

BTU SFL  
2023-2024 ACADEMIC YEAR  
**B2+ COURSE  
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## **LEVEL COORDINATOR AND GROUP MEMBERS**

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## **COURSE DESCRIPTION**

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This course is designed to enable students to gain required language abilities and competences in order to achieve the CEFR based B2+ level BTU SFL outcomes and get ready for the C1 Course in our School of Foreign Languages 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 (24 hours per week) and online activities and tasks.

The main content of B2+ Course consists of 5 units presented in the *High Note 5* (Unit 1, 2, 3, 4, and 5) 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/>). (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**

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

## **COURSE DURATION**

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<b>QUARTER 1</b>		<b>QUARTERS 2, 3, 4</b>	
9 weeks		8 weeks	
<b>Teaching &amp; Exams</b>	<b>Assessment &amp; Preparation</b>	<b>Teaching &amp; Exams</b>	<b>Assessment &amp; Preparation</b>
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 competences in order to achieve the end of CEFR B2+ level descriptors and get ready for C1 Course in the SFL. The CEFR B2+ level descriptions are shown below:

RECEPTION		PRODUCTION		INTERACTION
Listening	Reading	Speaking	Writing	Formal Discussion
<ul style="list-style-type: none"> <li>● I can understand the main idea of an animated conversation between proficient users of the target language.</li> <li>● I can identify specific details in an animated conversation between proficient users of the target language.</li> <li>● I can follow the essentials of lectures and talks and other forms of academic/professional presentation which are propositionally and linguistically complex.</li> <li>● I can understand the point of view expressed on topics that are of current interest or that relate to their specialised field, provided the talk is delivered in standard language or a familiar variety.</li> <li>● I can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify viewpoints and attitudes as well as the information content.</li> </ul>	<ul style="list-style-type: none"> <li>● I can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.</li> <li>● I can obtain information, ideas and opinions from highly specialised sources within my field.</li> <li>● I can understand specialised articles outside my field, provided I can use a dictionary occasionally to confirm my interpretation of terminology.</li> <li>● I can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.</li> </ul>	<ul style="list-style-type: none"> <li>● I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.</li> <li>● I can describe the personal significance of events and experiences in detail.</li> <li>● I can communicate complex information.</li> <li>● I can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</li> <li>● I can give clear, systematically developed presentations, with appropriate highlighting of significant points, and relevant supporting detail.</li> </ul>	<ul style="list-style-type: none"> <li>● I can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</li> </ul>	<ul style="list-style-type: none"> <li>● I can express my ideas and opinions with precision, and present and respond to complex lines of argument convincingly.</li> </ul>

<b>MEDIATION</b>	<b>LINGUISTIC</b>		<b>PRAGMATIC</b>
Mediation	Vocabulary Range	Grammar Accuracy	Coherence and Cohesion
<ul style="list-style-type: none"> <li>• I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within my field of professional, academic and personal interest.</li> <li>• I can relay (in Language B) which presentations given (in Language A) at a conference, or which articles in a book (in Language A) are particularly relevant for a specific purpose.</li> <li>• I can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.</li> <li>• I can take notes on points which strike me as important.</li> </ul>	<ul style="list-style-type: none"> <li>• I have a good range of vocabulary for matters connected to my field and most general topics.</li> <li>• I can understand and use the main technical terminology of my field.</li> </ul>	<ul style="list-style-type: none"> <li>• I have good grammatical control.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of linking expressions efficiently to mark clearly the relationships between ideas.</li> </ul>

## **COURSE OUTCOMES**

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As the descriptors above reflect a more general profile of an B2+ 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 B2+ level and the coursebooks in B2+ level:

<b>NO</b>	<b>B2+ READING STRATEGIES</b>	<b>B2+ LISTENING STRATEGIES</b>
1	Previewing: – predict content – comment on the text by reading the title, headings, and subheadings – understand the topic	Practicing reading the questions first to have an overview of what you are going to listen to
2	Skimming	Recognising the signposts
3	Scanning	Recognising emphasis
4	Reading the first and the last paragraphs / sentences to catch a glimpse of what the text is about	Listening for gist
5	Paraphrasing	Listening for detail
6	Synthesizing Information	Gap-filling
7	Paragraph purpose and heading assignment	Synthesizing listening and speaking
8	Understanding the main idea / the purpose of a text	Paraphrasing
9	Understanding supporting details	Recognising word clusters in fast speech
10	Guessing the unknown words	Inferring the meaning
11	Understanding the denotative meaning of the words	Inferring the speaker's stance, attitude, bias and opinion
12	Guessing the connotative meanings of the words	Active listening: asking questions / using phrases that indicate important points
13	Understanding references	
14	Matching ideas and sources	
15	Reading for comprehension	

16	Understanding the text genre: a report / an essay / an article / a short story	
17	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 – stylistic and literary analysis: figurative language	

NO	B2+ SPEAKING STRATEGIES	B2+ WRITING STRATEGIES
1	Paraphrasing the question and extend the answer: e.g.: Where are you from? from Bursa, which is a city in the ....	Paragraph Writing Process: – Brainstorming – Outlining – Writing – Editing
2	Building the conversation by explaining the reasons why you think so and by asking a question	
3	Practicing dealing with silences: – buying yourself time – paraphrasing what you have said / are going to say	Recognising and identifying the author Choosing a method of organization: – chronological – emphatic – spatial
4	Staying on the topic	
5	Using signal words to draw attention to main ideas	Coherence & Cohesion & Unity
6	Expressing opinions	Avoiding off-topic sentences
7	Presenting data	Using connectors and linkers effectively
8	Supporting your argument	Differences between a clause and a sentence
9	Presenting results, like survey results integrated into a presentation, panel, and debate	Sentence errors: – fragment – run-on – comma splice – faulty parallelism – misplaced modifier
10	Recognising what information is important	Punctuation marks
11	Confirming that you understand what another one has said	Differences between a paragraph and an essay
12	Giving individual and small-group presentations	Introductory paragraph: – hook – background information – thesis statement
13	Practicing brainstorming ideas to prepare for presentations	Topic sentence: – effective & ineffective – features of an effective topic sentence
14	Interviewing others	Thesis Statement
15	Adding to a speaker's comments to become an active conversation partner	Brainstorming methods: – listing – clustering – free-writing
16	Organising a presentation	Supporting sentences: – major and minor supports

17	Giving a presentation: – greeting – outline – body – conclusion	Concluding Paragraph
18	Referring to a visual aid	Cause-Effect Essay
19	Using direct and indirect quotations to report information from sources	Checking your writing: – sentence length – word order – linkers – missing words – looking at purpose – paragraph content – content of an essay – organisation of an essay
20	Giving your opinion, justify, and ask for opinions	Selecting information: – identify the purpose and key message
21	Agreeing-Disagreeing: – introduction – body (examples) – and conclusion	Supporting a point of view: – the main point in a topic sentence – giving supporting arguments – giving examples
22	Practicing organising ideas logically	Revising an essay to add academic characteristics
23		Practicing using data to support your opinion
24		Practicing integrating sources in your writing
25		Practicing integrating direct quotations in your writing (citation)
26		Practicing using anaphoric and cataphoric referencing
27		Practicing commenting on sources

## LANGUAGE CONTENT

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NO	B2+ CONTENT OF GRAMMAR	B2+ CONTENT OF VOCABULARY	B2+ TOPICS
1	Tenses	Word Formation	Books and Literature
2	The Passive and Causative	Approximating Vague Language	Illusion, Surprise, Incredulity
3	Conditionals and Inverted Conditionals	Collocation	Permission, Prohibition, Protest and Influence
4	Wish and Preference Clauses	Differentiated Use of Vocabulary	Body Language
5	Modals and Modal Related Verbs	Formal and Informal Registers	News, Lifestyles, and Current Affairs
6	Adjectives and Adverbs	Idiomatic Expressions	Scientific Developments
7	Relative Clauses	Compound Nouns	Technical and Legal Language
8	Gerunds and Infinitives	Phrasal Nouns	Identity and Personality
9	Phrasal Verbs		Travel
10	Reporting Verbs		
11	Articles		

## COURSE MATERIALS & PLATFORMS

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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](http://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 on the 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 on the 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 on the 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**

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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](mailto:ogrenci.ydyo@btu.edu.tr) whenever you want.

## COURSE ASSESSMENT

No	Assessment Name	Rate	Code	Content
<b>A. Assignments</b>				
1	Writing Assignment 1	6%	WRAS1	Writing a for-and-against essay
2	Writing Assignment 2	6%	WRAS2	Writing a cause-effect essay
3	Asynchronous Speaking Assignment 1	4%	ASPAS1	HN 1A VC & SP, p. 5, ex. 6, qs 1
4	Asynchronous Speaking Assignment 2		ASPAS2	HN 2C GR, p. 23, ex.17
5	Asynchronous Speaking Assignment 3		ASPAS3	HN 3A VC & SP, p. 35, ex. 9
6	Asynchronous Speaking Assignment 4		ASPAS4	HN 4A VC & SP, p.49, ex.12, qs1
7	Speaking Assignment	8%	SPAS	Giving a presentation on a lecture in Coursera or Open Yale
<b>B. Learn</b>				
1	Language Use Online Content	4%	LEARN	Graded Activities (Vocabulary and Grammar)
<b>C. Mid-Quarter Exams</b>				
1	Reading Exam 1	10%	REEX1	Strategies from Unit 1 - end of Unit 6 (except Unit 5)
2	Listening Exam 1	10%	LSEX1	All Strategies Covered So Far (2 Conversations and 1 lecture)
3	Language Use Exam 1	8%	LUEX1	Unit 1 - end of Unit 6
<b>D. End-Quarter Exams</b>				
1	Reading Exam 2	10%	REEX2	All Strategies Covered
2	Writing Exam	8%	WREX	Writing a for-and-against
3	Listening Exam 2	10%	LSEX2	All Strategies Covered (2 Conversations and 1 lecture)
4	Language Use Exam 2	8%	LUEX2	All Units and Sections Covered
5	Speaking Exam	8%	SPEX	All Strategies (Unprepared Speech)

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

## A. WRITING ASSIGNMENTS

### 1. WRAS1 - Writing Assignment 1 (6%)

- In this assignment, you write a for-and-against 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 1<sup>st</sup> draft will be written in the class.

1 <sup>st</sup> Draft	2 <sup>nd</sup> Draft	
You write the 1 <sup>st</sup> draft before the deadline.	Your instructor gives feedback.	You write the 2 <sup>nd</sup> draft before the deadline.
<b>70% of the total score</b>	<b>30% of the total score</b>	

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

#### STEPS for the 1<sup>st</sup> 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 paragraph.
  - You should use the following outline in your writing:

<p><b>Introduction</b></p> <p><b>I. Body</b></p> <p><b>a. Body Paragraph 1: Arguments in favour</b></p> <p><b>i. Argument 1</b></p> <p><b>ii. Argument 2</b></p> <p><b>b. Body Paragraph 2: Arguments against</b></p> <p><b>i. Argument 1</b></p> <p><b>ii. Argument 2</b></p> <p><b>II. Conclusion</b></p>
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4. Start writing by using your notes.
5. Make sure that you have effective arguments.
6. 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.
7. Check your own writing in view of an effective paragraph checklist provided in Lesson 1 of the Writing Pack.
8. Edit your text if necessary.
9. Check the word count of your essay and write it below the essay.

## STEPS for the 2<sup>nd</sup> draft

1. Check the draft submission deadline 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 a for-and-against essay checklist provided in Writing Pack 1 For-and-against essay writing.
5. Complete the final revision of your writing.
6. Submit both your 1<sup>st</sup> draft and 2<sup>nd</sup> 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: the 1<sup>st</sup> score is for the 1<sup>st</sup> draft, the 2<sup>nd</sup> score is for the 2<sup>nd</sup> draft. The Writing Assignment rubric criteria for B2+ and the scoring ratings are below:

WRAS1 GRADING			
<b>1<sup>st</sup> draft</b>	Grammar	0-1.5 pts	<b>x 7 = 70%</b>
	Content and Task Achievement	0-3 pts	
	Organization	0-2.5 pts	
	Style and Quality of Expression	0-2 pts	
	Mechanics	0-1 pts	
<b>2<sup>nd</sup> draft</b>	Revising	0-10 pts	<b>x 3 = 30%</b>

*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 2<sup>nd</sup> 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 1<sup>st</sup> draft are allowed to submit their 2<sup>nd</sup> and will be assessed only from the 2<sup>nd</sup> draft they submit (out of 30).
- Completely off-topic, irrelevant assignments will receive 0 points from the "Content" section in the Essay Writing Rubric.

## 2. WRAS2 - Writing Assignment 2 (6%)

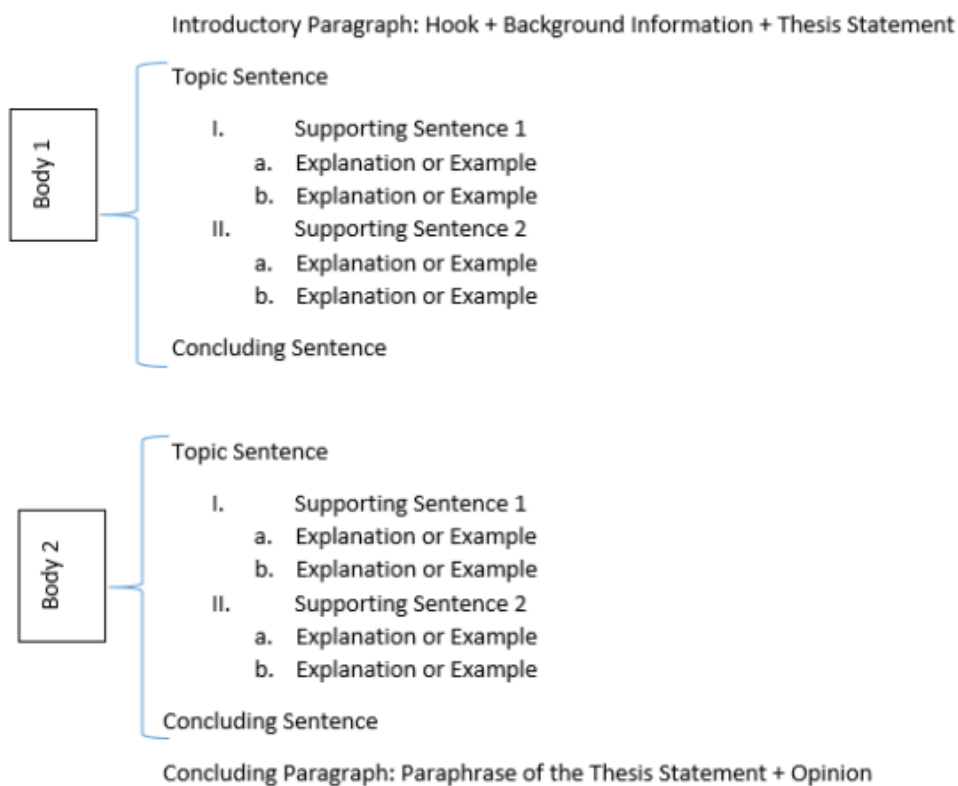
- In this assignment, you write a cause-effect essay in 450-550 words with an introduction paragraph, two topic sentences, two supporting sentences for each topic sentence, and two explanation/examples for each topic sentence.
- This is a process writing assignment with 2 drafts.
- You will have 60 minutes to complete your first draft.
- The 1<sup>st</sup> draft will be written in the class.

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

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

### STEPS for the 1<sup>st</sup> 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 for the introduction, one topic sentence, supporting sentences, and explanation/examples for each topic sentence.
  - You should use the following outline in your writing:



4. Start writing by using your notes.
5. Make sure that you have effective topic sentences, supporting sentences and explanation/examples..
6. Make sure that you don't violate any plagiarism rules.
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. Make sure you do not violate any plagiarism rules.
8. Check your own writing in view of effective introductory paragraph features provided in the Writing Pack2 Cause-Effect Essay.
9. Edit your text if necessary.
10. Check the word count of your essay and write it below the essay.

**STEPS for the 2<sup>nd</sup> draft**

1. Check the second draft submission deadline 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 cause-effect writing features provided in the Writing Pack2-Cause-effect writing.
5. Complete the final revision of your writing.
6. Submit both your 1<sup>st</sup> draft and 2<sup>nd</sup> 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: the 1<sup>st</sup> score is for the 1<sup>st</sup> draft, and the 2<sup>nd</sup> score is for the 2<sup>nd</sup> draft. Each score is given on a specified date. The second draft is the revised draft of the first submitted draft. The Essay Writing Rubric and the scoring ratings are below:

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

*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 2<sup>nd</sup> draft.
- If you submit ONLY the 1<sup>st</sup> draft, then the 1<sup>st</sup> draft is graded out of 70.
- If you submit your draft ONLY on the 2<sup>nd</sup> 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 submitted a plagiarized 1<sup>st</sup> draft are allowed to submit their 2<sup>nd</sup> draft and will be assessed only from the 2<sup>nd</sup> draft they submit (out of 30).
- Completely off-topic, irrelevant assignments will receive 0 points from the “Content and Organisation” section in the Essay Writing Rubric.

#### 4. **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 a minimum of 3 minutes.
- In your speeches, you are expected to answer the question/s in the task provided in your course book. On LEARN, therefore, you will just see the page, task name, and exercise number in your course book. You need to go to the specified task on the specified page and speak about the question/s in the specified exercise in your book on LEARN.
- During your speech, please pay attention to using linkers for smooth passage between questions if there is 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 page, task name, and exercise number) you will speak about.
5. Go to that page, task name, and exercise number in your coursebook.
6. Speak about the question/s in the specified exercise in your book on LEARN for at least 3 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 questions in the exercise 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
2,5 - 3 minutes	100 pts	$(ASPAS1 + ASPAS2 + ASPAS3 + ASPAS4) / 4$ = ... / 100
2 - 2,5 minutes	75 pts	
1,5 - 2 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.

### 5. **SPAS – Speaking Assignment (8%)**

- In this assignment, you give a presentation about a Coursera or Open Yale lesson of your choice in the classroom.
- Each student’s presentation should last 4 (min.) - 7 (max.) minutes.
- At the end of the presentation, there will be a “Question and Answer” (Q & A) session that should last (max.) 2 minutes.
- Your presentation should have the following outline:
  - **An Introduction** – (Please check the questions)
  - **A Body** – (Please check the questions)
  - **A Conclusion** – (Please check the questions)

## STEPS

1. Check the current date in your pacing schedule.
2. First, go to Coursera or Open Yale websites, and then choose a lesson of your choice there. (You can use the links here to go to the websites: (<https://www.coursera.org/>) (<https://oyc.yale.edu/courses>)
3. If you select Coursera, join for free, enroll in a lesson for free, choose no certificate if you do not want to have a certificate of the course after you finish it. If you want to have a certificate, click on the purchase course to have your certificate for a certain fee.  
If you select Open Yale, click on a lesson of your choice, then the “Sessions” tab.
4. Watch all the lectures of the lesson of your choice. Take notes of the answers of the following questions while watching:
  - **Introduction Questions:**
    - 1- What is the name of the lesson?
    - 2- What is the topic of the lesson?
    - 3- Who is the speaker, and where is s/he?
    - 4- How long does the lesson last?
  - **Body Questions:**
    - 1- What is the speaker talking about?
    - 2- How is the topic elaborated? What details / explanations / examples are given about the topic?



o **Conclusion Questions:**

- 1- What did you find interesting in the lesson?
  - 2- What did you like and dislike about the lesson?
  - 3- Do you want to watch the videos about the same topic in the future again? Why or why not?
5. While watching, prepare your visuals (at least 2). If you're using a PPT, make sure you don't write complete sentences on the slides, but there may be some reminder texts on/under the visuals on a phrase level. (For further information about how to use a PPT, check the B2+ Speaking Pack, Part B4.)
  6. When you have found the answers of the questions stated in step number 4, go to the B2+ Speaking Pack to check how to give an effective presentation. Note that the answers of the questions will be presented in a presentation format studied in the B2+ Speaking Pack.
  7. When your speech and your visuals are ready, practise your presentation several times before the assignment day.

**ASSESSMENT**

- The Speaking Assignment rubric criteria and the scoring ratings are below:

SPAS GRADING			
Content	1-5 pts	x 7 =	<b>TOTAL: ... / 100</b>
Organisation	1-3 pts	x 7 =	
Language Use	1-4 pts	x 6 =	
Delivery and Style	1-4 pts	x 5 =	

*Please see the B2+ Presentation 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 your presentation,
  - you will have at least 2 visuals from or about the lesson,
  - your presentation will be recorded by the instructor.

**REMINDER FOR AUDIENCE:**

In the Q & A session, it is advisable that the audience start 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 presentation ends.

e.g.: **"Dave Speaking.** Hi Tom. Thanks for your presentation. It was very fruitful, especially for adults. I want to ask ..."

## 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 vocabulary and grammar activities before the deadline. You must complete all graded activities before the deadline (Sunday, 19th November, 12 AM). After the deadline, students cannot access these graded Language Use Online Content 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 expected to write a 4-paragraph cause-effect or for-and-against 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 = <b>100%</b>
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 smart board. 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 smart board. 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 smart board. 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 =	<b>TOTAL: ... / 100</b>
Vocabulary	1-4 pts	x 5 =	
Grammar & Structure	1-4 pts	x 6 =	
Fluency	1-4 pts	x 6 =	

## **PARTICIPATION & ATTENDANCE**

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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**

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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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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.

## **SUGGESTIONS FOR LEARNERS**

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- 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](http://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!