

**Syllabus**  
**Elementary Turkish I & II**  
**SLC 194 (Session I #41297) & SLC 194 (Session II #41298)**  
**Critical Languages Institute: Summer 2021**

**Zoom:** <https://asu.zoom.us/j/81399740820>

**Instructor:** Nilay Sevinc

**E-mail:** [nsevinc@asu.edu](mailto:nsevinc@asu.edu)

**Office:** Zoom meetings.

**Meeting times:** M–F 8:30 am–12:40pm

**Phone:** 480-7669299

**Website:** [canvas.asu.edu](http://canvas.asu.edu)

**Office hours:** T/Wed 12:45–1:45 pm and by appointment

**Course Description:**

This intensive Turkish language course is designed for learners who have no or very little prior experience in the language. The main goal of this course is to help students improve the knowledge of Turkish vocabulary, grammar, language skills as well as the cultural context of Turkey. Students will be asked to work with different types of materials, completing a variety of tasks for different purposes.

Students are encouraged to work collaboratively to achieve individual and collective goals. To increase language awareness and knowledge, there are several things that students are asked to do during the course. Upon the completion of this course students are expected to acquire a proficiency level of “Novice High” in listening, speaking, reading, and writing. Some students may achieve “Intermediate Low” or better in one or more area.

Students at this level will be able to:

- Read and write the language and comprehend short conversations on everyday topics.
- Write and translate simple texts, write short essays, letters, and advertisements.
- Make polite requests, ask for information, respond to requests and descriptions, impart personal information, have simple discussions on familiar, everyday topics, and make apologies.

**Program Structure:**

This class is divided into two sessions. The first session covers the material normally included in the fall semester. The second covers the material normally included in the spring semester. You will receive two grades; one for each session.

Session I: June 1—June 23 (final exams on June 23)

Session II: June 24—July 16 (final exams on July 16)

\*No class July 5<sup>th</sup>

**Grading system per session:**

Class participation	15%
Homework	15%
Weekly tests, quizzes, presentations	50%
Final examination	20%

<i>Grade</i>	<i>Percent</i>
A+	98–100
A	93–97
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	70–76
D	60–69
F	0–59

**Auditing and Incompletes:**

Since CLI courses are tuition free, they **cannot be taken for audit**. There is no not-for-credit option. All students will receive a grade for their class. CLI does not issue grades of **Incomplete**. Students who do not complete coursework by the end of CLI will be graded normally, with a grade of zero for any assignment not completed.

**Class Time versus Homework:**

This intensive course relies heavily on work performed outside the class. Class time concentrates on activities that students cannot perform effectively without the immediate feedback of an instructor, for example: conversation, structured oral drills, active listening comprehension, etc. Activities for which no instructor is necessary will typically be performed as homework, for example: reading, writing, and composition; grammar, etc.

In particular, students will be expected to **read ahead** and to **work with material that has not yet been covered in class**. It is students' responsibility to learn assigned material before class, then come to class prepared to apply what they have learned. Instructors will not necessarily go over every homework topic in class. Instead, they will concentrate on topics that are particularly difficult or particularly important. Nonetheless, students are responsible for mastering every topic assigned, **including topics not emphasized in class**.

With a course moving at 5 times the usual speed, preparation is critical. Students who come to class unprepared will find it difficult to succeed.

### **Participation:**

Since the course relies so heavily on listening and speaking practice, attendance and participation are mandatory and count toward students' final grade. Class participation will reflect learners' daily preparation and active participation in class discussions. A student who is chronically late to class, leaves early, or is not prepared to participate will not receive full attendance and participation credit.

Students who miss more than **two classes** over the course of the 7-week session **without prior consent** of the instructor or CLI administration will **receive a zero** for class participation and will be asked to **withdraw** from the course.

### **Homework Grading:**

Homework is your opportunity to practice new structures. It is expected that students will make mistakes; you will not be marked down for doing so. As long as you complete your homework and turn it in on time, you will receive full credit.

### **Grade Appeals:**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

### **Drop/Add and Withdrawal Dates:**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Students should consult with their assigned academic advisor and notify their instructor to add or drop this course. If a student is considering a withdrawal, please review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

### **Communication and Technology Requirements:**

Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to students via their ASU email account.***

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)

- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

### **Technical Support:**

This course uses Canvas to deliver content. It is accessible through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

### **Language Tutoring and Other Campus Resources:**

SILC Learning Support Services offers free language tutoring services. They provide both face-to-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (scroll down to find the schedule for tutors in for the student's target language).

Please refer to the following additional resources available to ASU students:

- ASU Academic Success Program (tutoring)
- Counseling Services
- Financial Aid
- Disability Resource Center
- Major & Career Exploration
- Career Services
- Student Organizations

### **Absences:**

Unexcused absences will adversely affect students' final grades in the course, since participation and oral work done in class cannot be made up. Absences may be excused on a case-by-case basis. Extenuating circumstances should be discussed with the instructor. However, that does not guarantee that an exception will be made.

Documentation will be required by the instructor in order to excuse student absences. Students must email or call the instructor to arrange for makeup work if necessary. Students will receive a participation grade for every class session in addition to grades received for other work complete in class (i.e., written assignments, quizzes, presentations, pair and group work, etc...). If a student is absent (without a doctor's note), the homework should still be submitted on time.

Students that need to be absent from class due to religious observances (ACD 304–04: Accommodations for Religious Practices) or due to participation in university-sanctioned activities (ACD 304–02: Missed Classes Due to University-Sanctioned Activities) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

### **Academic Integrity:**

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

### **Accommodating Students with Disabilities:**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

### **Expected Classroom Behavior:**

Excessive tardiness will adversely affect students' grades. Being late for class will cause a loss of participation points. All graded activities, requirements should be given at the beginning of class. Extenuating circumstances should be explained to the instructor, but documentation will be required. Any disruptive behavior, which includes cell phone use (texting, checking WhatsApp, Facebook and Instagram..etc) will not be tolerated. Netiquette is defined as appropriate online behavior. For this course, netiquette includes keeping course discussion posts focused on the assigned topics, maintaining a positive and polite atmosphere, and using tact in expressing differences of opinion. Inappropriate discussion posts may be deleted by the instructor.

The class is going to be a synchronous meeting over Zoom, so students are expected to use their web cameras so they can be seen. Students should ensure that background noises and distractions are removed. Students should dress appropriately for this academic meeting.

### **Policy Against Threatening Behavior:**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been

completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

### **Reporting Title IX Violations:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

### **Policy on Sexual Discrimination:**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

### **Copyrighted Materials:**

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

### **Syllabus Disclaimer:**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the

possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often

### Course Content & Schedule:

Content/Context	Functions	Language Forms
<p><b>W1: June 1-4</b></p> <ul style="list-style-type: none"> <li>Orientation; overview of course, greetings</li> <li>Introductions and greetings, farewells</li> <li>Numbers</li> <li>Days, months</li> <li>Locations and places</li> <li>Thanking &amp; apologizing</li> <li>Countries &amp; languages</li> </ul>	<ul style="list-style-type: none"> <li>Introductions, greeting people, saying hello and goodbye.</li> <li>Introducing oneself and others, exchanging personal information.</li> <li>Meeting someone, giving personal information</li> <li>Asking for and giving personal information. Dealing with simple social interactions.</li> <li>Asking people where from</li> <li>Asking about locations</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary: Collocations and formulaic expressions.</li> <li>Introduction to vowel harmony. Two-fold vowel harmony, (<b>a-e</b>). Plural ending, <b>-lar/ler</b>.</li> <li>The distinction between <b>sen/siz</b>.</li> <li>Present verb tense, <b>to be</b>.</li> <li>Vocabulary: Days of the week, months, seasons, weather</li> <li>Four-fold vowel harmony (<b>-ı,-i,-u,-ü</b>).</li> <li>Yes/no questions with the present verb tense <b>to be</b>. Negation with <b>değil</b>, adjectives</li> <li>Locative case: <b>-DA</b>,</li> <li>There is/are: <b>Var/ Yok</b>, the derivative suffix <b>+II, -sIz</b>.</li> <li>Forming questions with <b>ne, kim, nasıl...</b></li> </ul>
<p><b>W2: June 7- 11</b></p> <ul style="list-style-type: none"> <li>Activities</li> <li>Weather &amp; time</li> <li>Needs and necessities</li> <li>Daily activities, routines</li> <li>Basic food</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about places.</li> <li>Expressing possessions.</li> <li>Asking about activities.</li> <li>Talking about needs and necessities.</li> <li>Giving advice, orders, and instructions.</li> <li>Expressing needs.</li> <li>Talking about daily routines and activities.</li> <li>Describing daily activities.</li> <li>Asking about food.</li> </ul>	<ul style="list-style-type: none"> <li>The Imperatives &amp; <b>gerek/lazım</b></li> <li>Locative case: <b>- DA</b></li> <li>The consonant alternations: <b>p, ç, t, k</b></li> <li>Genitive case &amp; possessive suffixes</li> <li>Optative: <b>-(y) Allm</b></li> <li>Case markers: The dative case <b>-A</b>, ablative <b>- DAN</b>, accusative case <b>- I</b>.</li> <li>The present tense: <b>-(I)yor</b></li> <li>The imperative &amp; optative</li> <li>Case markers</li> <li>The present tense: <b>-(I)yor</b></li> <li>Vocabulary: Verbs, occupations</li> <li>The derivative suffix: <b>+CI</b></li> </ul>
<p><b>W3: June 14-18</b></p> <ul style="list-style-type: none"> <li>Likes and dislikes</li> <li>Leisure activities</li> <li>Food</li> <li>Hobbies and entertainment</li> </ul>	<ul style="list-style-type: none"> <li>Asking about likes and dislikes.</li> <li>Talking about daily and leisure activities.</li> <li>Talking about food.</li> <li>Invitations, expressing gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple: <b>-(I)yor</b></li> <li>Case markers</li> <li>Questions formation</li> <li>The definite past tense <b>-DI</b>.</li> </ul>

<ul style="list-style-type: none"> <li>• Shopping</li> <li>• Dates and times</li> <li>• Past events and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about likes and dislikes, hobbies, food, weather.</li> <li>• Asking for personal information.</li> <li>• Bargaining, negotiating</li> <li>• Talking about time-related activities.</li> <li>• Talking about past events.</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbials and postpositions: <b>-InCA, -ken, -mAdAn, -dIktAn sonra, önce, sonra...etc</b></li> </ul>
<p><b>W4: June 21-25</b></p> <ul style="list-style-type: none"> <li>• Future events</li> <li>• Plans and arrangements</li> <li>• Family and relatives</li> <li>• Places &amp; Home</li> <li>• Directions</li> <li>• Travel experience</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Making daily/ weekly schedules</li> <li>• Asking about trips &amp; transportations.</li> <li>• Asking about &amp; describing families.</li> </ul>	<ul style="list-style-type: none"> <li>• The future tense: <b>-(y)AcAk</b></li> <li>• The adverbials: <b>-DAN önce/ - DAN sonra, -mAdAn önce/ -DIktan sonra,</b></li> <li>• Vocabulary: Family terms.</li> <li>• Vocabulary: weather, idioms, typical expressions</li> <li>• Past, present and future tenses: <b>-(D)yor,-DI, -(y)AcAk</b></li> </ul>
<p><b>W5: June 28- Jul 2</b></p> <ul style="list-style-type: none"> <li>• Prices and shopping</li> <li>• Clothing</li> <li>• Free time events</li> <li>• Adventure</li> <li>• Travel</li> <li>• Stories and myths</li> <li>• Fairy tales and humor</li> <li>• Cartoons</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing needs. Buying and selling things.</li> <li>• Describing likes and dislikes.</li> <li>• Asking and giving opinions.</li> <li>• Talking about activities. Making inferences expressing 2<sup>nd</sup> hand information</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: clothing, personal items</li> <li>• Cardinal and ordinal numbers</li> <li>• Kaç, kaç, kaç lira, ne kadar?</li> <li>• Tense suffix: <b>- mlş</b></li> </ul>
<p><b>W6: Jul 6-9</b></p> <ul style="list-style-type: none"> <li>• Comparisons</li> <li>• Cities and life</li> <li>• People</li> <li>• Personality traits</li> <li>• Friends</li> <li>• Jobs and life</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and giving information about people and activities.</li> <li>• Talking about occupations and skills.</li> <li>• Agreeing and disagreeing.</li> </ul>	<ul style="list-style-type: none"> <li>• The Aorist Tense: <b>-r/Ir/Ar</b></li> <li>• The subject participle: <b>-(y)An</b></li> <li>• Phrasal verbs</li> </ul>
<p><b>W7: Jul 12- 16</b></p> <ul style="list-style-type: none"> <li>• People and places</li> <li>• Memories</li> <li>• Dreams and plans</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing one's abilities.</li> <li>• Asking about ability Talking about preferences, expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Modality: <b>-(y)AbII</b></li> <li>• Vocabulary: Intensive adjectives, partial reduplications</li> <li>• The basic compound tenses</li> </ul>

• Preferences		
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**Subject to change statement:** The information contained in the course syllabus, other than the course requirements, may be subject to change with reasonable advance notice as seemed appropriate by the instructor.

### **Student Learning Outcomes of the Turkish Summer Program**

**These checklists given below are adapted from NCSSFL – ACTFL Can-Do Statements and they will help you understand what you will be able to do at the end of each week.**

By the end of Week 1, you will be able to...

- recognize the sound of Turkish letters when they are spoken or spelled out,
- say hello and goodbye in formal and informal settings,
- tell someone your name, age, nationality and hometown,
- give information about other people's name, age, nationality and hometown,
- answer simple am-is-are questions,
- use basic cultural expressions used in Turkish daily life,
- give your telephone number and count numbers in Turkish,
- say what people are like and what they look like by using some basic adjectives.

By the end of Week 2, you will be able to...

- tell someone what you are doing and ask/answer yes/no and wh- questions about present events,
- introduce yourself or someone else and provide basic personal information,
- answer questions about what you like and dislike,
- tell someone the time and location of an event.

By the end of Week 3, you will be able to...

- give a short presentation about the members of my family or friends and answer questions about them,
- talk with someone about hobbies and interests,
- tell someone what you see in a room and give some basic information about where and how many you see.

By the end of Week 4, you will be able to...

- name activities and their times in your daily schedule.
- exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- give some information about activities you did or didn't,
- describe the physical appearance of a friend or family member,

- recognize some common weather expressions and use them in daily language,
- recognize the names of some parts of the body and use them while describing physical appearance,
- compare items and people and by using basic adjectives,
- talk about your health problems.

By the end of Week 5, you will be able to...

- say what you did or didn't do in the past by giving reasons (ie: I didn't go to school yesterday because I was ill)
- use basic structures and expressions that you can use while shopping,
- ask and understand how much something costs,
- talk about what is/isn't necessary to do,
- talk about a familiar topic, such as a family member, hometown, a past memory etc.
- describe the physical appearance of a person.

By the end of Week 6, you will be able to:

- talk about your future plans and ask/answer wh- questions in future tense,
- express cultural expressions in Turkish in different emotional moods (surprised, angry, etc.),

By the end of Week 7, you will be able to . . .

- talk about what you do regularly (in aorist tense),
- talk about your abilities and qualifications in a job interview,
- request services, such as repair for a phone or ask for help when you need help,
- talk about what you might and might not do in the future,
- give reasons for your preferences (eg. I take Turkish class in order to communicate with my Turkish friends).