

### Course Profile

<b>Course Number:</b> TUR 101	<b>Course Title:</b> TURKISH I
<b>Required / Elective:</b> Required	<b>Pre/Co-requisites :</b>
<b>Catalog Description:</b> Defining of communication and language and their relationship with the thinking process, culture, society and literature. Exercises for effective written and oral communication in Turkish in an academic environment. The main characteristics of the Turkish language; the stages and types of narration. Detecting and avoiding incoherent language use.	<b>Textbook / Required Material:</b> Oya Adalı, <b>Anlamak ve Anlatmak</b> , İstanbul: Pan Yayıncılık, 2009, s. 15-160. Hazl: Ömer Asım Aksoy, vd ; "Giriş", "Türkçe'de Harfler,..." ; <b>Ana Yazım Kılavuzu</b> ; İstanbul: Adam Yayıncılık, 1999, s. 11-29; 62-90. Prof. Dr. Doğan Aksan, <b>Türkçe'nin Gücü</b> , Ankara: Bilgi Yayınevi, 1990. <b>The Book for Presentation:</b> *Hıfzı Topuz, <b>Abdülmecit, İmparatorluk Çökerken Sarayda 22 Yıl</b> , İstanbul: Remzi Kitabevi, 2009, 198 sayfa.
<b>Course Structure / Schedule:</b> (2+0+0) 2/ 2 ECTS	
<b>Extended Description:</b> Introduction to the usage of Turkish language as the tool for communication. Introduction to contemporary Turkish and world languages and the relation between language, thought, culture and literature. Exploration of the wealth of the Turkish language through its various expressions, its syntax, grammar and semantics. Raising awareness about the errors in expression and the application of this knowledge to avoid errors in language use. Assignments are given from informative and literary texts and they are presented in oral and written form. The aim is to enable students to acquire reading and thinking skills, to speak and write and present in an academic level and to fill in the gaps in their skills.	
<b>Design content:</b> None	<b>Computer usage:</b> PC usage, especially Powerpoint usage is required for presentations.
<b>Course Outcomes:</b> On successful completion of this module students should be: <ol style="list-style-type: none"> <li>1. Able to fill gaps in their knowledge of Turkish sounds (phonetics), word structure (morphology), sentence structure (syntax), meaning (semantics). They should also be able to use this knowledge in oral and written communication.</li> </ol>	

2. Able to read informative and literary texts and acquire the interpretation methods to use them to analyze the texts.
3. Able to use and apply improved logical thinking skills. They should also be able to organize their ideas in written and verbal communication.
4. Able to express their ideas clearly and to discuss personal, national and universal matters in an academic manner.
5. Able to find resources and to be able to use the resources to support their arguments and discussions.
6. They should also be able to apply the methods of writing academic papers. That is, they should be able to do research, to find the resources and to cite them clearly and in an organized way.

**Recommended reading:**

- \* Merih Zilliođlu, "İletişim Nedir?", **İletişim Nedir?**, İstanbul: Cem Yayınevi, 1993, s. 1-21.
- \* Üstün Dökmen, "İletişimde Dil ve Ötesi", **İletişim Çalışmaları ve Empati**, 9. Baskı, İstanbul, 1998, s. 27-32.
- \* Dođan Aksan, "Anadili", **Türk Dili Dergisi**, Cilt: XXXI, Sayı: 285, 1975, s. 423-434.
- \* Şerafettin Turan; "Ekin, Tarih ve Dil", **Türkçe'nin Kullanımında Karşılaşılan Güçlükler**, Ankara: Dil Derneđi Yayını, s. 73-79.
- \* Ahmet Kocaman, "Yazın Dili Olarak Türkçe'nin Geleceđi Üzerine Düşünceler", **Bilim Dili Türkçe, Yazın Dili Türkçe**, Ankara, 1989, s. 76-78.
- \* Sankur, Bülent. "Bilim Dili Olarak Türkçe", **Bilim Dili Türkçe, Yazın Dili Türkçe**, Ankara, 1989, s. 28-31.
- \* Köniđ, Güray. "Dil ve Güç", **Kuram-Kitap 8**, Mayıs 1998, s. 79-86.
- \* İmer, Kamile. "Kentleşme ve Türkçe", **Dilbilim Araştırmaları 1995**, Ankara 1995, s. 15-19.

**Teaching methods:**

Teaching in a way which ensures the active participation of the students.

Presenting power point slides that are prepared for the program.

Opening discussions on contemporary national and universal issues which are related to the lesson content.

Supporting the lesson content with contemporary informative and literary texts.

Assignment of a different concept to each student from the related literary book (currently the book titled "Abdülmecit" by Hıfzı Topuz) and helping students to prepare and make presentations in which they interpret social history.

Interpretation of the same book (currently the book titled "Abdülmecit" by Hıfzı Topuz)

by the use of thorough literary criticism.

**Assessment methods:** Exams, class presentation, class discussion.

**Student workload:**

Lectures .....	28 hrs
Pre - reading .....	20 hrs
Presentation .....	9 hrs
Exam.....	3 hrs
<b>TOTAL .....</b>	<b>60 hrs .....</b> to match 30x2 ECTS