

BTU SFL
2023-2024 ACADEMIC YEAR
B2 COURSE SYLLABUS

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LEVEL COORDINATOR

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COURSE DESCRIPTION

This course is designed to familiarize you with basic academic (language) skills and introduce several academic English strategies that you can use independently after the completion of the English Language Preparatory Program at School of Foreign Languages at Bursa Technical University as well as providing you with various opportunities to become familiar with and practice your CEFR B2 level language skills. This course will cover communicative language tasks based on the four basic skills (i.e. reading, writing, listening and speaking) including academic language strategies through both face-to-face (23 hours per week) and online activities and tasks. The main content of B2 Level consists of 8 units presented in the course book 'Mindset for IELTS 2 Student's Book'. All the units will be covered in 8 weeks.

B2 Course involves face-to-face learning supported with online content. The main content is delivered face to face in the classroom, and it is supported through interactive activities and tasks that are presented online via LEARN (the Learning Management System (LMS) of BTU SFL - accessible at <https://learn.btu.edu.tr/> We hope this course will enable you to make great progress in your language ability. We hope this course will enable you to make great progress in your language ability.

COURSE PREREQUISITES

Students starting this course should be placed in the B2 program (CEFR B2) as a result of the BTU Placement Exam in the first quarter. Otherwise they need to have completed the "B1+ Regular" or "B1+ Repeat" course (CEFR B1+) in the SFL English Program.

COURSE DURATION

QUARTER 1		QUARTERS 2, 3, 4	
9 weeks		8 weeks	
Teaching & Exams	Assessment & Preparation	Teaching & Exams	Assessment & Preparation
8 weeks 23 hrs/week face to face	1 week	7 weeks 23 hrs/week face to face	1 week

COURSE OBJECTIVES

The aim of this course is to enable students to gain required language abilities and competencies in order to achieve the CEFR B2 level descriptors below:

RECEPTION		PRODUCTION		INTERACTION
Listening	Reading	Speaking	Writing	Speaking
I can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in my field of specialization.	I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	I can give clear, detailed descriptions on a wide range of subjects related to my field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	I can write clear, detailed texts on a variety of subjects related to my field of interest, synthesizing and evaluating information and arguments from a number of sources.	I can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.
I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	I can have a broad active reading vocabulary but may experience some difficulty with low-frequency idioms.			I can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

COURSE OUTCOMES

As the descriptors above reflect a more general profile of a B2 level learner, it is obviously necessary to narrow down the described competences in the assessment process into communicative language activities and competences in which the learner performance exhibits the language competences he/she has developed during the course in a task-based context. Therefore, the following learning outcomes have been defined, each of which corresponds to a communicative language activity or competence described in the CEFR B2 level.

At the end of this course, the students will be able to:

- **catch much of what is said around him/her and identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech** (Ref: *halfway CEFR B2 / Reception / Understanding conversation between other speakers*)
- **follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar** (Ref: *halfway CEFR B2 / Reception / Listening as a member of live audience*)
- **understand most of recorded or broadcast audio material delivered in the standard form of the language** (Ref: *halfway CEFR B2 / Reception / Listening to audio-media recordings*)
- **understand articles and reports concerned with contemporary problems in which the writers adopt particular viewpoints** (Ref: *halfway CEFR B2 / Reception / Reading for Information & Argument*)
- **give clear, detailed descriptions on a wide range of subjects related to his/her field of interest (in speech)** (Ref: *halfway CEFR B2 / Production / Sustained Monologue 1: Describing Experiences*)

- **develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples (in speech)** (Ref: *halfway CEFR B2 / Production / Sustained Monologue 3: Putting a case*)
- **write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options** (Ref: *halfway CEFR B2 / Production / Written Reports & Essays*)
- **give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options** (Ref: *halfway CEFR B2 / Production / Addressing Audiences*)
- **take an active part in informal discussion in familiar contexts by providing relevant explanations, arguments and comments** (Ref: *halfway CEFR B2 / Interaction / Informal discussion*)
- **interpret and describe visual data (a complex graph, chart, diagram, table) reliably in speech and in writing** (Ref: *halfway CEFR B2 / Mediation / Explaining data (e.g. in graphs, charts etc.) in speech/ in writing*)
- **have a good range of vocabulary for matters connected to his/her field and most general topics** (Ref: *halfway CEFR B2 / Linguistic / Vocabulary Range*)
- **show a relatively high degree of grammatical control** (Ref: *halfway CEFR B2 / Linguistic / Grammatical Accuracy*)

COURSE MATERIALS & PLATFORMS

Materials for this course include:

- **Cambridge Mindset for IELTS**
The teacher and the students will use this coursebook in face-to-face and asynchronous lessons.
- **BTU SFL Learn Platform** (accessible @ learn.btu.edu.tr)
 - This is the main website for your asynchronous course information and resources. All students will follow this website and do asynchronous activities and tasks regularly. The platform includes mini video lessons, task instructions, interactive activities and quizzes and other useful resources necessary for your course.
- **B2 Writing Templates and Samples**
 - These documents will be covered to prepare you for your Writing Assignments and Writing Exam. You can reach these materials on the SFL LEARN platform.
- **B2 Writing Packs**
 - These materials will be covered in the classroom to prepare you for your Writing Assignment 1, 2 and Writing Exam. You can reach them on the SFL LEARN platform.

The daily program you need to follow will be uploaded onto LEARN at the beginning of the quarter. Whenever necessary, you will also be shown how to use the available materials about the course on the internet effectively. Your instructor will direct you to the relevant websites in order to provide you with supplementary resources. You can also check our website (<http://ydyo.btu.edu.tr/index.php?sid=148>) for useful links.

COURSE ACCESS & TECHNOLOGY REQUIREMENTS

This is a blended learning course. Access to a computer, tablet or mobile phone with an Internet connection is required to experience the asynchronous course activities on LEARN. For the asynchronous part, you will access the course materials at your own time and location as you wish. There will be some tasks you are expected to do at the beginning, in the middle and at the end of each unit. If you have any technical problems, please feel free to contact your instructor (via a message or an email) or send an e-mail with your name, surname, student number and a short description of the problem to ogrenci.ydyo@btu.edu.tr whenever you want.

COURSE ASSESSMENT

No	Assessment Name	Rate	Code	Content
A. Assignments				
1	Writing Assignment 1	5%	WRAS1	Writing a summary of some visual information (graphs, diagrams) 150-250 words
2	Writing Assignment 2	5%	WRAS2	Writing a formal academic essay (problems and solutions) 250-400 words
5	Speaking Assignment	8%	SPAS	Participating in a debate team
B. Learn				
1	Online Content	4%	LEARN	All Units
C. Mid-Quarter Exams				
1	Reading Exam 1	10%	REEX1	Units 1 – 4
2	Listening Exam 1	10%	LSEX1	Units 1 – 4
3	Language Use Exam 1	8%	LUEX1	Units 1 – 4 and Language Use Grammar Topics
C. End-Quarter Exams				
1	Reading Exam 2	10%	REEX2	All units
2	Writing Exam	10%	WREX2	Problems and Solutions Essay
3	Listening Exam 2	10%	LSEX2	All units
4	Language Use Exam 2	8%	LUEX2	All units
5	Speaking Exam	12%	SPEX	All units

* On the Automation (OBS), there are thirteen sections: WRAS1, WRAS2, SPAS, REEX1, WREX, LSEX1, LUEX1, REEX2, LSEX2, LUEX2 and SPEX. The class instructor enters the grades into the Automation (OBS).

A. PORTFOLIO ASSIGNMENTS

1. WRAS - Writing Assignment 1 (5%)

- In this assignment, you write a summary in response to a particular graph (bar, line or pie graph), table, or chart in 150-250 words.
- This is a process writing assignment with two drafts.

WRAS1 PROCESS			
1st Draft	2nd Draft		
You write 1 st draft in class	Your instructor gives feedback	You write the 2 nd draft before deadline	You submit both 1 st and 2 nd draft before deadline
70% of the total score	30% of the total score		

Check the current dates in your pacing schedule.

STEPS for the 1st draft

1. You have 45 minutes to write the 1st draft in the class.

2. Read the task carefully and make sure you understand the graph, chart, or diagram.
3. Plan your writing. Take notes about the three paragraphs of your writing.
 - You should use the following structure in your writing:
 - o **Paragraph 1:** Introduction
 - o **Paragraph 2:** Main Body
 - o **Paragraph 3:** Overview/Summary
4. Start writing by using your notes. You can use your own vocabulary notes (there should be only words or phrases written), but you are not allowed to use paper dictionaries or any notes including sample sentence structures. Make sure you do not violate any plagiarism rules.
5. Check your own writing. Read your text slowly and make sure each sentence is grammatically correct. Check the organization, spelling and punctuation for each paragraph.
6. Edit your text if necessary.
7. Check the word count of your text and write it below the text.
8. Submit your assignment paper to your class instructor before you leave.

STEPS for the 2nd draft

1. You have 2-3 days to finish the second draft.
2. Check your instructor’s feedback carefully and make sure you understand it (See the document *Writing Feedback Codes* in the Course Introduction section on LEARN).
3. Correct your mistakes and improve your text according to your instructor’s feedback.
4. Check your own writing. Read your full text slowly and make sure each sentence is grammatically correct. Check spelling and punctuation.
5. Complete the final revision of your writing.
6. Submit both your 1st draft and 2nd draft of your assignment to the class instructor before the given deadline.

ASSESSMENT

- Your instructor will **NOT** grade your paper if you submit it later than the deadline.
- There are two separate scores for the 1st and the 2nd drafts. The Writing Assignment rubric criteria and the scoring ratings are below:

WRAS1 GRADING			
1st dr af t	Grammar	0-1.5 pts	x 7 = 70%
	Content and Task Achievement	0-3 pts	
	Organization	0-2.5 pts	
	Style and Quality of Expression	0-2 pts	
	Mechanics	0-1 pts	
2ⁿ d dr af t	Revising	0-10 pts	x 3 = 30%

Please see the Graph Writing Rubric for the full performance descriptors for each criterion and level of performance.

- Your instructor will announce your overall score out of 100 after the submission of the second draft.
- If you submit **ONLY** the first draft, then the first draft is graded out of 70.

- If you submit ONLY the second draft, then the second draft is graded out of 30.
- Students who submit a plagiarized paper will receive 0 points (Please check the “plagiarism” section below to see what actions are considered plagiarism).
- Students who submitted a plagiarized first draft are allowed to submit their second drafts and will be assessed only from their second drafts (out of 30).
- Completely off-topic, irrelevant assignments will receive 0 points from the “Content & Task Achievement” section in the Writing Assignment Rubric in the first draft.

2. **WRAS2 - Writing Assignment 2 (5%)**

- In this assignment, you write a problems/solutions essay by supporting with reasons, arguments and relevant examples from your own knowledge or experience in 250-400 words.
- This is a process writing assignment with two drafts.

WRAS2 PROCESS			
1 st Draft	2 nd Draft		
You write 1 st draft in class	Your instructor gives feedback	You write the 2 nd draft before deadline	You submit both 1 st and 2 nd draft before deadline
70% of the total score	30% of the total score		

Check the current dates in your pacing schedule.

STEPS for the 1st draft

1. You have 45 minutes to write the 1st draft in the class.
2. Read the task carefully and make sure you understand the topic and task details.
3. Plan your writing. Take notes about the four paragraphs of your writing.
 - You should use the following structure in your writing:
 - a. **Paragraph 1:** Introduction
 - b. **Paragraph 2:** Main Body 1
 - c. **Paragraph 3:** Main Body 2
 - d. **Paragraph 4:** Conclusion
4. Start writing by using your notes. You can use your own vocabulary notes (there should be only words or phrases written), but you are not allowed to use paper dictionaries or any notes including sample sentence structures. Make sure you do not violate any plagiarism rules.
5. Check your own writing. Read your text slowly and make sure each sentence is grammatically correct. Check the organization, spelling and punctuation for each paragraph.
6. Edit your text if necessary.
7. Check the word count of your text and write it below the text.
8. Submit your assignment paper to your class instructor before you leave.

STEPS for the 2nd draft

1. You have 2-3 days to finish the second draft.
2. Check your instructor’s feedback carefully and make sure you understand it (See the document *Writing Feedback Codes* in the Course Introduction section on LEARN).
3. Correct your mistakes and improve your text according to your instructor’s feedback.
4. Check your own writing. Read your full text slowly and make sure each sentence is grammatically correct. Check spelling and punctuation.
5. Complete the final revision of your writing.
6. Submit both your 1st draft and 2nd draft of your assignment to the class instructor before the given deadline.

ASSESSMENT

- Your instructor will **NOT** grade your paper if you submit it later than the deadline.
- There are two separate scores for the 1st and the 2nd drafts. The Essay Writing Assignment rubric criteria and the scoring ratings are below:

WRAS2 GRADING			
1st draft	Grammar	0-1.5 pts	x 7 = 70%
	Content and Task Achievement	0-3 pts	
	Organization	0-2.5 pts	
	Style and Quality of Expression	0-2 pts	
	Mechanics	0-1 pts	
2nd draft	Revising	0-10 pts	x 3 = 30%

Please see the Essay Writing Assignment Rubric for the full performance descriptors for each criterion and level of performance.

- Your instructor will announce your overall score out of 100 after the submission of the second draft.
- If you submit **ONLY** the first draft, then the first draft is graded out of 70.
- If you submit **ONLY** the second draft, then the second draft is graded out of 30.
- Students who submit a plagiarized paper will receive 0 points (Please check the “plagiarism” section below to see what actions are considered plagiarism).
- Students who submitted a plagiarized first draft are allowed to submit their second drafts and will be assessed only from their second drafts (out of 30).
- Completely off-topic, irrelevant assignments will receive 0 points from the “Content & Task Achievement” section in the Writing Assignment Rubric in the first draft.

3. **SPAS - Speaking Assignment (8%)**

- In this assignment, you work in a group of three or four and join a debate on a given topic.
- This assignment is comprised of three main components:
 - **Pre-debate**
 - **Debate**
 - **Post-debate**

STEPS

1. The instructor forms debate teams: the proposition and the opposition. Then, students are expected to choose a debate topic from a given list by the instructor (The number of teams may vary depending on the class population).
2. Each student does research and constructs arguments in their own group. Then, they will have different roles.
3. In the second stage, the debate process starts.
4. Finally, in the post-debate stage, the audience votes for teams and the instructor announces the winner team.
5. Each student is assessed individually according to the criteria explained in the following section.

ASSESSMENT

- The Speaking Assignment is evaluated using a 5 scale analytic debate assessment rubric based on three criteria:

SPAS GRADING		
Quality of Arguments	1-5 pts x 10
Language	1-3 pts x 10
Delivery and Style	1-2 pts x 10
Total Score		

Please see the Debate Assessment Rubric for the full performance descriptors for each criterion and level of performance.

- Please remember that:
 - o While giving his/her presentation, each student will be recorded by the instructor.
 - o Each speech is expected to last around 5 minutes.

B. LEARN

1. Online Content (4%)

- When you go to LEARN, you'll see interactive grammar videos and online quizzes prepared for each unit. Before your lessons, you need to watch these videos and complete the tasks in them to prepare for the activities in your face-to-face lessons. Your total score (4%) from this online content is calculated by adding up the number of interactive videos you have watched (task completion 50%) and the number of correct answers you have given to the exercises in these videos (success rate 50%). Remember that you need to complete these online activities before the deadline (Week 7 Sunday, 12.00am). After the deadline, students cannot access these graded online activities.

C. MID-QUARTER EXAMS

1. REEX1 - Reading Exam 1 (10%)

- REEX1 is administered in one sitting within 45 minutes.
- REEX1 includes one reading passage which will be selected from an external resource.
- REEX1 is assessed by one instructor.

3. LSEX1 - Listening Exam 1 (10%)

4. LUEX1 - Language Use Exam 1 (8%)

- LSEX1 and LUEX1 are administered together in one sitting within 60 minutes.
- LSEX1 includes two different listening tracks, and each track is played twice. LUEX1 includes grammar and vocabulary questions.
- LSEX1 and LUEX1 are assessed by one instructor.

C. END-QUARTER EXAMS

1. REEX2 - Reading Exam 2 (10%)

2. WREX- Writing Exam 2 (10%)

- REEX2 and WREX are administered together in one sitting within 80 minutes.

- REEX2 includes one reading passage. In WREX, students are expected to either write a 4-paragraph problem/solution essay.
- REEX2 is assessed by one instructor.
- WREX is assessed by two instructors. The Essay Writing Rubric is used to assess your writing. The average of the two instructors' scores is calculated as the final grade for this exam.

ESSAY WRITING RUBRIC		
Grammar	0-1.5 pts	x 10 = 100%
Content	0-3 pts	
Organization	0-2.5 pts	
Style and quality of expression	0-2 pts	
Mechanics	0-1 pts	

3. LSEX2 - Listening Exam 2 (10%)

4. LUEX2 - Language Use Exam 2 (8%)

- LSEX2 and LUEX2 are administered together in one sitting within 60 minutes.
- LSEX2 includes two different listening tracks, and each track is played twice. LUEX2 includes grammar and vocabulary questions.
- LSEX2 and LUEX2 are assessed by one instructor.

5. SPEX - Speaking Exam (12%)

- Speaking Exam (SPEX) will be administered and assessed by two instructors.
- The exam includes two tasks (describing a topic card and giving your opinion).
- In the first task, you will talk about varying topics based on the prompts displayed on the smartboard. You will have 1 minute to prepare for the task and 2 minutes to speak.
- In the second task, you will express your opinion about a topic by giving reasons. You will have 1 minute to prepare and 2 minutes to speak. The Speaking Exam Rubric is used to assess students' speaking performance. The average of the two instructors' scores will be calculated as the final grade for this exam.

SPEAKING EXAM RUBRIC		
Task Completion & Content	1-4 pts x 8	= 100%
Vocabulary	1-4 pts x 5	
Grammar & Structure	1-4 pts x 6	
Fluency	1-4 pts x 6	

PARTICIPATION & ATTENDANCE

The students are expected to attend at least 85% of the face-to-face classes in the course. A lower proportion of attendance will result in failure. The success of the course depends upon the active participation in all classes and asynchronous activities, including the completion of tasks or assignments, participation in group and pair-work activities. Missing classes, arriving late, or half-hearted participation in class work are not participating fully and will negatively impact your overall development and performance.

PLAGIARISM

Plagiarism is a serious academic offense. Any cheating or plagiarism will result in disciplinary action to be determined by the administration based on the severity and nature of the offense. The following actions will be considered as plagiarism and will receive 0 points in assessments:

- Copying your own work from a previous or another assignment,
- Submitting another student's work as your own,
- Mixing parts or phrases from different sources and submitting them as your own,
- Reproducing ideas or words from a published work without any quotation marks or citing the source.

In BTU SFL we acknowledge and encourage the use of ChatGPT and other forms of AI-based software as an effective tool for revision, self-study and in-class activities. However, the use of AI-based software and applications in all kinds of assignments (written and spoken) is strictly prohibited and is in direct violation of academic integrity and BTU SFL plagiarism regulations. Assignments created by means of directly copying content from AI-based software will receive 0 points and further disciplinary actions may be initiated by the school administration.

PROTECTION OF COPYRIGHT

Publications in all forms require permission from the copyright owner in advance. Students are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher.

LANGUAGE CONTENT

GRAMMAR

- | | |
|--|-------------------------------------|
| ● Adjectives and adverbs | ● Present perfect continuous |
| ● Comparatives and superlatives | ● Quantifiers |
| ● Conditionals, 1st and 2nd | ● Relative Clauses |
| ● Modals – should, have to, must | ● Adverbial Clauses and Linkers |
| ● Narrative tenses (Past simple, past continuous, past perfect and past perfect continuous) | ● Noun Clauses |
| ● Passives | ● So, too, either and neither |
| ● Present simple | ● Will and going to, for prediction |
| ● Present continuous | ● Wish Clauses |
| ● Present perfect simple | ● Sentence Types |

VOCABULARY

- | | |
|----------------------------------|-------------------------|
| ● Adjectives and adverbs: trends | ● Media |
| ● Certainty and doubt | ● Places and properties |
| ● Education | ● Sports and free time |
| ● Environment | ● Travel and transport |
| ● Events and celebrations | ● Work and business |

FUNCTIONS

Students can:

- Skim a text to understand the general idea and scan a text for specific information.
- Recognize synonyms and understand and produce paraphrasing.
- Identify different types of information (factual, opinion, reason, summary, cause and effect etc.).
- Identify whether statements match to the writer's views.
- Select key features of different types of graph, chart and table to describe them and compare different charts, graphs and tables.
- Interpret a diagram and describe a process.
- Generate ideas about a topic, plan and organize them into paragraphs in a coherent manner and using cohesive devices.
- Write different types of essays (i.e. advantages and disadvantages, agree or disagree, discussion, and problems and solutions).
- Understand the context and listen for specific information.
- Identify the attitudes and opinions of speakers and the functions that they use (proposing, approving, disagreeing etc.) through expressions and opinions.
- Follow a talk or a lecture using notes and understand the use of signposting.
- Speak about various topics in a clear structure using stress and intonation accurately.
- Describe experiences, feelings and emotions, hopes and plans.
- Express opinions, abstract ideas, agreement and disagreement.
- Develop and justify an argument.

TOPICS

- Business and work
- Education systems
- Environment (Man-made and natural)
- Festivals and traditions
- Leisure and recreation
- News and media
- Travel and transport

DISCOURSE MARKERS

- Connecting words expressing cause and effect, contrast etc.
- Discourse markers to structure formal speech
- Linkers: sequential – addition – opposition – highlighting - summary

SUGGESTIONS FOR LEARNERS

- Make sure you read, listen to or watch all your course materials and perform all the tasks your instructor has assigned to you at learn.btu.edu.tr and in your face-to-face lessons.
- Do your assignments and submit them before the deadlines. These assignments will make up an important part of your final grade.
- Participate in the classroom as actively as possible.
- Collaborate and work with other students in this course and help each other learn.
- Have fun!