

DEPARTMENT OF MATERIALS SCIENCE AND TECHNOLOGY
COURSE SYLLABUS

| Course Details | | | | | |
|--|--|---|-----------------|----------------------|---------------------|
| Code | | | | Academic Year | Semester |
| TUR002 | | | | 2 | 4 |
| Title | | | T | A | L |
| Turkish II | | | 2 | 0 | 0 |
| Language | Turkish | | | | |
| Level | Undergraduate | X | Graduate | | Postgraduate |
| Department / Program | Materials Science and Technology | | | | |
| Forms of Teaching and Learning | Face to face | | | | |
| Course Type | Compulsory | X | Elective | | |
| Objectives | The aim of the course is to educate individuals about using their native language effectively and to have effective speaking, writing, reading and listening skills. | | | | |
| Content | Composition Plan / Article Types / Writing Rules / Punctuation Marks | | | | |
| Prerequisites | - | | | | |
| Coordinator | Asist Prof.Dr. Enis DİNÇ | | | | |
| Lecturer(s) | Lecturer Gül Ayşe AKAR | | | | |
| Assistant(s) | - | | | | |
| Work Placement | No | | | | |
| Recommended or Required Reading | | | | | |
| Books / Lecture Notes | AKALIN, Şükrü Halûk, vd., Türk Dili II, Muhsin Macit (ed.), 4.Edition, Anadolu Üniversitesi Publishing, Eskişehir, 2015. | | | | |
| Other Sources | ALPAY, N., Dilimiz Dillerimiz Uygulama Üzerine Yazilar, İstanbul, Metis Publishing, İstanbul, 2004. ALPAY, N., Türkçe Sorunları Kılavuzu, Metis Publishing, İstanbul, 2000. ÖZBEK, Y., Okumak, Anlamak, Yorumlamak, Gündoğan Publishing, Ankara, 1996. ÖZDEMİR, E., Okuma Sanatı, İnkılap Publishing House , İstanbul, 1983. ARLI, M., HAMIL N., Bilimsel Araştırmaya Giriş, Gazi Publishing, Ankara, 2003. BALCI, Y., "1960 Sonrasında Türk Edebiyatında Eleştiri" Eleştiri Tarihi, (Ed. R. Filizok ve M. Dayanç), Anadolu Üniversitesi Publishing, Eskişehir, 2012., s.164-191. BANGUOĞLU, Tahsin, Dil Bahisleri, Kubbealtı Neşriyat, İstanbul, 1987. BOOTH, Wayne et al., The Craft of Research, University of Chicago Press. USA, 1995. BÜYÜKÖZTÜRK, Ş. vd., Bilimsel Araştırma Yöntemleri, 11. Edition, Pegem Akademi Publishing, Ankara, 2012. CORBALLIS, Michael. C., İşaretten Konuşmaya Dilin Kökeni ve Gelişimi, (Çev: Aybek Görey), Kitap Publishing House, İstanbul, 2003. CÜCELOĞLU, D. (1996). İyi Düşün Doğru Karar Ver, 15. Edition, Sistem Publishing, İstanbul, 1996. ÇOTUKSÖKEN, Y., "Yazım Sorunlarına İnce Ayar", Yazım ve Sorunları Bilimsel Kurultay Bildirileri, Dil Derneği Publishing, 2001. DEMİR, N. / YILMAZ, E. (ed), Türk Dili Yazılı ve Sözlü Anlatım, Nobel Publishing, 2009. | | | | |

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 ERCİLASUN, Ahmet Bilge, Türk Dili Tarihi Başlangıçtan 20.Yüzyıla, Akçağ Publishing , Ankara, 2011.
 ELİOT, T. S., Kültür Üzerine Düşünceler (Çev. S. Kantarcı), Kültür ve Turizm Bakanlığı Yayıncıları, Ankara, 1987.
 ERGİN, Muharrem, Türk Dili, Boğaziçi Publishing, İstanbul, 2013.
 GÜLENZOY, Tuncer, Türkçe El Kitabı, Akçağ Publishing, Ankara, 2010.
 GÖKBERK, Macit, Değişen Dünya Değişen Dil, Yapı Kredi Publishing, İstanbul, 2008.
 GÜLSEVİN, Gürer / BOZ, Erdoğan; Türk Dili ve Kompozisyon I-II., Tablet Publishing House, Konya, 2009.
 KARAHAN, Leyla, Türkçede Söz Dizimi, Akçağ Publishing, Ankara, 2011.
 KAVCAR, C., OĞUZKAN F., AKSOY Ö., Yazılı ve Sözlü Anlatım, Anı Publishing, Ankara, 2007.
 KIRIMLI, Atilla, Türk Dili: Dil ve Anlatım, Bilgi Üniversitesi Publishing, İstanbul, 2006.
 KORKMAZ, Zeynep vd., Türk Dili ve Kompozisyon Bilgileri., Yargı Publishing, Ankara, 2001.
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Additional Course Material

| | |
|-------------|---|
| Documents | - |
| Assignments | - |
| Exams | - |

Course Composition

| | | |
|--------------------------------|--|------|
| Mathematics und Basic Sciences | | % |
| Engineering | | % |
| Engineering Design | | % |
| Social Sciences | | % |
| Educational Sciences | | 100% |

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| Natural Sciences | | % | |
|--|---|----------------|-------------------|
| Health Sciences | | % | |
| Expert Knowledge | | % | |
| Assessment | | | |
| Activity | Count | Percentage (%) | |
| Midterm Exam | 1 | 40% | |
| Quiz | | | |
| Assignments | | | |
| Attendance | | | |
| Recitations | | | |
| Projects | | | |
| Final Exam | 1 | 60% | |
| Total | | 100 | |
| ECTS Points and Work Load | | | |
| Activity | Count | Duration | Work Load (Hours) |
| Lectures | 15 | 2 | 30 |
| Self-Study | 15 | 2 | 30 |
| Assignments | | | |
| Presentation / Seminar Preparation | | | |
| Midterm Exam | 1 | 1 | 1 |
| Recitations | 14 | 2 | 28 |
| Laboratory | | | |
| Projects | | | |
| Final Exam | 1 | 1 | 1 |
| Total Work Load | | | 62 |
| ECTS Points (Total Work Load / Hours) | | | 2 |
| Learning Outcomes | | | |
| 1 | Students by comprehending the functions of narrative forms in writing, construct a composition. | | |
| 2 | Students understands the uses of punctuation marks and use them correctly. | | |
| 3 | Students understand the rules of writing in Turkish language and uses the rules in daily life. | | |
| 4 | Students explain the features of opinion essays and gets ideas about how to develop the opinion in these articles. | | |
| 5 | Students distinguish the types of opinion essays. They learn about these types of essays and examine this kind of texts in Turkish Literature. | | |
| 6 | Students realize the characteristics of artistic writing. Students distinguish this type of writing from opinion essays and recognize the examples of artistic writing from Turkish Literature. | | |
| 7 | Students distinguish the types of poetry. They examine examples of different poetry types. | | |

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| COURSE STANDARDS | |
|------------------|---|
| 8 | Students analyze the elements of the story. They distinguish the story types. |
| 9 | Students examine how the genre of the novel develops in world literature and Turkish literature. They evaluate the differences of novel types. |
| 10 | Students have information about the types of theater. They evaluate the differences of theater types in World Literature and Turkish Literature. |
| 11 | Students learn how to do scientific research. They examines the examples on how to show resources in a scientific research. They understand that writing a scientific paper is a scientific code of ethics. |
| 12 | Students analyzes correspondence types. They understand the characteristics of these species. |
| 13 | They examine effective reading methods. They determines which methods are used in terms of their own learning strategy. They apply reading methods in daily life and develop a strategy of self-reading. |
| 14 | Students analyzes the types of listening and makes a synthesis about which listening methods to use in communicating with people in daily life. |
| 15 | Understands the basic principles of effective conversation. They thinks about how this kind of speech should be done and evaluate the impact of body language on speech. They analyzes speech types. |
| 16 | Students explain the rules of speech that should be considered when talking in an effective presentation. They understand how to make the presentation more effective by paying attention to pronunciation features such as accent, intonation etc. |

Weekly Content

| | |
|----|---|
| 1 | General Written Composition Information / Expression Forms |
| 2 | Punctuation Marks |
| 3 | Writing Rules |
| 4 | Written Expression Disorders |
| 5 | Opinion Writings (Articles, Critiques, Essays etc.) |
| 6 | Opinion Writings (Interview, Diary, Biography, Autobiography) |
| 7 | Literary Writings (Poetry, Story) |
| 8 | Literary Writings (Novel, Theater) |
| 9 | Scholar Articles |
| 10 | Formal Correspondences (Petitions, Minutes, Decrees, Reports) |
| 11 | Official Correspondence (Curriculum Vitae, Letter, Business Letter, Official Letter, Open Letter) |
| 12 | Effective and Critical Reading |
| 13 | Effective Listening and Listening Types |
| 14 | Oratory |

Contribution of Learning Outcomes to Program Objectives (1-5)

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| | | | | | | | | |
|----|---|---|---|---|---|---|---|--|
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 11 | 3 | 4 | 5 | 1 | 3 | 1 | 1 | |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 13 | 1 | 2 | 1 | 1 | 1 | 1 | 4 | |
| 14 | 1 | 2 | 5 | 1 | 3 | 3 | 4 | |
| 15 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |

Contribution Level 1: Low 2: Low-intermediate 3: Intermediate 4: High 5: Very High

Program Learning Outcomes: <https://obs.tau.edu.tr/oibs/bologna/progLearnOutcomes.aspx?lang=en&curSunit=207>

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