

BTU SFL
2023-2024 ACADEMIC YEAR

C1
COURSE SYLLABUS

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LEVEL COORDINATOR

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COURSE DESCRIPTION

This course is designed to enable students to gain required language abilities and competencies in order to achieve the CEFR based C1 level BTU SFL outcomes and get ready for their departments at Bursa Technical University.

This course will cover communicative language activities and competencies based on vocabulary, grammar, and the four skills of language learning (listening, reading, speaking, and writing) through face-to-face lessons (23 hours per week) and online activities and tasks.

The main content of C1 Course consists of 5 units (units 6-10) presented in the *High Note 5* (B2+ - C1) Student's Book. All the units will be covered in 8 weeks.

C1 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/>). (The *High Note 5* Student's App is also accessible at <https://www.pearsonenglish.com/login>. You can use this app to reach course book resources and do optional exercises for further practice.)

We hope this course will enable you to make great progress in your language ability.

COURSE PREREQUISITES

Students starting this course should have completed CEFR B2+ level at BTU YDYO or should be placed in C1 level after taking the BTU YDYO Placement Test in order to achieve the course objectives.

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 end of CEFR C1 level descriptors. The CEFR C1 level descriptions are shown below:

RECEPTION		PRODUCTION		INTERACTION
Listening	Reading	Speaking	Writing	Formal Discussion
<ul style="list-style-type: none"> ● I can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex, unfamiliar topics. ● I can identify the attitude of each participant in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in varieties that are familiar. ● I can follow most lectures, discussions and debates with relative ease. ● I can understand a wide range of recorded and broadcast material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between people. 	<ul style="list-style-type: none"> ● I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. ● I can read and appreciate a variety of literary texts, provided I can reread certain sections and that I can access reference tools if I wish. ● I can read contemporary literary texts and non-fiction produced in the standard form of the language or a familiar variety with little difficulty and with appreciation of implicit meanings and ideas. 	<ul style="list-style-type: none"> ● I can give clear, detailed descriptions of complex subjects. ● I can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding them off with an appropriate conclusion. ● I can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other. ● I can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. ● I can develop an argument systematically in well-structured language, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately. 	<ul style="list-style-type: none"> ● I can expand and support points of view at some length with subsidiary points, reasons and relevant examples. 	<ul style="list-style-type: none"> ● I can easily keep up with the debate, even on abstract, complex, unfamiliar topics. ● I can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter-argument fluently, spontaneously and appropriately. ● I can restate, evaluate and challenge contributions from other participants about matters within my academic or professional competence. ● I can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.

MEDIATION	LINGUISTIC		SOCLINGUISTIC
Mediation	Vocabulary Range	Grammar Accuracy	Sociolinguistic Appropriateness
<ul style="list-style-type: none"> ● I can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings. ● I can explain (in Language B) the relevance of specific information found in a particular section of a 	<ul style="list-style-type: none"> ● I have a good command of a broad lexical repertoire. ● I have a good command of common idiomatic expressions and colloquialisms. 	<ul style="list-style-type: none"> ● I consistently maintain a high degree of grammatical accuracy. 	<ul style="list-style-type: none"> ● I can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
			PRAGMATIC

<p>long, complex text (in Language A).</p> <ul style="list-style-type: none"> • I can summarise (in Language B) long, demanding texts (in Language A). • I can make decisions about what to note down and what to omit. • I can show sensitivity to different perspectives within a group. • I can organise a varied and balanced sequence of group and individual works, ensuring smooth transitions between the phases. 			<p>Coherence and Cohesion</p> <ul style="list-style-type: none"> • I can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices.
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COURSE OUTCOMES

As the descriptors above reflect a more general profile of a C1 level learner, it is obviously necessary to narrow down the described competences into strategies which the learner is expected to develop during the course. Therefore, the following learning outcomes have been defined, each of which corresponds to a different skill described in the CEFR C1 level and the coursebooks in C1 level:

NO	C1 READING STRATEGIES	C1 LISTENING STRATEGIES
1	Previewing: <ul style="list-style-type: none"> – predicting content – commenting on the text by reading the title, headings, and subheadings – understanding the topic 	Practicing reading the questions first to have an overview of what you are going to listen to
2	Skimming	Listening for gist
3	Scanning	Listening for detail
4	Summarising	Recognising the examples
5	Underlining and circling the key points	Inferring the meaning
6	Synthesizing Information	Listening to the introduction: <ul style="list-style-type: none"> – beginning to understand and guess the rest (previewing)
7	Paragraph purpose and heading assignment	Listening for cause-effect to understand the relationship between events
8	Understanding inference	Synthesizing listening and speaking
9	Ordering the events / ideas	Gap-filling
10		Recognising stress and intonation
11	Reading to identify and infer connections	Active listening: <ul style="list-style-type: none"> – distinguishing between facts and opinions – recognising phrases that indicate important points – recognising signposts – listening for register: formality-informality – listening for the foregrounded vocabulary and

		grammar
12	Understanding references	
13	Making connections between texts	
14	Distinguishing between facts, speculation, and reported opinions	
15	Expressing generalisation, caution, certainty-uncertainty	
16	Matching ideas and sources	
17	Assessing when citations are required	
18	Applying concepts to previous / following knowledge	
19	Recognising and taking notes of conflicts	
20	Recognising the point of view	
21	Understanding the language of the text: – syntactic structure: dividing complex sentences – stylistic analysis: voice in the text: direct-indirect-free indirect speech and their contribution to the text – The use of adjectives / adverbs / abstract or concrete nouns / state or action verbs – stylistic and literary analysis: analogies – stylistic and literary analysis: figurative language	
22	Guessing unknown words	
23	Understanding denotative and connotative meaning	
24	Reading for comprehension	
25	Identifying the text genre	

NO	C1 SPEAKING STRATEGIES	C1 WRITING STRATEGIES
1	Paraphrasing the question and extending the answer e.g.: Where are you from? from Bursa, which is a city in the	Practicing Timed Writing
2	Building the conversation by explaining the reasons why you think so and by asking a question	Citations and Plagiarism
3	Practicing dealing with silences: – buying yourself time – paraphrasing what you have said / are going to say – asking for repetition / clarification	Choosing a method of organisation: – chronological – emphatic – spatial
4	Varying your grammar and vocabulary	Varying your grammar and vocabulary
5	Using expressions to invite the partner to speak	Consistent pronoun and tense usage
6	Supporting your argument	Coherence & Cohesion & Unity
7	Presenting results, like survey results integrated into a presentation, panel, and debate	Using connectors and linkers effectively
8	Confirming that you understand what another one has said	Persuasive Essay
9	Adding to a speaker's comments to become an	Compare-Contrast Essay (Point-by-Point and Block

	active conversation partner	Methods)
10	Thought groups	Checking your writing: – sentence length – word order – linkers – missing words – looking at purpose – paragraph content – content of an essay – organisation of an essay
11	Debate: – greeting – outline – body – conclusion	Selecting information: identifying the purpose and key message
12	Using direct and indirect quotations to report information from sources	Process writing: the stages of essay writing
13	Using persuasive language to encourage positive attitudes toward your positions	Practice organising ideas logically
14	Giving your opinion, justify, and ask for opinions	Supporting a point of view – the main point in a topic sentence – giving supporting arguments – giving examples
15	Interrupting politely	Revising an essay to add academic characteristics
16	Agreeing-Disagreeing: – introduction – body (examples) – conclusion	Practicing using data to support your opinion
17	Preparing for refutation and for the counterargument	Practicing integrating sources in your writing
18	Practicing preparing for questions before they are asked	Practicing integrating direct quotations in your writing (citation)
19	Practicing taking notes while listening to other speakers	Practicing commenting on sources
20	Practicing organising ideas logically	Counterargument and refutation
21		Constructing an argument to persuade
22		Expressing critical thoughts

LANGUAGE CONTENT

NO	C1 CONTENT OF GRAMMAR	C1 CONTENT OF VOCABULARY	C1 TOPICS
1	Linkers	Word Formation	Arts
2	The Passive and Causative	Approximating Vague Language	Books and Literature
3	Conditionals	Collocation	Film
4	Wish and Preference Clauses	Differentiated Use of Vocabulary	Media
5	Modals	Formal and Informal Registers	News, Lifestyles, and Current Affairs
6	Noun Clauses	Idiomatic Expressions	Scientific Developments
7	Relative Clauses	Colloquial Language	Technical and Legal Language
8	Gerunds and Infinitives	Compound Words	Identity and Personality
9	The Subjunctive	Reporting Verbs	Travel

10	Question Tags		Body Language
11	Wish and Preference		Permission, Prohibition, Protest and Influence
12	Tenses		Illusion, Surprise, Incredulity
13	Phrasal Verbs		
12	Comparative-Superlative		
13	Reported Speech		
14	Quantifiers		
15	Parallel Structure and Ellipsis		
16	Subject-Verb Agreement		

COURSE MATERIALS & PLATFORMS

Materials for this course include:

- **High Note 5 B2+ - C1 Student's Book**
The instructor and the students will use this course book in face-to-face classes.
- **BTU SFL Learn Platform** (accessible @ learn.btu.edu.tr)
This is the main website for the online component of the course. All students will follow this website and do asynchronous activities and tasks regularly. The platform includes interactive mini video lessons, vocabulary activities, quizzes, and other useful resources necessary for your course.
- **High Note 5 B2+ - C1 Student's App** (Please check the *High Note 5 Student's App Guide* shared in your course book to learn how to download and start the application.)
This is the digital platform of your course book. You reach your course book content digitally with this app on your PC or phone. You can do optional exercises in the app for extra practice.
- **B2+ Language Use, Writing, and Speaking Packs**
These documents will be covered in the classroom. You can reach them in SFL LEARN platform. Before the lessons, you are expected to print out the documents, study them, and come to the lessons with your printouts.
- **B2+ Extra Materials Sheets**
These documents will be covered in the classroom. You can reach them in SFL LEARN platform. Before the lessons, you are expected to print out the documents, study them, and come to the lessons with your printouts.
- **B2+ Exam Practice Sheets**
These documents will be covered in the classroom to prepare you for your mid- and end-quarter exams. You can reach them in SFL LEARN platform. Before the lessons, you are expected to print out the documents, study them, and come to the lessons with your printouts.

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 face-to-face learning course supported with online content. Access to a computer, tablet, or mobile phone with an Internet connection is required to experience the online course activities on LEARN. For this asynchronous online component of the course, you can 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 (some of which are assessed – please check the LEARN section on page 9 for further details). 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	6%	WRAS1	Writing a persuasive essay
2	Writing Assignment 2	6%	WRAS2	Writing a compare-contrast essay (Point-by-Point Method/ Block Method)
4	Asynchronous Speaking Assignment 1	4%	ASPAS1	HN 6A VC & SP, p. 79, ex. 10
5	Asynchronous Speaking Assignment 2		ASPAS2	HN 7B GR, p. 97, ex. 7 (except Van Gogh and Pablo Picasso)
6	Asynchronous Speaking Assignment 3		ASPAS3	HN 8A VC & SP, p. 109, ex. 10
7	Asynchronous Speaking Assignment 4		ASPAS4	HN 9E RE & VC, p. 130, ex. 10
8	Synchronous Speaking Assignment	8%	SSPAS	Debating
9				
B. Learn				
1	Language Use Online Content	4%	LEARN	Graded Activities (Vocabulary and Grammar)
C. Mid-Quarter Exams				
1	Reading Exam 1	10%	REEX1	All Strategies Covered So Far
2	Listening Exam 1	10%	LSEX1	All Strategies Covered So Far
3	Language Use Exam 1	8%	LUEX1	Units 6-8 and Language and Language Use Packs Covered So Far
D. End-Quarter Exams				
1	Reading Exam 2	10%	REEX2	All Strategies Covered So Far
2	Writing Exam	8%	WREX	Writing a persuasive or compare-contrast essay
3	Listening Exam 2	10%	LSEX2	All Strategies Covered So Far
4	Language Use Exam 2	8%	LUEX2	All Units and Sections Covered
5	Speaking Exam	8%	SPEX	All Strategies (Unprepared Speech)

A. PORTFOLIO ASSIGNMENTS

1. WRAS1 - Writing Assignment 1 (6%)

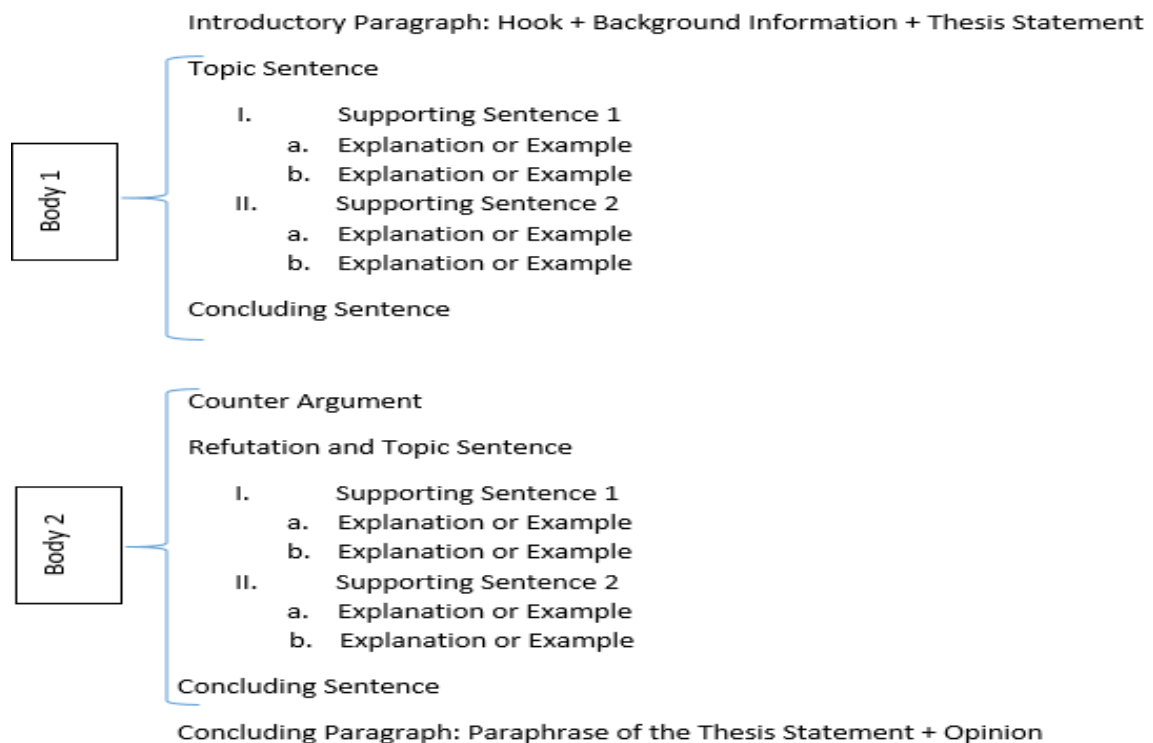
- In this assignment, you write a 4-paragraph persuasive essay in 450-550 words.
- This is a process writing assignment with two drafts.
- The 1st draft will be written in the class. You will have 60 minutes to complete your first draft.

WRAS1 PROCESS		
1 st Draft	2 nd Draft	
You write the 1 st draft before the deadline.	Your instructor gives feedback.	You write the 2 nd draft before the deadline.
70% of the total score	30% of the total score	

Check the current dates on your pacing schedule/our website.

STEPS for the 1st draft

1. Check the current date in your pacing schedule.
2. Read the task carefully and make sure you understand the topic.
3. Plan your writing. Do brainstorming and the outline of your essay.
 - You should use the following outline in your writing:



4. Start writing by using your notes.
5. Make sure that you have an effective thesis statement, effective and well-organised topic sentences, and the paraphrase of your thesis statement in your introductory, body, and concluding paragraphs, respectively.
6. Make sure that you state the counter-argument three times in your essay: the 1st one in your introductory paragraph, the 2nd one at the beginning of the 2nd body paragraph, and the last one in your concluding paragraph.
7. 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. You should use your own sentences in your writing. Make sure you don't violate any plagiarism rules.
8. Check your own writing in view of effective persuasive essay features provided in Lesson 1 of the Writing Pack.
9. Edit your text if necessary.

10. Check the word count of your text and write it below the text.

STEPS for the 2nd draft

1. Check the current date in your pacing schedule.
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 essay according to your instructor’s feedback.
4. Check your own writing in view of effective persuasive essay features and checklist provided in Lesson 1 of the Writing Pack.
5. Complete the final revision of your writing.
6. Submit your 2nd draft of your assignment to your 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: the 1st score is for the 1st draft, and the 2nd score is for the 2nd draft. Each score is given for a specified date. The Writing Assignment rubric criteria for C1 level and the scoring ratings are below:

WRAS1 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 2nd draft.
- If you submit **ONLY** the 1st draft, then the 1st draft is graded out of 70.
- If you submit your draft **ONLY** on the 2nd draft date, then you will be 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 do not submit the 1st draft are allowed to submit their 2nd and will be assessed only from the 2nd draft they submit (out of 30).
- Completely off-topic, irrelevant assignments will receive 0 points from the “Content and Task Achievement” section in the Essay Writing Assignment Rubric.

2. WRAS2 - Writing Assignment 2 (6%)

- In this assignment, you write a 4-paragraph compare-contrast essay in 450-550 words.
- This is a process writing assignment with 2 drafts.
- You will have 60 minutes to complete your first draft.

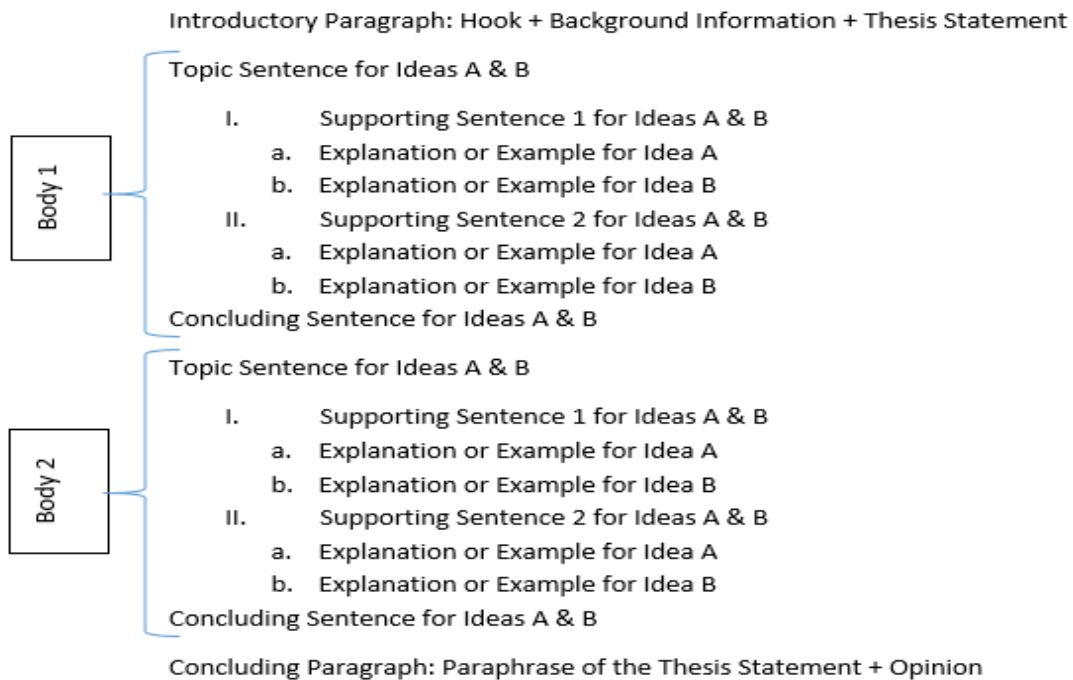
- The 1st draft will be written in the class.

WRAS2 PROCESS		
1 st Draft	2 nd Draft	
You write the 1 st draft before the deadline.	Your instructor gives feedback.	You write the 2 nd draft before the deadline.
70% of the total score	30% of the total score	

Check the current dates on your pacing schedule/our website.

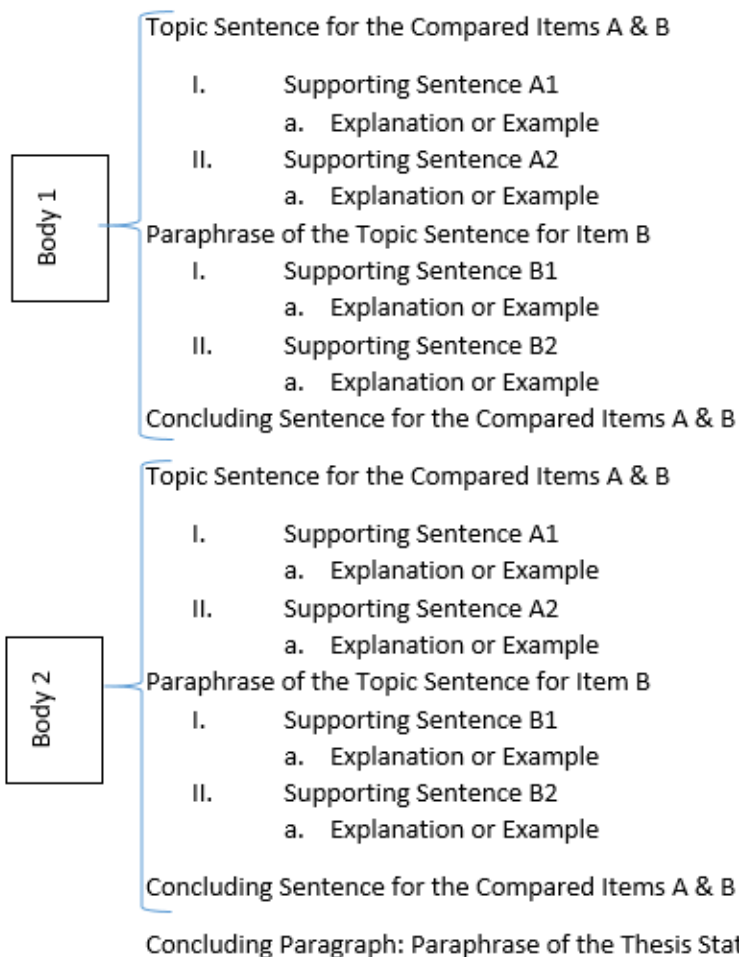
STEPS for the 1st draft

1. Check the current date in your pacing schedule.
2. Read the task carefully and make sure you understand the topic.
3. Plan your writing. Do brainstorming and the outline of your essay.
 - You should use the following outline in your writing:



--OR--

Introductory Paragraph: Hook + Background Information + Thesis Statement



4. Start writing by using your notes.
5. Make sure that you have an effective thesis statement, effective and well-organised topic sentences, and the paraphrase of your thesis statement in your introductory, body, and concluding paragraphs, respectively.
6. Make sure that you don't violate any plagiarism rules.
1. 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.
7. Check your own writing in view of effective compare-contrast essay features and checklist provided in Lesson 2 of the Writing Pack.
8. Edit your text if necessary.
9. Check the word count of your text and write it below the text.

STEPS for the 2nd draft

1. Check the current date in your pacing schedule.
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 in view of effective compare-contrast essay features and checklist provided in Lesson 2 of the Writing Pack.
5. Complete the final revision of your writing.
6. Submit your 2nd draft of your assignment to your 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: the 1st score is for the 1st draft, and the 2nd score is for the 2nd draft. Each score is given for a specified date. The second draft is the revised draft of the first submitted draft. The Writing Assignment rubric criteria for C1 level 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 2nd draft.
- If you submit **ONLY** the 1st draft, then the 1st draft is graded out of 70.
- If you submit your draft **ONLY** on the 2nd draft date, then you will be 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 do not submit the 1st draft are allowed to submit their 2nd draft and will be assessed only from the 2nd draft they submit (out of 30).
- Completely off-topic, irrelevant assignments will receive 0 points from the “Content and Task Achievement” section in the Essay Writing Assignment Rubric.

3. ASPAS – Asynchronous Speaking Assignments 1, 2, 3, and 4 (4%)

- There are 4 Asynchronous Speaking Assignments that you are expected to do in total.
- In these assignments, you speak about a specific topic on LEARN.
- Each of your speeches is expected to last minimum 4 minutes.
- In your speeches, you are expected to answer the question/s in the task provided in your coursebooks. On LEARN, therefore, you will just see the coursebook name, page, task name, and exercise number if any in your coursebooks. You need to go to the specified task on the specified page and speak about the question/s in the specified exercise in your books on LEARN.
- During your speech, please pay attention to using linkers for smooth passage between questions if there are more than one question in the task.
- Make sure that you post your recording before the deadline specified in the assessment flow. Late submissions will **NOT** be graded.

STEPS

1. Check the current date in your pacing schedule.
2. Go to LEARN. Click on the Asynchronous Speaking Assignments (ASPASs) link.
3. Then click on the correct ASPAS (ASPAS1, ASPAS2, ASPAS3, or ASPAS4) link which you are responsible for.
4. Read the information about which topic (about the book, page, task name, and exercise number if any) you will speak about.
5. Go to that book, page, task name, and exercise number if any.
6. Speak about the question/s in the specified exercise/part in your books on LEARN for at least 4 minutes. If you are responsible for more than one question, do not forget to speak about both or all of them based on the number of the questions in the exercise/part specified.
7. To speak about the topic, click on "Reply", "Advanced", "Record Audio", "Start Recording", "Stop Recording", and "Attach Recording".
8. When you click on "Start Recording", you will see that the maximum speech time that LEARN offers you is only 2 minutes. Therefore, there are two alternatives for you to post your answer: 1) After you have attached the first 2 minutes of your speech, press the "Enter" key on your keyboard, and then click on "Start Recording", "Stop Recording", and "Attach Recording" to attach the second part of your speech. Go on with the procedure until you are done. Finally, click on "Post to Forum" at the end of the same page. 2) You can record your voice on your phone and post the voice you have recorded.
9. Make sure that you don't violate any plagiarism rules.

ASSESSMENT

- In each ASPAS, you are assessed based on task completion.
- Each ASPAS is given the score specified in the table below (out of 100), considering the duration of speech time:

ASPAS1, 2, 3, 4 GRADING		AVERAGE
3,5 - 4 minutes	100 pts	(ASPAS1 + ASPAS2 + ASPAS3 + ASPAS4) / 4 = ... / 100
2,5 - 3,5 minutes	75 pts	
1,5 - 2,5 minutes	50 pts	
1 - 1,5 minutes	25 pts	
0 - 1 minutes	0 pts	

- Please remember that you are not allowed to
 - read from script,
 - use a language other than English unless the definition or explanation is given in English.

4. SPAS – Synchronous Speaking Assignment (8%)

- In this assignment, you work in a group of 3 or 4 and join a debate on one of the topics provided in Lesson 3 of Speaking Pack.
- Each student's presentation should last 4 (min.) - 6 (max.) minutes.
- The aim of the debate is not only to explain the specified focus of the topic but also make the opponent answer audience questions. Therefore, the audience will be active during your speech and ask you questions about your speech or the focus you have chosen in a "Question and Answer" (Q & A) session that should last 10 (max.) minutes.
- The structure of the debate is as follows (Go to "B2. Structure of a Debate" explanation in Lesson 3 of the Speaking Pack.):
 - **Opening the Debate**
 - **Speech and Rebuttals**
 - **Question and Answer**
 - **Concluding the Debate**

STEPS

1. Check the current date in your pacing schedule.
2. As a group of 3 or 4 members, choose a topic from the list in the pack.
3. Come together with your group members and decide the supports of the topic you have chosen. (Go to explanation “C1. Brainstorming Ideas” section in the pack.)
4. Decide the support you will elaborate on. You will sit accordingly facing an opponent debater that will speak about the same support as yours on the assignment day.
5. Prepare your speech with relevant and current data, reasons, examples, and explanations of the support you have chosen.
6. Prepare your speech by citing sources for both your presentation stage and the Q & A and refutation/rebuttal stages. Make sure that you have used reporting verbs while citing in your speech.
7. Prepare more for the audience's questions. Brainstorm on what questions you may be asked in the Q & A session and find relevant sources to answer these questions. It is advisable that you have more of the sources you have found to cite: Reliable sources, like current data, statistics, news reports, articles, will help you a lot both in presentation and in refutation/rebuttal stages.
8. Make sure that you don't violate any plagiarism rules.
9. When your speech is ready, practice your remarks several times before the assignment day both individually and as a group.

ASSESSMENT

- Each student is assessed individually.
- 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
 - reading from script and making use of cue cards/notes are not allowed,
 - using a language other than English is not allowed unless the definition or explanation is given in English,
 - you need to use citation vocabulary and reporting verbs during the debate,
 - the debate will be recorded by the instructor.



REMINDER FOR DEBATERS:

It is advisable that each speaker starts speaking by saying, “(The Name of the Speaker) Speaking” each time they start speaking. Otherwise, it is difficult for the graders to recognise who is speaking when the recording is listened to after the debate ends.

e.g.: **“Dave Speaking.** I want to start my discussion first by giving the reason why I do not agree with Tom. In his speech, Tom mentioned ...

“Tom Speaking. I am sorry to interrupt you Dave, but ...”

B. LEARN

1. [REDACTED] (4%)

- When you go to LEARN, you'll see vocabulary activities and interactive grammar videos prepared for each unit. These activities and videos are designed for you to do and watch before and after your lessons. To see which ones need doing before the lessons and which ones need doing after the lessons, check your pacing every day. You need to do the vocabulary activities, watch the videos, and complete the tasks in them to prepare for the activities in your face-to-face lessons. Your total score (4%) from this Language Use Online Content is calculated by adding up the number of the vocabulary activities and interactive videos you have watched (task completion 50%) and the number of correct answers you have given to the exercises in them (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 Language Use Online Content vocabulary and grammar activities (only the video links for grammar will be available; as vocabulary list is already provided in your books, vocabulary exercises will NOT be available).

C. MID-QUARTER EXAMS

1. **REEX1 - Reading Exam 1** (10%)

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

2. **LSEX1 - Listening Exam 1** (10%)

3. **LUEX1 - Language Use Exam 1** (8%)

- LSEX1 and LUEX1 are administered together in one sitting within 80 minutes.
- LSEX1 includes three different listening tracks, and each track is played twice. LUEX1 includes vocabulary and grammar questions.
- LSEX1 and LUEX1 are assessed by one instructor.

D. END-QUARTER EXAMS

1. **REEX2 - Reading Exam 2** (10%)

2. **WREX - Writing Exam** (8%)

- REEX2 and WREX are administered together in one sitting within 90 minutes.
- REEX2 includes one reading passage selected from an external resource.
- In WREX, students are provided one persuasive essay topic and one compare-contrast essay topic. They are expected to choose one of the topics and write a 4-paragraph essay (450-550 words).
- 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 80 minutes.
- LSEX2 includes three different listening tracks, and each track is played twice. LUEX2 includes vocabulary and grammar questions.
- LSEX2 and LUEX2 are assessed by one instructor.

5. **SPEX** - Speaking Exam (8%)

- Speaking Exam (SPEX) will be administered and assessed by two instructors.
- The exam includes three tasks (describing an experience, comparing-contrasting, and giving your opinion).
- The tasks are about different topics.
- In the first task, you will talk about an experience 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 talk about similarities and/or differences between two items in two different respects or by providing two different specific examples. The compare-contrast question is displayed on the smartboard. You will have 1 minute to prepare for the task and 2 minutes to speak.
- In the final task, you will express your opinion about a topic by giving two reasons why you agree or disagree with the opinion or two examples. The task will be displayed on the smartboard. You will not be given any time to prepare. You will have 2 minutes to speak about it.
- 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 GRADING		
Task Completion & Content	1-4 pts x 8	TOTAL: ... / 100
Vocabulary	1-4 pts x 5	
Grammar & Structure	1-4 pts x 6	
Fluency	1-4 pts x 6	

PARTICIPATION & ATTENDANCE

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 online 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 offence. 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

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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.
- Try to complete all the exercises on your Student's App before and after your classes.
- Collaborate and work with other students in this course and help each other learn.
- Have fun!