reasoning and logic?		
Did you add any ideas to what the author has given?		
Did you support your ideas with facts, examples, and personal experience?		
Did you either refute or support the article you're responding to, depending on your stance?		

USEFUL EXPRESSIONS SHOWING EVALUATION

Useful Sentence Stems for Summary and Critical Review

General

The article presents ...aspects of ..

The article suggests/proposes ...

In opposition to / support of ..., the author points to ...

The article questions the view that...

The author identifies ...reasons/issues/problems/...

Assertion

The author claims/argues/asserts that...

The author maintains/ assumes...

The author advocates the view that...

Expressing agreement with author(s)

As the author perceptively/insightfully pointed out..., ... seems/appears to be...

The evidence/argument presented by the author supports his/her claim/conclusion that...

Expressing disagreement with author(s)

The author depicts XXX as However, this view somewhat underestimates/overlooks/assumes..

Although the author's interpretation/claims ofis generally quite accurate, there are ... instances when it is somewhat contrived/superficial. For example, ...

Expressing concessive contrast

The author's views seem rather <negative point>, but/yet I still find the article <some positive points>

Although/Even though the author's arguments seem <positive point>, a closer examination reveals that <negative point>

Evaluative language to express your own judgement

It appears to me that the author...

In my opinion, the article...

The concept presented by the author is intriguing/innovative in that it... (positive)

The arguments the author presented are inadequately supported... (negative)

The article accurately/inaccurately portrays/presents...

ANALYZING MODELS

Examine the sample texts about language acquisition, homeschooling, and marriage by reading their summaries and responses below.

MODEL 1

As you read the essay, look for reasons and details the writer uses to support his/her opinion.

BEHAVIOURIST THEORY OF LANGUAGE ACQUISITION

By Andrew Fletcher, behaviorismskinner.blogspot.com

The nature vs. nurture debate extends to the topic of language acquisition. Today, most researchers acknowledge that both nature and nurture play a role in language acquisition. However, some researchers emphasize the influences of learning on language acquisition, while others emphasize the biological influences. A major proponent of the idea that language depends largely on environment was the behaviourist B. F. Skinner. He believed that language is acquired through principles of conditioning, including association, imitation, and reinforcement. According to this view, children learn words by associating sounds with objects, actions, and events. They also learn words and syntax by imitating others. Adults enable children to learn words and syntax by reinforcing correct speech. He believed that how the child interacted with its environment would greatly reinforce her or his language. It is important to note that there needs to be reinforcement, whether it is positive or negative, to learn language. Children would develop language through modelling of a parent and the interaction with people in the environment such as in school with their peers and daily activities. Language is learned through the environment, as the learner interacts with both her or his surroundings and the individuals in it.

Parents begin the process of operant conditioning with their new-born children by modelling the native language spoken by the family. Sounds, words, and later sentences are imitated by children. The form of the language comes closer and closer to standard with practice while increased reinforcement pushes children to imitate the model of the standard speaker of the language as closely as possible. Forms that are not standard and appropriate are not reinforced and therefore disappear over time in a process known as "extinction". (286 words)

Summary

Andrew Fletcher mentions in his article “Behaviourist Theory of Language Acquisition” on his blog page that there have been two main viewpoints about language acquisition regarding whether the environment or biology plays the biggest role in it. Behaviourist approach maintains the idea that language is learned through copying the way others speak, being presented negative or positive stimulus, and relating sounds to certain items, movements or circumstances. Interacting with the environment is vital starting from early childhood in the family. (64 words)

Response 1 (Agreeing)

I totally agree with the ideas presented within the scope of behaviourist explanation for two main reasons. Firstly, language is something that can be easily observed and measured. The need to use language is stimulated and language is uttered in response to stimuli. Therefore, children are conditioned by their environment to respond to certain stimuli with language. When children speak the language of their parents, they are rewarded and become more skillful. Secondly, because learning is a question of habit formation rather than problem solving, when the language item has been well practiced, the appropriate habit is inevitably acquired.

Response 2 (Disagreeing)

I believe that a behaviourist explanation is inadequate for three main reasons. First of all, learning cannot account for the rapid rate at which children acquire language and that there can be an infinite number of sentences in a language all of which cannot be learned by imitation. Secondly, it is not physically possible for every piece of language spoken by a child to be reinforced (positively or negatively) by an adult. Therefore, reinforcement cannot be one of the fundamental factors in language acquisition. Thirdly, recent researches about the mental ability of infants show that language acquisition is a far more complex process than just imitation and repetition. It requires cognitive skills as well.

MODEL 2

The model presents one student's opinion about homeschooling. As you read the essay, look for reasons and details the writer uses to support her opinion.

IN SUPPORT OF HOMESCHOOLING

By Laila Stern, Education Monthly

An increasing number of parents in countries such as Australia, Canada, and the United States have decided not to send their children to elementary or secondary school. Instead, the parents devote their time and energy to teaching their children at home. Opponents of homeschooling believe that students belong in a classroom with experienced professionals and other students of the same age. Although it may not be the best option for all students and all families, I am in favor of homeschooling for three reasons.

First of all, homeschooling makes effective use of time. In Australia, Canada, and the United States, the average school day is six to seven hours long. However, children who are homeschooled can finish their lessons in four to five hours. One explanation for this is that traditional classrooms often have more than 20 students. As a result, teachers spend a significant percentage of their time simply making certain that their students are paying attention and doing their work. In addition, students in a large class are likely to have different abilities and learning styles, and there is often not enough time to address the needs of each student. In contrast, students who are homeschooled are able to receive individual attention more easily. Their parent-teachers can see that they are completing their assignments and offer assistance if necessary. After homeschooled students finish their daily assigned work, they then have time to play sports, enjoy hobbies, or continue studying.

The second reason that homeschooling is a good idea is that it offers additional schoolwork and the opportunity for homeschooled children and teens to become independent learners. With the extra time they have, along with encouragement from their parents, homeschooled students can follow their interests and study subjects more deeply. They can choose some of the topics they want to investigate. For example, they might study such topics as ancient Chinese history, the physics of soccer (football), or computer animation. Through their research, which includes online reading, library visits, trips to local museums, and family vacations, they learn more about their chosen topics. They also develop strong skills in areas such as math, science, reading, and writing. As one of the admissions counselors at our university, Andrew Muller, said during my interview with him, "We like students who

are homeschooled because they do not wait for others to tell them what to do. They are able to think for themselves." He then added, "Homeschooled young people ask their instructors for help when they need it, but they generally take charge of their own learning."

Finally, homeschooling helps young people to develop socially. One of my friends was educated at home until the age of 18. He and his brother played on baseball and basketball teams and participated in activities with other homeschooled students, so they had a chance to make friends who were their own age. However, they also spent a great deal of time with their parents and older relatives who taught them the importance of strong family relationships and showed them how to act maturely. Furthermore, their education involved volunteer work at their local community center. There they met people of all ages while they learned about the responsibility of having a job and the importance of helping their neighbors. As a result of the education his parents gave him, my friend is now a well-balanced individual who knows how to be an adult and still have fun.

To summarize, homeschooling is not easy and may not be for everyone, but it has certain benefits. For the most part, homeschooled students can complete their basic lessons in less time than students in a formal classroom. Therefore, they have more time to pursue their own interests. Because they learn how to ask questions and find answers, and because they develop strong social skills, they become intelligent, responsible adults. As far as I am concerned, even more parents should consider the option of homeschooling. (Original Text: 655 words)

Summary

In her article **In Support of Homeschooling**, Laila Stern states that more and more families in some developed countries tend to choose homeschooling for the education of their children. Stern mentions that homeschooling is a controversial issue and states that she, keeping in mind that this might not be the right fit for everyone, is in support of homeschooling for three reasons. First, homeschooling is a time-saving and individualized/customized type of education. To illustrate, children do not have to spend longer hours at school as they are one-to-one with their teacher-parents, which eliminates the time-wasting crowded classroom factor and helps meet the child's individual learning needs. Secondly, homeschooling helps children become autonomous learners. In this way, they can pick subjects they want to explore and have control over their learning process. The last reason is that homeschooled children are likely to be more socialized as they have the opportunity to participate in recreational activities or spend time with family members. They can also take their chances in some kind of volunteer work, which helps build an understanding of job responsibility. For all these reasons, Stern

suggests that more families should take homeschooling into account when deciding on a path of education for their children. (204 words)

Response 1 (Agreeing)

In parallel to Stern's ideas, I personally believe that homeschooling is worth considering for families when making decisions about their children's education life. Homeschooling provides several opportunities that traditional class could never do. For one thing, each child is different in intelligence, talents, and skills, which makes it imperative to consider each one as unique. However, in traditional education, mostly there is a fixed/pre-determined curriculum which cannot be manipulated according to differing abilities. Moreover, each child has diverse learning strategies and needs. Again, it is not possible to address each one's needs separately in a crowded class. As a last point, a homeschooled child would never have to deal with the stress that exams and grades create. Rather, s/he can spend time for exploring different aspects of one subject instead of preparing for an exam.

Response 2 (Disagreeing)

However tempting Stern's ideas might seem, I personally believe that homeschooling cannot be an alternative to traditional class setting for several reasons. First, homeschooling requires parent-teachers to be knowledgeable about every subject and skillful in teaching. At a traditional class, there are a lot of teachers who have a solid grasp of their subjects. Therefore, to what extent a homeschooled child can learn is limited to the parent-teacher's knowledge. Secondly, in my opinion, becoming an autonomous learner is not for a young child. Even post-graduate students need guidance when studying on something. If you leave a child alone in deciding what to explore/learn at a young age, then s/he may miss plenty of important subjects just because s/he didn't come across them in his/her research. Third, socializing with peers is one of the most important aspects of a child's mental development. As the number of homeschooled children is still low and most of the potential friends are at school, a homeschooled child can feel isolated and lonely.

MODEL 3

MULTITASKING OR MONOTASKING?

By Sandra Flinn, Health Magazine

By now, we all know that multitasking can be a losing proposition. Talking on the phone while driving? A bad idea. Texting while driving? A really bad idea. But even seemingly harmless multitasking – like chatting with a friend while sending out an office email – isn't as harmless or efficient as we'd like to believe. A recent article published in the science journal *Neuroimage* revealed that when we attempt demanding tasks simultaneously, we end up doing neither as well as we should because our brains have cognitive limits.

What's more, we are also less efficient after we have shut down email and turned off our phones. In a recent experiment at Stanford University, a group of students who were asked to spend 30 minutes simultaneously compiling music playlist, chatting, and writing a short essay. A second group focused on each task individually for 10 minutes each. Following this, they were given a memory test. The single-taskers did significantly better than the multitaskers.

"A tremendous amount of evidence shows that the brain does better when it is performing tasks in sequence rather than all at once.", says Clifford Nass, PhD, a professor of communication at Stanford University "We still do not know the long-term effects of chronic multitasking, but there is no question we are bad at it.", he concludes. (226 words)

Summary

The article *Multitasking or Monotasking?* written by Sandra Flinn mainly discusses the effects of multitasking. She lists two common multitasking examples from everyday life: talking on the phone while driving and texting while driving to show how "bad" or dangerous they are. She, then, presents findings from studies carried out or articles written on the subject. What can be concluded from those is that our brains and concentration spans have limits and thus we cannot perform a number of tasks at the same time; we either do them poorly or fail at them. In addition, the habit of multitasking may have unwanted effects, which are yet to be discovered. (109 words)

Response 1 (Agreeing)

Having considered the points made in the article about multitasking, I completely agree with what the author claims. For one thing, our brains are not designed to multitask efficiently. We have a limited capacity to perform tasks and if we want to do a task well, we need to focus on one at a time. I can easily relate to that fact as I have had many instances when I failed to concentrate well on a task because I was also trying to do a second task. Dealing with several things at the same time may have more serious consequences, as well. The example given in the text, a person texting and driving at the same time, is one that illustrates those results. Secondly, in a documentary I watched about the effects of multitasking, it was highlighted that multitasking could lead to over-stimulation of our brain functions and that it could lead to memory dysfunction or even impairments in the long term. I think, we should take these serious warning into consideration and be aware of the potential risks of multitasking.

Response 2 (Disagreeing)

The author depicts multitasking as something to be avoided; however, this view somewhat underestimates what people are in fact capable of doing. It appears to me that people can handle multiple tasks at a time, they just have to work towards doing so. What I mean is that if our concentration performance has limits, we need to find ways to improve it. Many experts believe that is possible to boost our capacity to focus through solutions such as yoga and acupuncture. Take working mothers, for example. They are usually better at multitasking than anyone at home. They have no difficulty in preparing food in the kitchen, thinking about the hard day they have had at work and attending to their children at the same time. Without a doubt, time and experience have taught them to excel in tasks they perform simultaneously. To wrap up, we have a limitless potential; and our brain and focus seem limited as they haven't been challenged before.

SUMMARY & RESPONSE WRITING PRACTICE 1 (GUIDED)

Read the text and its summary below and write a response paragraph either agreeing or disagreeing author's ideas. You can use the prompts given or your own ideas.

BENEFITS OF TOURISM

By Linda Melvin, TAT Tourism Journal

Tourism is travel for recreational, leisure or business purposes. The World Tourism Organization defines tourists as people "traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes".

There are a number of benefits of tourism for both the tourist and the host destination. First of all, the tourism industry encompasses many different areas, so it also creates jobs in many different areas. With tourism comes hotels, restaurants, car rental agencies, tour companies, service stations, souvenir shops, sports equipment rentals, and much more. All of this creates many different levels of employment for people in a given community. It also provides direct employment for the people associated with occupations in bars and hotels. Thanks to it, the average standard of living of people increases well and at the same time unemployment is on the decrease.

Secondly, in many places the introduction and development of tourism allows local people an opportunity for economic and educational growth that would not otherwise be available. In addition, it allows both the tourist and the local community a chance to experience other cultures, which broadens understanding. If properly used, tourism generated income can be tremendously beneficial to the host country and its local communities. Tourism generated income can be used on a national and local level to better education, improve infrastructure, to fund conservation efforts, and to promote more responsible tourism. (241 words)

Summary& Response Writing 1 - Agreeing

(The summary) The article *Benefits of Tourism* written by Linda Melvin mainly discusses what tourism is and what its benefits are. People travel for pleasure, as a pastime activity or for work related reasons, and that is called tourism. There are two main benefits of tourism for the places being visited. First benefit is occupational. Tourism creates a lot of job opportunities in various areas; therefore, it increases the employment rate and raises the living standards of people. Second benefit of tourism is the growth of the local area in point of both economy and education. That money gained through tourism can be used for certain fields to support tourism in the long term. (93 words)

(The response)

You can support your response by using 2 or 3 of the viewpoints below with some more details and examples.

- **Economic** (It brings in money)
- **Opportunistic** (It provides jobs)
- **Infrastructural** (It provides a means and an incentive for investment in infrastructure)
- **Environmental** (It can provide economic incentives for a place to preserve, maintain, and regenerate the environment in both urban and rural settings)
- **Cross-Cultural** (It promotes international connections)
- **Promotional.** (Tourism gives the locality a chance to show itself off and raise its profile in the World)

Summary& Response Writing 2 - Disagreeing

(The summary)

The article *Benefits of Tourism* written by Linda Melvin mainly discusses what tourism is and what its benefits are. People travel for pleasure, as a pastime activity or for work related reasons, and that is called tourism. There are two main benefits of tourism for the places being visited. First benefit is occupational. Tourism creates a lot of job opportunities in various areas; therefore, it increases the employment rate and raises the living standards of people. Second benefit of tourism is the growth of the local area in point of both economy and education. That money gained through tourism can be used for certain fields to support tourism in the long term. (93 words)

(The response)

You can support your response by using 2 or 3 of the viewpoints below with some more details and examples.

- **Environmental** (Tourism can often cause environmental damage with risks like erosion, pollution, the loss of natural habitats, and forest fires.)
- **Cultural.** (The commercialization of culture can undermine the soul of a tourist destination.)
- **Culture Clashes** (Tourists often lack respect for local traditions and culture)
- **Seasonal Fluctuations** (Tourism jobs are quite commonly seasonal and insecure,)
- **Tourism Dependence** (Other forms of income-generation are neglected and an economic dependence on tourism forms.)

Read the text below and create a summary & response writing.

MARRIAGE VS SINGLE LIFE, WHO HAS IT BETTER?

By Bella DePaulo, PhD, *Psychology Today*

Does getting married make you happier, healthier, more integrated into society, and better off in all sorts of other physical, emotional, and interpersonal ways? I've spent close to two decades making the case that those kinds of claims are grossly exaggerated or just plain wrong. Plus, there are important ways in which lifelong single people do better than people who get married. But I don't think there is a simple, one-size-fits-all answer to the question of whether it is better to stay single or get married. Let me explain.

The kinds of studies and comparisons used to support the claim that *Marriage Wins* just don't pass scientific muster. They are biased in ways that make married people seem to be doing better than they really are, and single people worse. Used as the basis for claiming that getting married benefits people psychologically, the comparisons are scientifically indefensible.

What's more, even with that big, fat advantage built right into the research, sometimes it is the lifelong single people, rather than the currently married people, who are doing the best. In some studies, including a few based on large, representative national samples, it is the *single* people who are healthiest. If you follow people over time as they go from being single to getting married and staying married, they end up no happier than they were when they were single. Those who get married and then divorce end up, on the average, less happy than they were when they were single. Getting married is no royal road to longevity, either.

Lifelong single people do better than married people in a variety of ways that don't get all that much attention. For example, they do more to maintain their ties to friends, siblings, parents, neighbors, and coworkers than married people do. They do more than their share of volunteering and helping people, such as aging parents, who need a lot of help. They experience more autonomy and self-determination, and more personal growth and development.

The problem, though, is that I'm not actually saying that *Singles Win*. However, it is true that there are some profoundly important ways in which single people are doing better than married people.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX A: SUMMARY RUBRIC

SCORE	CONTENT&ORGANIZATION	SCORE	LANGUAGE USE
5	The summary starts with a reference to the text and to the author. It clearly states the main idea and author's purpose. It includes all the major and supporting information from the text.	5	The paragraph is well organized; it may include minor errors in grammar or word choice, but the errors do not impede understanding. Successful use of paraphrasing techniques.
4	The summary starts with a reference to the text and to the author. It states the main idea and author's purpose. It includes most of the key points from the text. Some points may not be fully explained or the explanation may be vague.	4	There are several minor errors with language; some ideas may not seem connected, but there are no real problems with clarity. Good use of paraphrasing techniques, could be with minor mistakes.
3	It has one or more of the following problems: does not include a key point from the text or lacks a reference to the text and to the author and main idea/author's purpose.	3	Errors in sentence structure and word choice may make the meaning of some sentences unclear; transitions and connections between ideas are not always easy to follow; yet, the important ideas in the paragraph can be understood. Fair use of paraphrasing techniques.
2	It has one or more of the following problems: does not include sufficient information from the text; at least half of the necessary information or points is missing or lacks a reference to the text and to the author and main idea/author's purpose.	2	Errors in sentence and word choice make ideas in the paragraph difficult to understand; the sentences are not easy to follow. Not paraphrasing the sentences properly.
1	It includes few or none of the key points from the reading(s). It is poorly written and difficult to understand.	1	Frequent and serious errors in grammar and word choice make some sentences impossible to understand. Not paraphrasing the sentences at all.
0	The student only copied words from the text OR, the paragraph is not related to the text at all.	0	The student only copied words from the text OR, the paragraph is not related to the text at all.

APPENDIX B: RESPONSE RUBRIC

SCORE	CONTENT&ORGANIZATION	SCORE	LANGUAGE USE
5	Develops a position on the topic or argument with well-chosen examples or reasons. A well-organized structure with a progression of ideas, linking ideas to supporting points from start to finish.	5	Variety of sentence structures, showing control of word choice with a clear style. Shows a control of language with strong grammar, mechanics, and usage-yet may have a few minor errors.
4	Develops a position on the topic or argument with relevant examples or reasons. Organized with some progression of ideas, linking ideas and supporting points with some consistency.	4	Some <u>to</u> little variety in sentence structure, showing adequate control of word choice with an inconsistently clear style. Shows a control of the language but contains some flaws.
3	Develops a vague or limited position on the topic or argument with few examples or reasons of questionable importance. Poorly organized with unclear links between ideas and supporting points.	3	A lack in sentence variety, showing imprecise use of word choice with an inconsistent style. Shows some lack of control in grammar, mechanics and usage, containing occasional major flaws with more frequent minor flaws.
2	Ideas presented on the topic or argument are unclear or seriously limited. Disorganized and provides few, if any, relevant links between ideas and examples.	2	Serious and frequent problems with word choice and sentence structure, showing a lack of style. Shows a complete lack of control in grammar, mechanics, and usage, containing numerous repeated errors.
1	Provides little evidence of the ability to develop a position in response to a topic or argument. No organization or logic, containing irrelevant details and examples with little to no distinction between the two.	1	Severe and persistent errors in word choice, language and sentence structure, showing no real style. Blank response, with no regard for grammar, mechanics and usage.
0	The student only copied words from the text OR, the paragraph is not related to the text at all.	0	The student only copied words from the text OR, the paragraph is not related to the text at all.

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SIKÇA SORULAN SORULAR

❖ DERSİ SEÇTİĞİM GRUBUN KAPANMASI DURUMUNDA NE YAPMALIYIM?

- Ekle-sil işlemlerinin tamamlanmasını takiben, kapanan gruplar nedeniyle açılan grupların **numaraları** ve **derslik bilgilerinde değişiklikler söz konusu olabilir**. Kapatılan gruptaki öğrenciler aynı gün ve kuşaktaki başka bir gruba aktarılırlar. Bu nedenle ders kayıtları bittikten sonra **mutlaka güncel grup numaranızı USIS üzerinde kontrol ediniz**.
- Kapatılan grubun kuşağında aktarma yapılabilecek başka bir grup yoksa grup tamamen kapatılır. Bu gruba kaydolmuş öğrenciler **kendi bölümlerine dilekçe ile başvurarak** kapatılan gruptan kayıtlarını sildirmeli ve (varsa) programlarına uygun başka bir gün ve kuşaktaki bir gruba aktarılmayı talep etmelidirler.

❖ BAZI NEDENLERDEN ÖTÜRÜ SEÇMİŞ OLDUĞUM GRUPTA DERSE GİREMİYORUM. KAYITLI OLDUĞUM GRUPTAN FARKLI BİR GRUPTA DERSE DEVAM EDEBİLİR MİYİM?

Dersi hangi grupta seçtiyseniz, o grupta devam etmek zorundasınız. Hiçbir şekilde bir grupta kayıtlı iken, başka bir grupta derse devam edemez ya da sınavlara giremezsiniz.

❖ DERSE DEVAM ZORUNLULUĞU VAR MIDIR?

- Bu derste **%70 devam zorunluluğu** vardır. Resmi bir sağlık kuruluşundan alınan ya da özel kurumlardan alınıp YTU mediko ya da herhangi bir resmi kurumdan onaylatılan **sağlık raporları, %30 mazeret** (devamsızlık) **hakkına dahildir, %70 devam zorunluluğundan düşülmezler**. Devamsızlık hakkının üstüne artı olarak alınan sağlık raporları kabul edilmemektedir. MDB1031 İleri İngilizce 1 dersi için toplam **devamsızlık hakkı 12 saat**, MDB1131 kodlu (yalnızca BÖTE Öğrencileri) İleri İngilizce 1 dersi için toplam **devamsızlık hakkı 8 saattir**, bu sınırı aşan öğrenciler devamsızlıktan **(F0 ile) kalır**. Tüm bölüm öğretim elemanlarımız yoklama almakla yükümlüdür, lütfen dersin öğretim elemanını devamsızlık / yoklama konusunda rahatsız etmeyiniz.
- Ayrıca, bir önceki soruyla ilişkili olarak; tüm öğrencilerimizin **USIS'deki haftalık ders programı bölümünden** güncel olarak kayıtlı oldukları grup numarasını ve "www.ybd.yildiz.edu.tr" adresinden de kayıtlı oldukları grubun derslik bilgisini kontrol etmeleri gerekmektedir. Aksi takdirde, **başka grupta derse devam etmiş olsalar dahi devamsızlıktan kalmış sayılırlar**.
- İlk haftadan itibaren dersler başlar ve yoklama alınır.
- Durumu iyi olan öğrencilere derse katılmama gibi bir hak verilemez, tüm öğrencilerin seviyeleri ne olursa olsun derse devam zorunluluğu vardır.
- İngilizce dersinizin olduğu gün ve kuşakta herhangi başka bir dersin sınavı ile çakışma yaşamazsınız, yine %30 mazeret hakkınıza dahil edilir.

❖ **KENDİ BÖLÜMÜMÜN SINAV HAFTASINDA İNGİLİZCE DERSLERİ DE İPTAL OLUR MU?**

Hayır, iptal olmaz. İngilizce dersiniz kendi bölümünüzün sınav haftasından bağımsızdır ve haftalık planda belirtildiği gibi o hafta da ders işlenir.

❖ **KENDİ BÖLÜMÜMÜN HERHANGİ BİR DERSİ İLE İNGİLİZCE DERSİMİN VİZE YA DA FİNAL SINAVLARININ ÇAKIŞMASI DURUMUNDA NE YAPMALIYIM?**

Böyle bir durumda servis derslerinin önceliği vardır. Dolayısı ile diğer dersiniz için bölümünüze mazeret dilekçesi vermeniz ya da yine diğer dersin öğretim elemanı ile görüşerek alternatif bir sınav tarihi belirlemelisiniz. Bölümünüze vereceğiniz hazır matbu mazeret dilekçesini MDB Sekreterliğine gelerek temin edip, imzalatmayı unutmayınız.

❖ **İNGİLİZCE DERSİMİN HERHANGİ BİR VİZESİNİ KAÇIRMAM HALİNDE NE YAPMALIYIM?**

Kendi bölümünüze 3 iş günü içerisinde mazeretinizi bildiren bir dilekçeyi (ya da varsa en az 3 günlük sağlık raporunuzu) teslim etmelisiniz. Eğer bölümünüz mazeretinizi kabul ederse, Modern Diller Bölüm Başkanlığı'na giremediğiniz sınavın mazeret sınavına alınmanıza dair bir üst yazı gönderir. Başkanlığımız sizi ilgili mazeret sınav listesine ekler. Mazeret sınavları genelde ilgili dönemin son haftası yapılır, ancak nihai tarih, gün, saat ve sınav salonu bilgileri içeren sınav takvimi "www.ybdyildiz.edu.tr" adresinde **MDB Duyurular başlığı** altında ilan edilir.

❖ **İNGİLİZCE DERSİMİN İÇERİĞİ / SINAVLARI İÇİN YARDIM ALABİLECEĞİM HERHANGİ BAŞKA BİR KAYNAK VAR MIDIR?**

Bu dersin içeriği, haftalık planı, not aralıkları vb. ders kitabının ilk sayfalarında verilmiştir. Ayrıca, derse dair tüm bilgilendirmeler, güncellemeler, cevap anahtarları ile beraber ekstra yardımcı çalışma notları ve alıştırma, konu anlatımlı videolar ve dinleme parçaları, sınav içerikleri, sınavlara yönelik tekrar çalışmalarına öğretim görevliniz tarafından duyurulacak olan Moodle adresinden dönem boyunca erişebilirsiniz.

❖ **BÜTÜNLEME SINAVI İÇİN HERHANGİ BİR KAYIT YAPTIRMAM GEREKİR Mİ?**

Hayır, kayıt yaptırmanız gerekmez. Bütünlemeye kaldığınız ders için kaydınız USİS üzerinde otomatik olarak işleme alınır. Ancak, bütünleme sınavına girebilmeniz için dönem içi not ortalamanızın **FF – DC aralığında olması gerekir**. Devamsızlıktan (FO) ile kalan ya da not ortalaması CC ve üstü olan öğrenciler bütünleme sınavına giremezler.

❖ **İNGİLİZCE DERSLERİ İÇİN YAZ OKULU AÇILIYOR MU?**

Hayır, İngilizce dersleri için yaz okulu açılmamaktadır.

THINGS TO KNOW ABOUT THE COURSE

ATTENDANCE

- 70% attendance is required in DML courses.
- Students have to attend 70% of the total course hours (including health reports) even if they repeat compulsory English courses.
- Approved health reports from an official or a health institution are included in the right to 30% excuses (absences), which means that these reports are not reduced from 70% required attendance. Health reports taken for absenteeism are not accepted.
- 3-credit courses have a total of 12 hours of absence and 2-credit courses have 8.
- Students who exceed this limit fail the course with the grade "F0".
- The students have to take the course in whichever group they have chosen. Instructors cannot allow students to attend classes or take examinations in a group other than their own groups where they are already officially registered.
- No matter what students' level of language is, instructors cannot permit them not to attend the course for that reason by taking the initiative. All students have to attend the course regardless of their level.
- The exam week applied in some departments at faculties is not valid for English courses. Even if a department has an exam week, the English courses in the DML will continue, attendance will be taken, and the classrooms of these courses will not be used by the related department for the exam.

MAKE-UP EXAMS

- Students officially documenting their excuses (medical report, etc.) can take the makeup exams in the last week of the semester.
- Students must submit the documents to their own departments, and, if the department accepts their validity, their names are given to the Head of the
- Department of Modern Languages. If the official letter is not delivered from their department, the students' exam grade is cancelled even if s/he has taken a make-up exam.
- There are 2 midterm exams in this course. The students who miss more than one exam can only take 1 make-up exam.
- The make-up exam for the midterm will cover all the topics handled throughout the term.