**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | | | | | | Reading Skills 1 | | | | | | | |
| **Course Unit Code/Ders Kodu** | | | | | | ELTA 101 | | | | | | | |
| **Type of Course Unit/Ders statüsü** | | | | | | Compulsory/Freshmen | | | | | | | |
| **Level of Course Unit/Ders seviyesi** | | | | | | BA | | | | | | | |
| **National Credits/Ulusal kredi** | | | | | | 2 | | | | | | | |
| **Number of ECTS Credits Allocated/AKTS değeri** | | | | | | 2 ECTS | | | | | | | |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | | | | | | 2 | | | | | | | |
| **Practice (hour/week)/Uygulama durumu** | | | | | | - | | | | | | | |
| **Laboratory (hour/week)/Laboratuvar durumu** | | | | | | - | | | | | | | |
| **Year of Study/ Dersin yılı** | | | | | | 2 | | | | | | | |
| **Semester when the course unit is delivered/Ders dönemi** | | | | | | Spring | | | | | | | |
| **Course Coordinator/Ders koordinatörü** | | | | | | - | | | | | | | |
| **Name of Lecturer (s)/Ders sorumlu öğretim elemanı** | | | | | | - | | | | | | | |
| **Name of Assistant (s)/Asistan adı** | | | | | | - | | | | | | | |
| **Mode of Delivery/Dersin işlenişi** | | | | | | Face to face, Text analysis | | | | | | | |
| **Language of Instruction/Dersin dili** | | | | | | English | | | | | | | |
| **Prerequisities and co-requisities/Dersin ön koşulu** | | | | | | - | | | | | | | |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | | | | | | - | | | | | | | |
| **Objectives of the Course/Dersin amacı** | | | | | | | | | | | | | |
| * This course aims to equip students with reading skills such as previewing, predicting, guessing, finding main ideas, finding patterns of organization, scanning, skimming, and making inferences and deductions. The course presents a range of reading exercises focusing on the above skills and also exercises on word meaning, topics, reading speed, and thinking skills. | | | | | | | | | | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | | | | | | | | | |  | | |
| When this course has been completed the student should be able to | | | | | | | | | | | Assesment | | |
| 1 | Scan and skim texts to find information | | | | | | | | | | 1,2 | | |
| 2 | Preview texts | | | | | | | | | | 1,2 | | |
| 3 | Guess word meaning | | | | | | | | | | 1,2 | | |
| 4 | Find topics of texts | | | | | | | | | | 1,2 | | |
| 5 | Relate content to a topic | | | | | | | | | | 1,2 | | |
| 6 | Identify the pattern of organization | | | | | | | | | | 1,2 | | |
| 7 | Skim for the main point of view | | | | | | | | | | 1,2 | | |
| 8 | Understand paragraphs and read critically | | | | | | | | | | 1,2 | | |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Worak  *Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work | | | | | | | | | | | | | |
| **Course’s Contribution to Program/Dersin Programa Katkıları** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | CL/KS | |
| 1 | Have gained an in-depth knowledge of different linguistic components of the English language | | | | | | | | | | | 2 | |
| 2 | Be familiar with different theories, methods, and techniques of teaching English as a foreign language; | | | | | | | | | | | 4 | |
| 3 | Be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | | | | | | | | | | | 3 | |
| 4 | Be able to assess English language learners in different language skills; | | | | | | | | | | | 2 | |
| 5 | Be able to create, evaluate, and use English language teaching materials; | | | | | | | | | | | 2 | |
| 6 | Be able to critically evaluate the existing language proficiency exams; | | | | | | | | | | | 2 | |
| 7 | Be able to participate and be sufficiently understood in academic discourse; | | | | | | | | | | | 3 | |
| 8 | Be able to apply academic learning strategies such as note-taking, reading, and oral communication strategies in real life situations; | | | | | | | | | | | 3 | |
| 9 | Be able to make efficient and appropriate behavior management decisions in the classroom; | | | | | | | | | | | 2 | |
| 10 | Be able to analyze literary texts to integrate them into their teaching; | | | | | | | | | | | 3 | |
| 11 | To be able to effectively manage group dynamics, time, space and materials; | | | | | | | | | | | 2 | |
| 12 | To have gained familiarity with basic principles of guidance and the relevant practical applications; | | | | | | | | | | | 2 | |
| 13 | Be able to conduct and use research and document sources properly; | | | | | | | | | | | 3 | |
| 14 | Be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | | | | | | | | | | | 3 | |
| *CL (Contribution Level)*: 1.Very Low, 2.Low, 3.Moderate, 4.High, 5.Very High  *Katkı seviyesi(KS)*: 1. Çok düşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çok yüksek | | | | | | | | | | | | | |
| **Course Contents/Ders İçeriği** | | | | | | | | | | | | |
| Week/**Hafta** | |  |  | | | | | | | Exam**s/ Sınavlar** | | |
| 1 | |  | Introduction to the course, Planning and Organization | | | | | | |  | | |
| 2 | |  | **Chapter 1A:** A Long Walk Home | | | | | | |  | | |
| 3 | |  | Chapter 1: A Long Walk Home  Using context | | | | | | |  | | |
| 4 | |  | Chapter 2: Student Learning Teams  Using context | | | | | | |  | | |
| 5 | |  | Chapter 2: Student Learning Teams  Using Context; Extensive Reading: A Short Story | | | | | | |  | | |
| 6 | |  | Chapter 3: Culture Shock  Reading Instructional Material; Extensive Reading: A Short Play | | | | | | |  | | |
| 7 | |  | Chapter 3: Culture Shock  Reading Instructional Materials; Language Focus | | | | | | |  | | |
| 8 | |  |  | | | | | | | **Mid-term** | | |
| 9 | |  | Chapter 4: A Young Blind Whiz | | | | | | |  | | |
| 10 | |  | Chapter 4: A Young Blind Whiz  Finding details; Building Vocabulary | | | | | | |  | | |
| 11 | |  | Chapter 5: Pop Group’s Use of Folk song stirs Debate  Main Ideas; Extensive Reading: A Short Play | | | | | | |  | | |
| 12 | |  | Chapter 5: Pop Group’s Use of Folk song stirs Debate  Language focus | | | | | | |  | | |
| 13 | |  | Chapter 6: How to make a Speech  Using Examples, Using powerful verbs; Extensive Reading: A Short Play | | | | | | |  | | |
| 14 | |  | Chapter 7: Private Life Supporting main Ideas, Using context to guess meanings | | | | | | |  | | |
| 15 | |  |  | | | | | | | **Final** | | |
| **Recommended Sources/Önerilen kaynaklar** | | | | | | | | | | | | |
| **Textbook/Ders kitabı:**  Select Reading, Intermediate by Linda Lee and Erik Gundersen, Oxford University Press.  **Supplementary Material(s)/Ek Materyal(ler):**  Graded Readers, Vocabulary Worksheets | | | | | | | | | | | | |
| **Assessment/Değerlendirme** | | | | | | | | | | | | |
| Attendance/Derse devam | | | | 5% |  | | | | | | | |
| Homeworks/Ödevler | | | | 20% |  | | | | | | | |
| Laboratory/Lab. | | | | 0% |  | | | | | | | |
| Midterm Exam/Vize sınavı | | | | 35% |  | | | | | | | |
| Final Exam/Final sınavı | | | | 40% |  | | | | | | | |
| Total | | | | 100% |  | | | | | | | |
| **ECTS Allocated Based on the Student Workload/ Öğrenci ders yüküne göre AKTS değerleri** | | | | | | | | | | | | |
| ActivitiesEtkinlik | | | | | | | Number/Sayısı | Duration (hour)/Süresi | Total Workload(hour)/Toplam yük | | | |
| Course duration in class (including the Exam week)/Sınıf içi etkinlikler | | | | | | | 13 | 2 | 30 | | | |
| Labs and Tutorials/ Lab ve ders | | | | | | | - | - | - | | | |
| Assignments/Ödevler | | | | | | | 2 | 8 | 16 | | | |
| E-Learning Activities/E-learning activities | | | | | | | - | - | - | | | |
| Project/Presentation/Report Writing/Proje | | | | | | | - | - |  | | | |
| Quizzes | | | | | | | - | - | - | | | |
| Lab Exams | | | | | | | - | - | - | | | |
| Midterm Examination/Vize | | | | | | | 1 | 1 | 1 | | | |
| Final Examination/Final  a)Examination b)Preparation | | | | | | | 1 | 18 | 18 | | | |
| Self-Study/Bireysel çalışma | | | | | | |  |  |  | | | |
| Total Workload/İş yükü | | | | | | | | | 65 | | | |
| Total Workload/30 (h) | | | | | | | | | 65/30 | | | |
| ECTS Credit of the Course/AKTS değeri (ECTS = 2) | | | | | | | | | 2.1 | | | |